

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
Academic Program Review Summary Form
Board Of Governors Policy 1986-04-A

University: IUP

Degree(s) Offered: B.A. and B.A. Pre-Law

Division: Department of Criminology BA

Date of Last Review: June 2007

Completion Date of Current Review: July 2013



I. Composition of Review Team

Chair: Randy Martin (chair, Criminology), Kate Hanrahan (assistant chair, Criminology), John Lewis (director, Criminology Advising Center), and Erika Frenzel (former director, Criminology Advising Center).

External Review Team Members: Dr. Mona Danner, Old Dominion University.

Campus Review Team Members: NA

II. Program Data - Insert other relevant program data related to the program review in the blank rows.

IUP's Department of Criminology houses graduate and undergraduate programs. This portion of the five-year review self-study concerns only the undergraduate program.

The department offers both a Criminology major and a Criminology/Pre-Law program. The latter consists of the Criminology major plus the Pre-Law minor. The program requirements are shown in Appendix A. Because the Criminology major and Criminology/Pre-Law are identical except for the Minor, the programs will be discussed in this report as a single program.

The Criminology degree requires that students complete 33 credit hours in the major and a 15 to 21 credit hour minor. Classes are delivered in person during the school year with very occasional on-line sections. Courses are offered online during the Winter session and all three Summer sessions. A six or 12 credit internship option is available only during the summer.

Demand for the program historically has been strong, and that trend continued during the 5-year review period (see Tables 1 and 2). As indicated in Table 3, university statistics show a combined mean annual enrollment of 903 students over the five year period, and a mean of 179 graduating students each academic year.

TABLE 1

Academic Program Review Summary Form*					
Criminology, BA					

	2007/08	2008/09	2009/10	2010/11	2011/12
Student Enrollment – Annualized FTES	676.95	685.50	716.13	793.69	843.33
Program Cost	\$ 2,979,498	\$ 3,046,011	\$ 3,067,386	\$ 3,377,020	\$3,440,693
Program Cost/FTES	\$ 4,401	\$ 4,443	\$ 4,283	\$ 4,255	\$ 4,080
Faculty FTE	30.35	29.62	31.43	33.90	35.33
Majors Enrolled					
Majors	702	674	697	788	793
Sec Majors	16	10	11	10	16
Total Majors	718	684	708	798	809
Program Graduates					
A - Official Degree Count	141	130	129	155	150
B - Double Major	3	2		1	3
C - Late Submission	4	5			2
Total Degrees	148	137	129	156	155

*Data definitions are located in Appendix B.

Table 2

Academic Program Review Summary Form*					
Criminology, Pre-Law					

	2007/08	2008/09	2009/10	2010/11	2011/12
Student Enrollment – Annualized FTES	189.07	167.36	151.29	156.38	169.78
Program Cost	\$ 835,696	\$ 760,609	\$ 662,604	\$ 673,222	\$ 704,975
Program Cost/FTES	\$ 4,420	\$ 4,545	\$ 4,380	\$ 4,305	\$ 4,152
Faculty FTE	8.49	7.39	6.70	6.71	7.19
Majors Enrolled					
Majors	192	159	140	148	157
Sec Majors		1	1	1	1
Total Majors	192	160	141	149	158
Program Graduates					
A - Official Degree Count	34	39	29	40	29
B - Double Major					
C - Late Submission			1		
Total Degrees	34	39	30	40	29

*Data definitions are located in Appendix B.

Table 3

Academic Program Review Summary Form Criminology, BA & Criminology, Pre-Law						
Combined Enrollment	2007/08	2008/09	2009/10	2010/11	2011/12	MEAN
Majors + secondary majors	718	684	708	798	809	
Prelaw + secondary Prelaw	192	160	141	149	158	
TOTAL	910	844	849	947	967	903.4
Program Graduates	2007/08	2008/09	2009/10	2010/11	2011/12	MEAN
Majors + secondary majors	148	137	129	156	155	
Prelaw + secondary Prelaw	34	39	30	40	29	
TOTAL	182	176	159	196	184	179.4

In addition to the major, the Criminology department offers a joint Minor in Information Assurance with Computer Science and a Criminology minor for those students in Computer Science who are enrolled in the Information Assurance Track. Program requirements are listed in Appendix C.

Until January 2011, the department also offered an 18 credit Minor in Criminology to students in any department requiring a minor. Other than students enrolled in the Computer Science Information Assurance Track, we are no longer able to admit students to the Minor, because large enrollments in the undergraduate program and the relatively small faculty complement make it impossible to provide enough class sections to meet demand.

III. Progress Since Last Review

The department as a whole has undertaken a number of initiatives during the review period. A summary of the departmental response to the Action Plan generated as part of the program review conducted in 2007 is shown in Table 4. Our main objective at that point was to gain certification by the Academy of Criminal Justice Sciences. This is one of the two professional associations in our discipline, and the only one to address standards for undergraduate education in criminology and criminal justice.

Members of the department put a fair amount effort into implementing program modifications to meet the certification requirements, and beginning the application process. Unfortunately, the cost of the review was seen as prohibitive given the budget constraints of the time. When balanced against the needs of other departments that must seek accreditation, the dean of our college decided that funding was not possible. Accordingly, no further formal action was taken. However, we believe our program meets at least the spirit of the certification requirements if not each separate requirement.

The Department of Criminology has developed student learning outcomes that align with college and university objectives. The desired outcomes are that Criminology students will:

- demonstrate the ability to think critically and communicate effectively within the discipline of criminology;
- develop an understanding of their profession and the ethical responsibilities within criminology and criminal justice;
- demonstrate general knowledge of central criminal justice/criminology cognate areas;
- demonstrate knowledge and application of information literacy; and
- demonstrate an awareness of diversity issues and responsible citizenship.

We participate in the College of Health and Human Services outcome assessment program and monitor performance in core courses. More nuanced assessment of student outcomes has received less attention than planned. Instead, our program revisions, by necessity, often have been driven primarily by resource availability.

Members of the department have had their energies focused on the challenges of delivering the many components of a large undergraduate program (see Program Outcomes, Section IV, below) and the comparable elements of the doctoral program, multiple Master's Programs and a variety of specialized post-graduate programs for the FBI – all of which have been accomplished in a period of very significant decreases in funding.

As noted in the following section of this report, the Criminology faculty is dedicated to excellence in teaching. We are active participants in teaching workshops, Reflective Practice, a department teaching circle, and course development. We understand the need for systematic assessment of student learning outcomes; we simply have not been able to move that assessment forward to the program level as we had planned. We hope to be able to more fully implement outcome assessment during the next review period.

We have had some success in increasing interdisciplinary collaboration, as listed below. This is an area that could be expanded to capitalize on growth opportunities (see Section VI, below). Alumni giving is an area

of great interest to our department, college, and university. As one of the largest and oldest Criminology programs in the Commonwealth, we have a very large pool of alumni/alumnae to contact. This effort has been put on hold for the time and resource reasons just outlined and, frankly, because establishing a productive working relationship with the Alumni Relations office was more challenging than anticipated. Given the recent changes at IUP and PASSHE's current emphasis on alumni giving, we are optimistic about making progress in this area during the next five year review period.

Table 4. Department Activities Related to Last Five-Year Review Action Plan

Action Item	Steps Taken/Progress Reported	Date
ACJS Certification	<p>Ad hoc committee formed; self-study undertaken; course scheduling adjusted to meet ACJS requirements (e.g. only full time tenure track faculty teach core courses).</p> <p>The IUP administration decided against pursuing certification. The reasons were (a) the cost of the certification process, and (b) ACJS offers only certification. There is no accreditation in our discipline.</p>	2007-2008
Automated assessment of student outcomes	<p>The CRIM department participates in the college-designed outcomes assessment activities. We monitor student performance in core courses.</p> <p>The Departmental Teaching Circle is discussing ways to include the revised undergraduate curriculum competencies in our core courses.</p>	<p>Annual</p> <p>On-going</p>
Alumni gifts	Preliminary inquiry with Alumni Relations; no further action taken due to more pressing departmental responsibilities.	2007
Increase interdisciplinary programs	<p>Collaboration with other departments:</p> <p>Undergraduate Information Assurance minor approved; offered jointly with Computer Science.</p> <p>Grant awarded to develop a scholarship program to increase participation of females in cybersecurity.</p> <p>Corrections Education Project which has involved several different members of our department, over a number of years, with faculty from different departments in the College of Education.</p>	<p>Ongoing.</p> <p>2012</p> <p>2009</p>

	<p>Collaborative courses: Dr. Frenzel is developing a course on crime and the media with the Department of Journalism, and Dr. John Lewis had a Masters level course on terrorism approved in collaboration with Political Science.</p> <p>Individual faculty: Dr. Erika Frenzel, partnered with colleague in the Department of Finance and Legal Studies on a research project looking at rural courts.</p>	<p>Ongoing</p> <p>2009 to 2011</p>
--	--	------------------------------------

IV. Outcomes Assessment

Program Outcomes

We are pleased with the amount and quality of activities performed to support the undergraduate program. Key indicators are listed below:

A. Faculty Productivity: The members of the Criminology Department faculty are active teacher-scholars. Although the department is credited with 21 full time tenure track faculty lines, only 17 of those lines currently are filled. In fact, the department has not had a full complement at any time during the review period. (In addition, the availability of some senior faculty has been reduced due to interim administrative positions elsewhere in the university.) Obviously, the lack of permanent full time faculty members has increased the professional responsibilities and workload of existing faculty members. Perhaps the clearest example is that faculty members often are asked to take on an additional course as overload to cover the shortfall in instructional needs, but the less obvious tolls are cumulatively no less wearing. In spite of this, the members of the department have been productive.

Scholarship: Members of the Criminology faculty actively are involved in scholarship. During the review period, faculty members:

- published 11 books, 18 book chapters, 49 refereed journal articles (see Appendix D), and presented papers too numerous to count at both national and international conferences (see Appendix E for year by year listings). Faculty members also produced numerous reports, encyclopedia articles, grant applications, and local and regional presentations.
- served as editors of two peer-reviewed journals (*The Prison Journal*, and *Criminal Justice Policy Review*), as associate editor of the *International Journal of Police Science and Management*, and as guest editors for special topic issues in a variety of journals. A number of faculty members serve on editorial boards of journals such as: *Criminal Justice and Behavior*, *Impaired Driving Update*, *The Prison Journal*, *Western Criminology Review*, *Journal of Integral Theory and Practice*, *Criminal Justice Policy Review*, *Crime & Delinquency*, *Women & Criminal Justice*, *Youth Violence and Juvenile Justice*, and *Journal of Criminal Justice and Security*.

- were awarded several internal grants to support small research projects and secured large external grants and contracts to support program development or training. For example, the following contracts and grants were awarded due to the efforts and collaboration of Criminology faculty members:
 - “Pennsylvania Constable Training – Central Region” jointly with the Criminal Justice Training Center, \$1.3 million, 2013.
 - “The Cyber Catch Scholarship Program” jointly with the Computer Science department. NSF, total funding over a five-year period is anticipated to be over \$1.1 million, 2012.
 - “Training Delivery for Constables’ Basic Training” jointly with the Criminal Justice Training Center, \$1.2 million, 2012
 - "Pennsylvania Constable Training—Southwest Region" and "Pennsylvania Constable Training—Northwest Region" jointly with the Criminal Justice Training Center, \$1.7 million, and \$1 million, respectively, 2010.
 - "Specialty Courts in Rural Pennsylvania: Establishment, Practice and Effectiveness." The Center for Rural Pennsylvania. \$50,000, 2009.
 - "Correctional Education Clearinghouse and Educational Program Development Project: Institute for Correctional Education Development" jointly with the College of Education, \$1.1 million, 2009.

- were recognized for their scholarship in a variety of ways. For example, members of the department were recognized within the university by the following:
 - IUP Outstanding Centers and Institutes Award, (Giever, 2012)
 - IUP Sponsored Program Award for Outstanding Achievement in Curriculum and Instruction (Giever, 2011).
 - College of Health and Human Services Outstanding Research Award (Bolden, 2011-2012; Giever & Lee, 2009-2010).
 - College of Health and Human Services Annual Excellence in Research Award (Martin & Phaneuf, 2011; Roberts, 2010).

Faculty awards external to the university:

- “The John Howard Award”, ACJS Corrections Section (Gido, 2012).
- “Emerging Scholar Award”, NEACJS, (Kim, 2010)
- Inducted in the World Distinguished Scholar Program, Kyonggi University, Suwon, Republic of South Korea (R. Martin, 2009).
- “Becky Tatum Excellence Award”, ACJS, (Merlo, 2009).
- “Contributions to Theory Development Award”, Biannual Integral Theory Conference (R. Martin, 2008).

Teaching: Criminology faculty members are committed to excellence in teaching. The department Teaching Circle meets monthly. Typically, one member of the large group volunteers to provide readings and leads a discussion about a topic of interest. Most recently, the group discussed enhancing creativity in the classroom, and making the connections between class work and

transferrable skills more transparent to students. Nearly every faculty member has learned to deliver classes online; virtually all have been certified to teach writing intensive classes. Several faculty members are active or active-plus members of the Teaching Excellence Center's Reflective Practice Project, during the review period one colleague received a Faculty Recognition Award for Content Pedagogy from the Center for Teaching Excellence, and most Criminology faculty members regularly attend workshops on teaching and student success.

Service: Some indication of the involvement of Criminology faculty members in service to the university, discipline and community can be gleaned from the attached annual department reports (Appendix E). The following is a partial listing (selected from the past two years only) of recent service activities.

In 2010-2011, Criminology faculty members served on the following university-wide committees: Academic Integrity Board; Center for Teaching Excellence; Distinguished Professor Selection Committee; Council of Chairs; Graduate Curriculum Committee; Institutional Review Board for the Protection of Human Subjects; Judicial Review Board; Undergraduate Curriculum Committee; University Senate; University Student Research Award Committee; University Wide Promotion Committee; and the University Wide Tenure Committee.

Criminology faculty members also are involved in leadership positions in ASPCUF, the faculty union. For example, during 2010-2012 faculty members have served as APSCUF Representative to the Presidential and Provost Search Committees, Grievance Chair, members of the Executive Committee, Legislative Council, Representative Council, and Meet and Discuss. Criminology faculty members also serve as members of APSCUF standing committees such as the Temporary Faculty Committee and Student/Faculty Liaison Committee.

Members of the department are active in service to the profession. A partial list of the 2011-2012 activities includes: *Secretary/Treasurer*, Association of Doctoral Programs in Criminology and Criminal Justice; *Member*, Korean Society of Criminology in America (KSCA) Nominations Committee; and *Member*, Inside-Out National Research Committee. Within the Academy of Criminal Justice Sciences, one of two professional associations in the discipline: *Member*, Minority Mentorship Grant Award Committee; *Deputy Chair*, Affirmative Action Committee; and *Chair*, Academy of Criminal Justice Sciences Fellow Award Committee. Faculty members also serve as external reviewers for textbook proposals, Ph.D. qualifier exams, promotion and tenure applications, and program reviews.

B. Undergraduate program development: The Criminology department actively monitors students' progression through the degree and has adapted the program to meet student and university needs.

- As noted, criminology course requirements were lowered from 39 credits to 33 credits, as the department did not have the resources to offer the required six credits of CRIM electives (no criminology electives have been offered during the past eight semesters).
- During the review period the undergraduate curriculum also was revised to meet the requirements of the new Liberal Studies curriculum.

- Our sole Liberal Studies course (i.e. a course approved to meet the LS Social Science requirements), CRIM 101 Crime and Justice Systems, was revised and approved under the new curriculum requirements for Liberal Studies courses.
- Six undergraduate courses were successfully submitted for approval for online delivery increasing the total to 12 online undergraduate classes, and new courses were developed or are currently under development. A program review in 2011 resulted in the deletion of 30 courses, many not offered since 1998¹.
- **Internship:** The faculty recently voted to restructure the Criminology Internship in response to dwindling enrollments (from a high of 34 in 2007 to a low of 20 in 2010). What was traditionally a 12-credit summer internship is now offered as either a 12- or 6-credit internship during the summer. The change was instituted in response to student concerns about the financial burden of typically unpaid internships; most of our students must work in the summer to help pay for school. As discussed below, we surveyed our students for program feedback. Regarding internships, fully 87.3% of students surveyed felt that it was important for the Department of Criminology to continue to offer internship opportunities. We also revised the within-department policy with respect to the internship coordinator to make the uncompensated, voluntary position less burdensome.

C. Criminology Advising Center: The Criminology department is unusual in that we provide centralized advising for our undergraduates, and during the review period we continued to expand and improve services. The Criminology Advising Center [CAC] is directed by a faculty member and staffed by trained doctoral students who are supervised by the faculty director. The director is given a three-quarter release from teaching; this is barely adequate to the task.

From the program perspective, the director of the CAC tracks student progress, monitors enrollments, calculates with the chair the courses and numbers of sections needed to best meet demand, and makes centralized add/drop decisions. For our students, the CAC is open five days a week during regular university office hours. Email distribution keeps students up-to-date on important information and deadlines, as does the regularly updated [Advising Center webpage](#). Group scheduling meetings, organized by class year, are conducted each semester to supplement individual meetings. Students can make an appointment or drop in for scheduling advice; most drop in or email. Of students surveyed for this review, 77.6% had used email to communicate with their advisor and 79.6% visited the Criminology Advising Center during office hours to meet with an advisor.

Table 5 provides some indication of the scope of student contact during the Fall 2011 and Spring 2012 semesters.

¹ The Registrar does not permit deletion until 10 years after the last section of the course was offered; thus, the delay in formal deletion of courses.

Table 5

Criminology Advising Center, Selected Activities Fall 2011 and Spring 2012

	Student Visits	Schedule	Pin#	D/F Repeat	Major Change	Add/Drop classes	Minors	Grad Issue	Other	Emails	Total
Fall	2134	1241	410	33	77	54	59	93	377	1063	3407
Spring	1278	351	271	43	45	40	62	85	442	1945	3284
Total	3412	1592	681	76	122	94	121	178	819	3008	6691

Note: Student physical visits dropped in the Spring, but were replaced by emails. For example, between 01 Dec. 2012 and 27 Dec. 2012, 487 emails have gone through the advising center from or to students with scheduling, graduation, or other advising related issues, almost half of these were after the Advising Center closed on December 14th.

D. Recruitment: IUP hosts several events each year to showcase the university and its majors. Members of our department regularly and actively participate in Majors Fairs and EXPOS. We took part in the program that created short video promotional presentations by students (see [Hawks Talk](#), on the [Criminology Webpage](#)). Given the popularity of the major, our within-department recruitment efforts are focused on improving the academic profile of admissions. Each fall, all students who have expressed an interest in IUP and whose SAT score is 1000 or higher receive a personal letter with information about the major. During fall 2011/spring 2012, for example, letters were sent to 219 applicants with a declared interest in Criminology, plus 204 applicants with undeclared majors in the college of Health and Human Services. So far this year (Fall 2012) letters were sent to 193 potential Criminology majors and 108 undeclared applicants.

Diversity: Enrollment in the major has been steadily increasing, and we have been more successful in attracting black and Hispanic students than the university as a whole.

Table 6

COMPARISON CRIM AND UNIVERSITY ENROLLMENT DIVERSITY						
Description	2007/08	2008/09	2009/10	2010/11	2011/12	MEAN
CRIMINOLOGY						
Enrollment Diversity						
Black	11.95%	13.54%	13.23%	12.43%	12.87%	12.81%
Hispanic	1.96%	2.34%	2.59%	2.69%	2.69%	2.45%
UNIVERSITY						
Enrollment Diversity						
Black	9.42%	9.83%	9.54%	9.47%	9.39%	9.53%
Hispanic	1.39%	1.67%	1.76%	1.98%	2.29%	1.82%

Transfer Students: The number of annual transfers from Community Colleges also has increased: from 79 in AY 2007/08 to 98 in AY 2011/12. Within the program, we also see growth in enrollments via “change of majors.” Our own data show growth by an average of 48 net students per academic semester for the past five semesters.

Table 7

**Department of Criminology Change of Majors
Fall 2010 through Fall 2012**

Change of Majors CRIM	IN	OUT	Net Gain
<i>Semester</i>			
Fall 2012	66	7	59
Spring 2012	97	22	75
Fall 2011	40	7	33
Spring 2011	61	11	50
Fall 2010	32	10	22
MEAN	59.2	11.4	47.8

Transfer students and change of majors are a welcome addition to the program. They present a scheduling issue, however, because they need more Criminology classes per semester than a student who declared Criminology as a freshman at IUP. Transfer students typically have completed a good part of the Liberal Studies curriculum and need to focus on their major classes in their remaining time in college. Thus, while the average CRIM major may require two to three Criminology classes per academic year, a student transferring into the major may need as many as six CRIM classes per academic year to complete the degree.

- E. Living Learning Community:** Students who are criminology majors are eligible to live in the [Social Justice and Civic Engagement](#) Living Learning Community housed in the Delaney Residence Hall. Department participation in the living learning community program began in 2008. Each year, the department, represented by several faculty members, hosts a welcome pizza party to meet incoming and continuing students and to foster interaction. The faculty liaison plans activities and is in the process of having the LLC moved to a more spacious area in the dorms.
- F. Speakers Series:** The department instituted a Speakers Series in 2008. The speakers invited include distinguished academics (for example, Drs. Barbara Owen (2012), and Jay Albanese (2010)), and experts active in the field (for example, Captain Randall Bowdish, US Navy (Ret) (2011)). In addition, the series includes panel presentations by alumni/ae who discuss career options and pathways in the discipline. We also co-host speakers with other programs when the content is related to criminology. For example, in 2012, the Criminology Department co-sponsored with the Department of Pan-African Studies a presentation by Dr. Victor Rios on his research on juvenile gangs. All Speakers Series presentations are open to the university community and the public. In 2011-2012, about 1500 people attended Speakers Series presentations. Out of 322 students who

completed the undergraduate survey, over 50% stated that they attend the speaker series and slightly over 60% feel that the Criminology Speakers Series is important or very important to their education.

Student Learning Outcomes

Given the popularity of the major, it is not surprising that our students present a wide range of aptitude and preparation. The students in our classrooms range from those who would be ranked as truly gifted to those ill-prepared for college (SAT range from 510² – 1480, mean score 936). The issue of honors sections has been discussed, but full consideration always is deferred due to resource constraints. The opportunity to carve out honors sections is not realistic for the foreseeable future.

- A. **Retention & Graduation rates:** Table 8 shows the second year persistence and the graduation rates for the undergraduate Criminology program and those for university as a whole. As measured by retention and graduation rates, Criminology majors are performing at about the average rate for the university.

Table 8

Comparison of CRIM and University Student Success Rates						
Description	2007/08	2008/09	2009/10	2010/11	2011/12	MEAN
CRIMINOLOGY						
Second Year Persistence	74.30%	73.81%	74.37%	76.50%		74.75%
Four Year Graduation Rate	29.76%	31.09%	32.09%	29.82%	38.73%	32.30%
Six Year Graduation Rate	50.45%	46.78%	55.77%	50.52%	52.09%	51.12%
Bachelors	179	174	159	196	179	177.4
UNIVERSITY						
Second Year Persistence	73.40%	73.72%	74.60%	77.08%	74.37%	74.63%
Four Year Graduation Rate	32.72%	31.20%	30.20%	28.68%	31.13%	30.79%
Six Year Graduation Rate	51.11%	51.28%	54.23%	54.12%	52.23%	52.59%
Bachelors	2,099	2,079	1,957	2,144	2,145	2,085

² It should be noted that students with very low SAT scores typically are not directly admitted to IUP. Instead, they arrive via transfer from a community college.

B. Undergraduate Participation in Research: Understandably, with multiple M.A. programs and a doctoral program, faculty members focus on providing research experience to graduate students. However, we recognize the value of hands-on research experience and presentation of results for undergraduate students as well. Members of the faculty have involved undergraduates in the Undergraduate Research Forum and the McNair Scholars program. In 2012, for example, 13 undergraduates participated in the 2012 Scholars Forum. In the 2011 Undergraduate Research Forum, two Criminology majors (Matthew Stephenson and Daniel James Martin) received the Best Poster Award, College of Health and Human Services, and were later selected to represent IUP at the fall 2011 Undergraduate Research Day at the Capitol in Harrisburg, Pennsylvania. These students also presented their work at 2012 annual Academy of Criminal Justice Sciences meeting.

Criminology majors also participate in the McNair Scholars program. Since 2007, at least one criminology major has been selected each year. Students work with a faculty mentor to produce and present an original piece of research. The 2011-2012 student, Amber Fishel, under the direction of Dr. John Lewis, completed a project entitled “The Neuroscience debate: Assessing the impact of education on punitive scores” which she presented at:

Fishel, Amber. (November 10, 2012). *The Neuroscience debate: Assessing the impact of education on punitive scores*. Presented at the Annual Ronald E. McNair National Research Conference, Milwaukee, WI.

Fishel, Amber. (June 22, 2012). *The Neuroscience debate: Assessing the impact of education on punitive scores*. Presented at the Ronald E. McNair Research Symposium at IUP.

Fishel, Amber. (April, 2012). *The Neuroscience debate: Assessing the impact of education on punitive scores*. Awarded the most outstanding presentation award for the College of Health and Human Services.

Fishel, Amber. (July 9, 2011). *The Neuroscience debate: Assessing the impact of education on punitive scores*. Presented at the Ronald E. McNair Research Conference, Penn State, State College, PA.

According to McNair program administrators, most of the nine students who have completed the McNair program since 2007 currently are in or have completed a graduate program.

C. Awards and Scholarships: In recognition of student accomplishment, the department of Criminology offers the following annual awards to majors:

The Criminology Outstanding Academic Achievement Award: Awarded to graduating seniors who have maintained a 4.0 GPA for classes completed at IUP.

Spinelli Award (Graduation – Faculty Nomination): This award was established within the Foundation for IUP in memory of the late Gregory W. Spinelli, special agent to the FBI in Charlotte, North Carolina. Agent Spinelli was shot and killed in the line of duty in 1973, at the age of 24, while attempting to arrest an escaped prisoner and Bureau fugitive wanted for robbery. Gregory Spinelli had spent most of his life in Indiana, Pennsylvania, attending area public schools and earning a degree in Biology at IUP in 1970. He entered the FBI soon after graduation as a physical science

technician. In 1972 he attained special agent status. Agent Spinelli has been awarded the National Federation of Police Medal of Honor and Medal of Valor posthumously.



Ruth Spinelli, foreground, with Spinelli award recipients David Thomas '83, left, Bethany Williams '07, and Leonard Mihalick '74. Mihalick was the first IUP senior to receive the award thirty-three years ago. Photo: Keith Boyer

Prandy Award (Graduation – Self Nomination): The John J. Prandy Memorial Award was established in memory of the late Corporal John “Jack” Prandy, a twenty-three-year veteran with the Pennsylvania State Police Force. Those individuals who contributed to the creation of the fund have determined that an annual award will be given to a Criminology student who intends to pursue a career in law enforcement.

Watson Award (Incoming Freshman – Self Nomination): Jacquelin (Jacque) Alexis Watson planned to major in Criminology at IUP after graduating from Montoursville High School. Jacque was tragically killed on TWA flight 800 on July 17, 1996, shortly after takeoff from John F. Kennedy airport. She was on a class trip, traveling to Paris, France with 15 members of the high school’s French Club and 6 adult chaperones. All on board perished when the flight exploded off the coast of Long Island and crashed into the Atlantic Ocean.

Mayhle Award (Graduation – Self Nomination): The Pittsburgh Police Officer Stephen J. Mayhle/KPMG Memorial Scholarship Fund shall provide scholarship support to full-time students enrolled at IUP. The scholarship was established in 2011 in memory of Mayhle, a Pittsburgh police officer who was killed while responding to a disturbance on April 4, 2009. Mayhle, an Indiana native, and graduate of the Department of Criminology at IUP, was 29 at the time.



Left to right, back: Peter Mendes of KPMG; Patrick Lee '12; Shandra Mayhle-Rhine; Julie Duvall; front: Jennifer Mayhle and Brooklynn Mayhle.

- D. Student Honor Society:** IUP Criminology majors are eligible for induction into the [Alpha Phi Sigma](#) honor society. Alpha Phi Sigma fosters four ideals; Academic Excellence, Unity, Leadership, and Service. Undergraduates must have a cumulative grade point average of 3.2 on a 4.0 scale and rank in the top 35 percent of their class. Currently, there are approximately 30 active undergraduate members. The total membership is comprised of undergraduate and graduate students.
- E. Student Association Activities:** The department houses an active [Criminology Association](#) directed by its student membership under the supervision of a faculty member(s). Student membership is open to all majors and minors. The organization brings in guest speakers from across the field of Criminology/Criminal Justice, and sponsors events such as “ride-alongs” with metropolitan police departments. Each Spring, the Criminology Association co-sponsors a career fair with the [Career Development Center](#). The student organization is also involved in service to the community, and holds student organized fund raisers, food drives, and highway clean-ups.
- F. Student Feedback:** During the fall 2012 semester in preparation for this self-study, we surveyed undergraduates and conducted group interviews with students enrolled in two senior-level CRIM classes. A total of 322 students completed the survey, and 41 took part in the group discussions. A summary of the some of the findings are presented here while other results of the survey have been incorporated elsewhere; the survey can be found in Appendix F.

The sample consisted of all classifications of students but most were above freshman level (Freshman 8.4%, Sophomore 28%, Junior 30.4%, and Senior 33.2%). The majority of the sample started their college career at Indiana University of Pennsylvania (75.8%). Most of those completing the survey were Criminology or Criminology Pre-law majors (94.7%) with the rest being Criminology or Information Assurance minors.

Questions specifically addressing the students' satisfaction with Criminology or Criminology Pre-law major were asked. The majority were satisfied with the Criminology or Criminology Pre-law major overall (84.4%). In fact, 82% of the students surveyed would select the Criminology or Criminology Pre-law major if given the opportunity to make their major choice again. The students also recognized that the Department of Criminology puts students' educational needs at the forefront with 87.9% of the students stating that the Department was responsive to their needs. These sentiments were echoed in the group discussions. Students noted both the wide variety of career options and likely job security, and the opportunity to make a difference by working to improve social conditions.

Students reported less satisfaction with the electives required for the major (56.6%), the minor requirements for the major (51.3%), and the availability of Criminology electives each term (57.8%). Satisfaction with the ability to schedule Criminology courses for the major or minor was higher (67.6%). In the group discussions, students also mentioned the challenges of getting into classes and wanted more diverse electives.

When asked what most of the sample's grades in Criminology or Criminology Pre-law major have been 93.7% reported a C or higher. When asked what grades were received in classes that were not Criminology 96% reported a C or higher. Students in the Criminology or Criminology Pre-law major must have a 2.0 in order to graduate.

Students were asked how much of their time during the fall academic term was spent preparing for class and how much time was spent working for pay either on or off campus. The majority of students spent 6 hours a week or more preparing for classes (76.1%). Our students are also busy with working for pay as 48.4% worked on or off campus.

The Department of Criminology faculty members attempt to create well rounded learning experiences in the classroom that extends beyond addressing basic facts of Criminology and Criminal Justice. In fact students in the sample reported that often in their classes they discussed current events found in the news (90.7%), social issues (96.9%), different lifestyles, customs, and religions (87.3%), and the economy (87.9%). The faculty also works on developing skills that students will need to utilize in the general workplace. Students reported that they have presentations (93.5%) and papers required in their Criminology courses (97.3%).

Faculty in the Department of Criminology strive to teach at the higher levels of learning identified in Bloom's Taxonomy and emphasize critical thinking skills. The sample of students stated that the coursework in Criminology classes emphasize memorizing facts, ideas, or methods (77.3%). This reflects the Knowledge level of Bloom's taxonomy. The majority of students recognized the higher levels of learning that are emphasized in Criminology courses as 86.4% stated that courses emphasize analyzing the basic elements of an idea, experience, or theory, 73.3% stated that courses emphasize synthesizing and organizing ideas, information, or experiences, 74.8% stated that courses emphasize making judgments about the value of information, arguments, or methods, and 82.9% stated that courses emphasize applying theories or concepts to practical problems or in new situations.

V. Program Strengths

The Criminology department is functioning well, as the following list indicates.

- A. Demand for the Major:** The IUP Criminology program was one of the first established and has become the largest program in the Commonwealth. In fact, our major is the most heavily enrolled major in *any* discipline in the PASSHE system. As of the Fall 2012 15th Day Freeze, we had a total of 967 declared majors (Table 3 above). This number does not include the 59 net change-of-majors coming into the department in the fall. Fall 2012 admissions to the Criminology program included 276 new students, 28 re-admits, and 57 transfer students (N = 361). When asked the reasons for coming to IUP in our survey of majors, students reported cost (64%), location (56.2%) and *Criminology being offered as a major* (73.9%) as the most important factors when deciding to come to Indiana University of Pennsylvania. Criminology and Criminal Justice programs are extremely popular nation-wide, and there is no evidence of a decline in interest. Given the stature of IUP's program, we do not anticipate a drop-off in enrollments. In fact, as noted below, we see opportunities for growth.
- B. Potential for Program Growth:** We see opportunities for program growth both within the major and in collaboration with other programs. Briefly stated:

More faculty lines could be used to offer more sections, thus opening the way for increasing the number of majors or at least re-opening classes to Minors in Criminology.

More faculty members could also permit the department to offer non-majors sections which would lead to within-college growth. At present, we have only one class, CRIM 101 Crime and Justice Systems, approved for Liberal Studies and open to non-majors. The class provides a steady stream of "change of majors." In recent semesters, however, we have had to restrict sections of CRIM 101 to majors-only status because of increasing enrollments. Several members of the department would like to offer classes designed for non-majors or to teach classes with both majors and non-majors.

Inter-department programs also seem possible. For example, interest in a forensics program is often mentioned by our students and such a program might draw additional students to the university. It should be possible for IUP to offer at least an interdisciplinary minor. The 2012-2013 undergraduate catalog lists a course with "forensics" in the title in the following departments: Accounting, Anthropology, Chemistry, Computer Science, Geology, and Psychology.

Another plausible inter-department program would be a BS in Criminology with an emphasis on Home Land Security. This program would align with the master's program in Strategic Studies in Weapons of Mass Destruction housed in the Department of Criminology, but not open currently to general admissions students. The program would include several courses from the natural sciences (BIOL 106, BIOL 107, CHEM 105, GEOS 153, and SCI 106), Asian Studies minor, additional classes from Geography, Philosophy, Political Science, Psychology, Religious Studies, and 36 credits in Criminology core courses.

However appropriate and desirable it would be for Criminology to participate in additional programs, it is not an option due to resource limitations.

- C. Faculty:** As indicated above, the 17 members of the Criminology faculty are productive and involved teacher-scholars. Faculty members have been willing to shoulder the responsibilities of a large and complex department while maintaining disciplinary involvement in both scholarship and service. However, the demands on individuals are becoming excessive. During the fall 2012 semester seven undergraduate sections and three graduate classes were taught on overload. That is, 9 of 17 faculty members – or 53% of the faculty – were teaching an additional class (and one person taught two sections on overload). Six more undergraduate sections will be offered on overload during the spring 2013 semester and there is a possibility of overloads being needed for the fall 2013. We are one of only two programs in our discipline that have a 4/4 teaching load for doctoral faculty. In fact, of the departments with doctoral programs in our discipline, 68% have a 2/2 load. Of the remaining programs, most require five or six classes per academic year. Clearly, this is not a sustainable response to the demand for CRIM classes.
- D. Online Course Delivery:** The Criminology department was an early and active supporter of online education. To date, all but two of the required courses (CRIM 102 Survey of Criminology and CRIM 306 Research Methods) have been approved for online delivery. Typically, online sections are offered only during the summer and winter sessions. During the review period we have increased the number of online sections offered. For example, in Summer 2007, the Criminology department offered eight online classes. For the Summer/Winter of 2012, 17 online classes were offered (9 summer sections; 8 winter sections). The number of students enrolled in online classes has increased from 393 in 2007/08 to more than 900 in 2011/12. This approach to course delivery helps offset the demand for core courses during regular semesters. It also generates a substantial financial benefit to the university.
- E. Program Innovations:** The Criminology Department has taken a number of steps to respond effectively and efficiently to our large enrollments and to improve services for our students. Two innovations deserve special mention:
- 1. Criminology Advising Center:** We developed the Criminology Advising Center [CAC] to provide scheduling assistance to our majors, and during the review period we have increased services, routinized information flow, clarified policies and updated the [CAC webpage](#). Students are enthusiastic in their support for the CAC. If anything, according to the group discussions, they would like even more hours of service. The sheer volume of scheduling decisions, materials and demand are best met through a centralized office. The CAC provides consistent, even-handed, scheduling services to students.
 - 2. Routinized Data Collection and Analysis:** The CRIM department monitors enrollments very carefully and plans curricular offerings to meet the educational needs of the greatest number of students. Some examples of the results of our analysis include:
 - The Director of the CAC regularly works with other departments and administrative offices to facilitate student progress toward the degree. For example, the Director
 - initiates substitution and waiver forms to the Dean or the Liberal Studies Committee for transfer students whose credits were not accepted as a degree requirement, but only as an elective.

- coordinates with the various colleges Directors of Academic Planning and Assessment for minor, dual baccalaureate, and double major requirements, as well as with the University's Office of Transfer Credit Evaluations, making assessments about how various classes in criminology and criminal justice should be accepted by IUP.
 - meets with each incoming student (new or transfer) to schedule classes with direct assistance from Admissions and Advising and Testing.
- Projections of enrollment in core courses and controlled electives are used to determine the courses and number of class sections needed per semester to maximize student progress toward the degree. Since we began tracking progress in this way, we have seen the need to reduce the number of credits required for the major and to reduce the number of electives offered.
 - The major requires students to complete a Minor. This move was taken when analysis of our students' transcripts showed that our majors were taking many criminology credits over the required number. This resulted in the practical problem of too few available seats, and the more central issue of the need to expand our students' exposure to a wider range of educational options.

VI. Areas in Need of Improvement

We see several areas where we can improve the undergraduate program or its delivery. The most pressing are:

A. Work with IUP leadership to secure necessary resources. In order to continue to deliver the undergraduate program at its current level, the department is in urgent need of both more faculty and increased secretarial support.

1. Fill open faculty lines: Given the number of undergraduates majoring in CRIM (plus the potential for continued growth) and the presence of multiple graduate programs, it should be apparent that we are struggling to meet demands with only 17 full time tenure track faculty members. Although the department is allocated 21 tenure track lines, the department has not had all faculty lines filled for several years. During the review period, we have never had more than 17 faculty members and for five of the past 11 semesters (fall 2007 through fall 2012) we had only 16 full time faculty members in the classroom.

In part, the shortage of full time tenure track faculty in the Criminology department reflects the disciplinary demand (there are often more jobs than PhDs on the market), and the comparative ranking of the PASSHE system's salary/benefits and teaching load. However, it also reflects the failure of past IUP administrations to respond to the needs of the department. If searches have been permitted at all, recent hires have been restricted to Step 1 of the Assistant Professor salary scale. In addition, IUP's hiring process is very cumbersome; applicants have accepted positions at other universities before we have the short list approved for invitations to campus.

2. Increase the Number of Faculty Lines: In order to continue to service our current 1000 to 1100 undergraduate majors, the department will need, at a minimum, two additional full time tenure track faculty lines (for a total of 23). If we are to capitalize on any of the growth potential that exists, the number of additional lines would have to be adjusted accordingly. Generally speaking, we

estimate that for each 100 additional criminology majors (that is, 100 above the current level), we need one full time tenure track faculty line. This number is affected by the type of new student however; as noted above, transfers/change of majors actually require more classes in a shorter time frame than do incoming freshmen.

3. Increase staff support in department: The secretarial situation in the department is inadequate. We currently employ one full time and one half-time secretary and several part time work study students.

The full time position is the department secretary. This staff member is responsible for all of the departmental day-to-day operations and also deals primarily, but not exclusively, with the undergraduate program. The half-time secretary's primary responsibility is the Ph.D. program, but assists with the masters programs as well.

Given the size and complexity of the department and given our consistent growth over the last few years, the level of secretarial support simply is not sufficient. To address the current and potentially increasing need, it is imperative, first, that the half-time position be increased to full time. This would provide needed support for a growing UG program and also for the existing graduate programs. A second critical issue is the classification of our full time person. The position is currently classified at the Clerk Typist II level. This classification does not match the secretarial responsibilities and work load in our large and busy department. There are a number of smaller and/or less complex departments whose secretarial line is Clerk Typist III. This is both unfair and shortsighted. We have been fortunate to employ exceptionally motivated and talented people. However, we are constantly at risk of losing our experienced staff to either full time or better paying positions within the university.

B. Manage Enrollment: Closely related to the need for more faculty lines is the need to manage our enrollments. As indicated in Table 9, the department has taken virtually every step within its power to address our enrollment issues.

Table 9

STEPS TAKEN TO MANAGE HIGH ENROLLMENT IN THE CRIMINOLOGY PROGRAM
<p>Within this review period the Criminology Department has:</p> <ul style="list-style-type: none">• Reduced the number of credits required for the major (from 39 to 33)• Closed all classes to non-majors¹• Suspended admission to the Criminology Minor• Increased summer and winter session class sections• Required all CRIM majors to complete a Minor• Restricted registration access to classes to channel student enrollment to maximize progress toward the degree²• Stopped offering elective courses
<p>¹ On occasion we create a non-majors section of CRIM 101 Crime and Justice Systems to meet demand for Liberal Studies classes.</p> <p>² For example, the 200-level controlled elective courses are closed to junior and senior class members to save seats so sophomores can register for these required classes.</p>

Recently we attempted to collaborate with the Admissions Office to restrict the number of students who declare CRIM at admission to match our current resource situation, but understandably the needs of the university as a whole have trumped our departmental concerns. It is apparent that the situation has reached crisis proportions in the department. Given the newly created position of Vice President for Enrollment Management and a new focus on this issue at the university, we are hopeful that the department can develop a more effective working relationship with admissions to help manage our enrollments to match our resource allocations. Also, as we have in the past, as the need arises we will continue to pursue options that are available to us to help manage our enrollment/resource issues.

- C. Focus on Student Learning Assessment:** Once we have a better balance between demand and resources, we can turn our collective attention to program assessment and development.
- D. Increase Student Input:** The survey and group discussions conducted for this review have provided useful information. We hope to continue these types of data collection and, in collaboration with alumni services, to extend data collection to include program graduates. The latter will depend on time and resources availability, but we should be able to collect student feedback more systematically during the next review period.
- E. Develop Program Content:** High enrollments have meant class offerings that focus almost exclusively on core courses and controlled electives. Students report frustration at the limited choices and faculty members want to design courses to reflect developments in the discipline and their own professional growth. Interdisciplinary collaboration and development of new tracks within the program are options, and there are certain to be other opportunities in the next five years.

VII. Action Plan

Goals	Action Plan/Steps To Be Taken
Fill all open faculty lines	<p>Work with the administration to expedite searches for the four vacant positions. Stagger faculty searches over the next two years. Mentor new hires.</p>
Secure new faculty lines	<p>Work with the administration to secure new faculty lines to</p> <ul style="list-style-type: none"> • meet current demands, and • support planned growth.
Manage undergraduate enrollment	<p>Work with Admissions to develop a long term enrollment management plan. Explore raising minimum SAT score to declare CRIM by incoming students</p>
Increase secretarial support for department	<p>Work with administration to increase the level of secretarial assistance in department</p> <ul style="list-style-type: none"> • Reclassify department secretary position • Increase doctoral secretary from half to full time
Routinely solicit student feedback about undergraduate program	<p>Conduct annual interviews with current students for input on program. Repeat student survey on an annual or two year cycle. Explore options for exit interviews or online surveys of graduating seniors. When resources permit, work with Alumni office to build network with graduates for both</p> <ul style="list-style-type: none"> • program feedback, and • fund raising
Expand undergraduate course offering	<p>When resources allow, develop new courses and reintroduce existing electives. In particular, consider adding a course on the consequences of the American war on drugs.</p>

VIII. Comments

While the need for program by program analysis in a self-study such as this five-year review is clear, that focus reduces the clarity of the “big picture” of departmental functioning and the interdependencies of the various programs. With respect to the undergraduate program, we see many positive features and accomplishments:

- The Criminology program is a central part of IUP’s success in recruiting undergraduates
- Demand for the major is strong and shows no signs of weakening
- Criminology students are very satisfied with the program and with their choice of major
- Student success as measured by graduation rates and retention meets or exceeds that of the university as a whole
- Faculty members are productive in all aspects of their work
- The department has actively and successfully balanced strong demand with reduced resources
- Growth seems possible either simply through increases in admissions to the major and/or through developing interdepartmental collaborative efforts

On the other hand, the department is at a tipping point. Table 9 shows the precarious position of the undergraduate program. Resources, particularly human resources, are so carefully calibrated that any disruption – a retirement, a medical leave, or loss of a secretary to a better position at IUP – threatens the equilibrium of the department. As it is, all too often initiatives we might like to pursue such as grant activity or new course proposals have to wait. Overloads are far too common, and they are particularly damaging to newer faculty who realistically cannot put other demands on hold for a semester.

The university is poised for change. A new president began his term with the fall 2012 semester and starting in spring 2013, we now have a new provost. We are confident that the university and the department can map out a future that builds on our successes and allows continued development in the program.

IX. Actions Planned by the University (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Continue Program | <input type="checkbox"/> Continue Program and Revise as Indicated |
| <input type="checkbox"/> Place in Moratorium | <input type="checkbox"/> Interim Review |
| <input type="checkbox"/> Discontinue Program | <input type="checkbox"/> Reorganization |
| <input type="checkbox"/> Pursue Accreditation | <input type="checkbox"/> Other (Please explain below) |

X. Signatures

Program Director (if applicable)

Date

College Dean

Date

Provost

Date

APPENDIX A: COMPARISON UNDERGRADUATE CRIMINOLOGY PROGRAM REQUIREMENTS

<u>CRIMINOLOGY MAJOR</u>	<u>CRIMINOLOGY PRE-LAW</u>
<p>Core Courses: CRIM 102 Survey of Criminology CRIM 306 Research Methods CRIM 400 /W/ Theoretical Criminology CRIM 401 Contemporary Issues in Criminology CRIM 403 Dilemmas in Criminology and Criminal Justice</p>	<p>Core Courses: CRIM 102 Survey of Criminology CRIM 306 Research Methods CRIM 400 /W/ Theoretical Criminology CRIM 401 Contemporary Issues in Criminology CRIM 403 Dilemmas in Criminology and Criminal Justice</p>
<p>Controlled electives: A minimum of two courses must be chosen from each of three groups:</p>	<p>Controlled electives: A minimum of two courses must be chosen from each of three groups:</p>
<p>Group A: The Criminal Justice System CRIM 205 Law Enforcement and the Community CRIM 215 Survey of Courts and the Criminal Justice System CRIM 225 Survey of Corrections CRIM 235 Survey of Juvenile Justice and Juvenile Law CRIM 255 Law, Social Control, and Society</p>	<p>Group A: The Criminal Justice System CRIM 205 Law Enforcement and the Community CRIM 215 Survey of Courts and the Criminal Justice System CRIM 225 Survey of Corrections CRIM 235 Survey of Juvenile Justice and Juvenile Law CRIM 255 Law, Social Control, and Society</p>
<p>B: Critical Issues in Criminology CRIM 344 Terrorism CRIM 354 White Collar Crime CRIM 374 Environmental Crime and Justice CRIM 384 Violence and Victimology CRIM 394 Crime and Delinquency Prevention</p>	<p>B: Critical Issues in Criminology CRIM 344 Terrorism CRIM 354 White Collar Crime CRIM 374 Environmental Crime and Justice CRIM 384 Violence and Victimology CRIM 394 Crime and Delinquency Prevention</p>
<p>Group C: Diversity Issues in Criminology CRIM 410 Race, Ethnicity, Social Structure, and Crime CRIM 450 Women and Crime CRIM 470 Comparative Study of Justice</p>	<p>Group C: Diversity Issues in Criminology CRIM 410 Race, Ethnicity, Social Structure, and Crime CRIM 450 Women and Crime CRIM 470 Comparative Study of Justice</p>
<p>Social Science: CRIM 101 Crime and Justice Systems</p>	<p>Social Science: CRIM 101 Crime and Justice Systems</p>
<p>Other Requirements: 15–21 credits: Minor/Concentration</p>	<p>Other Requirements: Pre-law interdisciplinary minor, 15–21 credits</p>

Minor Recommendations: Select a minor that will make you more competitive for the career you desire:

Anthropology	Applied Statistics
Asian Studies	Biology
Business Admin.	Chemistry
Child Development	Communications Media
Computer Science	Dance or Theater
Economics	English
Foreign Language	Geography
Geology	History
Info. Assurance	Journalism
Mathematics	Nutrition
Philosophy	Physics
Political Science	Psychology
Religious Studies	ROTC
Safety Science	Sociology
Women Studies	

PreLaw Minor: Select seven courses, including at least one from each of six areas:

- **Business:** ACCT 201, ACCT 202, BLAW 235
- **Economics:** ECON 121, ECON 122, ECON 332
- **English:** ENGL 212, ENGL 220, ENGL 265, ENGL 310
- **History:** HIST 320, HIST 321, HIST 346
- **Philosophy:** PHIL 101, PHIL 110, PHIL 222, PHIL 450
- **Political Science:** PLSC 358, PLSC 359, PLSC 361

APPENDIX B: Data Definitions for Tables 1 and 2

	DATA DEFINITIONS
Student Enrollment – Annualized FTES	12-Month Full Time Equivalent Students (FTE) within an Academic Program. 1 UG FTE = 30 CH/1 GR FTE = 24 CH. Source - CCAR - FTE_STUDENT
Program Cost	The total Instructional cost attributable to the Academic Program. This includes E&G Funds and proportional administrative costs, does not include non general-fund expenses. Source - CCAR - DIRECT_COST
Faculty FTE	Faculty FTE within an Academic Program. Total number of faculty workload hours /24 workload hours. Source - CCAR -FTE_FACULTY
Majors Enrolled	The total number of majors within an Academic Program at the fifteenth day of the Fall Term. This includes both primary and secondary majors. Source - 15th Day Freeze - IRO_STUDENT
Program Graduates	The total number of graduates from a program (Summer, Fall, Spring). Includes both primary and secondary majors. Source - Degree Master

APPENDIX C: PROGRAM REQUIREMENTS FOR MINOR IN INFORMATION ASSURANCE

<p>Required Courses/Computer Science COSC 110 Problem Solving and Structured Programming COSC 316 Cybersecurity Basics COSC 352 LAN Design and Installation</p>	<p>Required Courses/Criminology CRIM 101 Crime and Justice Systems or CRIM 102 Survey of Criminology CRIM 321 Cybersecurity and Loss Prevention CRIM 323 Cybersecurity and the Law</p>
<p>Other Requirements Computer Science majors in the Information Assurance Track are not eligible to take this minor Computer Science majors cannot count COSC 110; instead, they must take one additional course from the following: CRIM 300, 355, 400, 401, 481, 482.</p>	<p>Other Requirements Criminology majors cannot count CRIM 101 or 102; instead, they must take one additional course from the following: COSC 341, 356, 362, 427, 432, 482, IFMG 382.</p>

APPENDIX D

CRIMINOLOGY FACULTY SELECTED ACCOMPLISHMENTS 2007 - 2012

Books

- Benekos, P. J., & Merlo, A. V. (Eds.). (2009). *Controversies in Juvenile Justice and Delinquency* (2nd ed.). Cincinnati, OH: Anderson/LexisNexis.
- Champion, D.J., Merlo, A.V., Benekos, P.J.. (2013). *The Juvenile Justice System: Delinquency, Processing, and the Law* (7th Edition). Pearson.
- Gido, R.L., & Dalley, L.P. (2009). *Women's mental health issues across the criminal justice system*. Upper Saddle River, NJ: Prentice Hall.
- Kim, B. (2009). *General power control theory of women: Prosocial and antisocial risk-taking behaviors among women*. Saarbrucken, Germany: Verlag Dr. Muller Publishing.
- Lewis, J. A. (2009). *A zero-tolerance juvenile alcohol law: Why legislation won't work*. El Paso, TX: LFB Scholarly Publications.
- Mutchnick, R. (2010). *Criminal justice interactive companion text*. Upper Saddle River, NJ: Prentice Hall.
- Mutchnick, R. (2010) *Criminology interactive: A virtual criminal justice system*. Upper Saddle River, NJ: Prentice Hall.
- Mutchnick, R., Berg, B., and Ireland, C. (2010). *Research methods for criminal justice and the social sciences*. Upper Saddle River, NJ: Prentice Hall.
- Mutchnick, R. J., Martin, R., & Austin, W.T. (2009). *Criminological thought: Pioneers past and present*. Upper Saddle River, NJ: Prentice Hall.
- Phaneuf, S. (2009). *Security in schools: Its effect on students*. El Paso, TX: LFB Scholarly Publications.
- Sozer, M.A., & Lee, D.R. (Eds.). (2011). *Crime Prevention: Theory, practice, and evaluation*. Ankara, Turkey: Adalet.

Book Chapters

- Armstrong, G., Kim, B., and Ruddell, R. (2009). Aftercare. In R. Ruddell & M. Thomas (Eds.), *Juvenile Corrections*. Richmond, KY: Newgate press.
- Austin, W. T. (2013). Life on the atoll: Singapore ecology as a neglected dimension of social order. In D. A. Mackey (Ed.), *Crime prevention*. Sudbury, MA: Jones and Bartlett.

Austin, W.T. (forthcoming). Life on the atoll: Singapore ecology as a neglected dimension of social order. In N. Okafo (Ed.), *Rethinking law: Comparative research on state and non-state justice in multiple societies*. Ronkonkoma, NY: Linus Publications.

Benekos, P.J., & **Merlo, A.** (2008). Juvenile justice: Persistent challenges; Promising strategies. In R. Muraskin & A. R. Roberts (Eds.), *Visions for social change* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Carter, S.K. & **Bolden, C.L.** (2012). Culture work in the research interview. In J.F. Gubrium, J.A. Holstein, A. B. Marvasti, & K. D. McKinney (Eds.), *The SAGE handbook of interview research: The complexity of the craft* (2nd ed., pp. 255-268). Thousand Oaks, CA: Sage Publications.

Cohen, J.W. & **Martin, R.** (2012). The four dimensions of gender. In D. McDonald & A. Miller (Eds.), *Race, gender, and criminal justice: Equality and justice for all?* (pp. 17-34). San Diego, CA: Cognella.

Gido, R. (2008). The world is flat: Globalization and criminal justice organizations and workplaces in the 21st century. In R. Muraskin & R. Roberts (Eds.), *Visions for change: Crime and justice in the 21st Century* (5th ed.). Upper Saddle River, NJ: Pearson.

Gido, R. & Dalley, L. (2012). Mentally ill women in jails: Asylums for the invisible. In R. Muraskin (Ed.), *Women and justice: It's a crime* (5th ed.). Upper Saddle River NJ: Prentice Hall.

Hanrahan, K., Smith, M. & Sturges, J. (2012). Online qualitative interviews: Opportunities and challenges. In C. Silva (Ed.). *Online research methods in urban and planning studies* (pp. 53-69). IGI Global.

Kim, B., & Armstrong, G. (2009). Boot camps. In R. Ruddell & M. Thomas (Eds.), *Juvenile corrections*. Richmond, KY: Newgate Press.

Lee, D. R. & Sozer, M. A. (2011). The importance of evaluating crime prevention programs. In M.A. Sozer & D. R. Lee (Eds.), *Crime prevention: Theory, practice, and evaluation* (pp. 7-12). Ankara, Turkey: Adalet. Published in Turkish.

Martin, R. (2010). Integral situational ethical pluralism: An overview of a second-tier ethic for the twenty-first century. In S. Esbjorn-Hargens (Ed.), *Integral theory in action* (pp. 253-272). Albany, NY: SUNY Press.

Merlo, A.V. & Benekos, P.J. (2009). Reflections on youth and juvenile justice. In P. J. Benekos & A. V. Merlo (Eds.), *Controversies in Juvenile Justice and Delinquency* (2nd Ed.). Cincinnati, OH: LexisNexis/Anderson Publishing.

Miller, H.A. & **Kim, B.** (2009). Hate crime. In J. M. Miller (Ed.), *21st century criminology: A reference handbook*. Thousand Oaks, California: Sage.

Passetti, A., **Merlo, A.V.**, & Benekos, P.J. (2009). Comparative juvenile justice policy: lessons from other countries. In P. J. Benekos & A. V. Merlo (Eds.), *Controversies in juvenile justice and delinquency*. (2nd Ed.), Cincinnati, OH: LexisNexis/Anderson Publishing Co.

Roberts, J. & Horney, J. (2010). The life event calendar method in criminological research. In A. Piquero & D. Weisburd (Eds.), *Handbook of quantitative criminology*. New York, NY: Springer Publications.

Roberts, J. & Mulvey, E. (2008). Reports of life events by individuals at high risk for violence. In R. Belli, F. Staffor, & D. Alwin (Eds.), *Using calendar and diary methodologies in life events research*. Thousand Oaks, CA: Sage Publications.

Sozer, M.A., & **Lee, D.R.** (2011). How to read this book. In M.A. Sozer & D. R. Lee (Eds.), *Crime Prevention: Theory, practice, and evaluation* (pp. 3-6). Ankara, Turkey: Adalet. Published in Turkish.

Research Articles

Armstrong, G.S. & **Kim, B.** (2011). The role of counsel penalty in juvenile placement decisions. *Crime and Delinquency*, 57(6), 827-848.

Armstrong, T., **Lee D.**, & Armstrong, G. (2009). The Measurement of theoretical constructs with national youth survey data: Implications for the pattern of evidence found in tests of criminological theory. *Journal of Research in Crime and Delinquency*, 46(1), 73-105.

Arter, M. & **Lewis, J. A.** (2010). The role of environmental indicators on the perceptions of crime of the elderly. *Law Enforcement Executive Forum*, 10(2), 149-157.

Avdija, A. S., & **Giever, D. M.** (2012). "The Impact of Prior Victimization and Socio-Economic Status on People's Crime-Reporting Behavior." *International Journal of Applied Psychology*, 2/(4): 59-70.

Avdija, A. S., & **Giever, D. M.** (2011). Path analysis: Constructing a causal path model of correlates that directly and indirectly affect crime-reporting behavior. *Law Enforcement Executive Forum Journal*, 11(2), 95-122.

Austin, T. (2013). "Serendipitous Informants: Getting Things Done in Mindanao." *Practicing Anthropology*. Vol. 35, Number 2.

Austin, T. (Forthcoming). "Takers Keepers, Losers Weepers: Undercurrents of Theft as Folk Ideas in the Southern Philippines. *Journal of Folklore Research*.

Benekos, P. J., **Merlo, A. V.**, & Puzanchera, C. M. (2011). Youth, race, and serious crime: Examining trends and critiquing policy. *The International Journal of Police Science & Management*, 13(2), 132-148.

Bolden, C. (2010). Charismatic role theory: Towards a theory of gang dissipation. *Journal of Gang Research*, 17(4), 39-70.

Bolden, C. L. (2012). Liquid soldiers: Fluidity and gang membership. *Deviant Behavior*, 33(3), 207-222.

Carlan, P. E. & **Lewis, J. A.** (2009). Dissecting police professionalism: A comparison of predictors within five professional subsets. *Police Quarterly*, 12(4), 370-387.

Carlan, P.E., & **Lewis, J.A.** (2009). Professionalism in policing: Assessing the professionalism movement. *Professional Issues in Criminal Justice*, 4(1), 39-58.

Carlan, P. E., **Lewis, J. A.**, & Dial, K. (2009). Faculty diversity and program standing in criminology and criminal justice: Findings for 31 Doctoral Programs in 2008. *Journal of Criminal Justice Education*, 20(3), 249-271.

Dial, K., **Kim, B.**, Lambert, E.G., & Hogan, N.L. (2011). These clients are criminals: The effects of correction officer perceptions of inmates on overall job satisfaction. *Journal of Crime and Justice*, 34(2), 81-102.

Falco, D., & **Martin, J.** (2012). Examining punitiveness: Assessing views toward the punishment of offenders among criminology and non-criminology students. *Journal of Criminal Justice Education*, 23(2), 205-232.

Garland, B., Hogan, N.L. Kelley, T., **Kim, B.**, & Lambert, E.G. (Forthcoming). "To be or not to be committed: The effects of continuance and affective commitment on absenteeism and turnover intent among private prison personnel." *Journal of Applied Security Research*

Giever, D. (2009). Forensic science education and training in the United States. *Journal of the Korean Criminological Association*, 3(2), 173-190.

Huck, Jennifer L., **Daniel R. Lee**, Kendra N. Bowen, Jason D. Spraitz and James H. Bowers, Jr. 2012. "Specifying the Dynamic Relationships of General Strain, Coping, and Young Adult Crime." *Western Criminology Review* 13(2):36-45

Jordan, K. L., & **Myers, D.L.** (2008). Juvenile transfer and deterrence: Re-examining the effectiveness of a get tough policy. *Crime & Delinquency*, 57(2), 247-270.

Kim, B., Gerber, J., Henderson, C. & Kim, Y. (2012). Applicability of General Power Control Theory to prosocial and antisocial risk-taking behaviors among women in South Korea. *Prison Journal*, 92(1), 125-150.

Kim, B., Gerber, J., & Beto, D. (2012). An empirical assessment of police-community corrections partnerships in Texas: A model for Asian societies. *Asia Pacific Journal of Police & Criminal Justice*, 9(1), 1-16.

Kim, B., Gerber, J., & Beto, D.R. (2010). Listening to law enforcement officers: The promise and problems of police-adult probation partnership. *Journal of Criminal Justice*, 38(4), 625-632.

Kim, B., Gerber, J., Henderson, C., & Kim, Y. (2012). Applicability of general power control theory to prosocial and antisocial risk-taking behaviors among women in South Korea. *Prison Journal*, 92(1), 125-150.

- Kim, B. & Merlo, A. V.** (2012). In her own voice: Presentations on women and crime at ASC Meetings from 1999-2008. *Women and Criminal Justice*, 21(1), 68-88.
- Kim, B. & Merlo, A. V.** (2010). Policing in Korea: Why women choose law enforcement careers. *Journal of Ethnicity in Criminal Justice*, 8(1), 1-17.
- Kim, B.,** Titterington V., Kim, Y., & Wells, W. (forthcoming) Domestic Violence and South Korean Women: A Test of Feminist Theory across a Continuum of Experiences. *Violence and Victims*.
- Kim, B.,** & Titterington, V. (2009). Abused South Korean women: A comparison of those who do and do not resort to lethal violence. *International Journal of Offender Therapy and Comparative Criminology*, 53(1), 93-112.
- King, L. & **Roberts, J.** (2011). Traditional gender role and rape myth acceptance: From the countryside to the big city. *Women & Criminal Justice*, 21(1), 1-20.
- Koehle, G., Six, T. & **Hanrahan, K.** (2010). Citizen concerns and approval of police performance. *Professional Issues in Criminal Justice*, 5(1), 9-24.
- Lee, D.** (2010). Understanding and applying situational crime prevention strategies. *Criminal Justice Policy Review*, 21(3), 263-268.
- Lee, D.** & Hilinski, C. (2011). The role of lifestyle and personal characteristics on fear of victimization among university students. *American Journal of Criminal Justice*, 37(4), 647-668.
- Lee, D.,** Hilinski, C., & Clevenger, S. (2009). The contribution of female independence and male economic marginalization to rape in metropolitan areas. *International Journal of Social Inquiry*, 2(2), 177-198.
- Lewis, J. A.** (2009). Redefining qualitative methods: Believability in the 5th moment. *International Journal of Qualitative Methods*, 8(2), 1-14.
- Lewis, J.A.** (2009). The fallacy of legislating away drunk driving. *Impaired Driver Update*, 13(2).
- Lewis J.A.,** & Carlan, P.E. (2009). The national minimum drinking age law: Perceptions of its effectiveness to deter juvenile alcohol use. *A Critical Journal of Crime, Law and Society*, 22(2), 167-179.
- Martin, J. S., Hanrahan, K.,** & Bowers, J. (2009). Offenders' perceptions of house arrest and electronic monitoring. *Journal of Offender Rehabilitation*, 48, 547-570.
- McCauley, R. P.,** Barker, W.F., Boatman, J., Goel, V., Short, T.H., Zhou, F. (2010). The police canine bite: Force, injury, and liability. *Criminal Law Bulletin*, 46(1), 62-85.
- Merlo, A.V.,** & Sozer, M. A. (2010). Police, youth, and crime prevention: Examining the best practices. *Turkish Journal of Police Studies*, 12(4), 95-118.

- Merlo, A.V.** & Benekos, P. (2010). Is punitive juvenile justice policy declining in the United States? A critique of emergent initiatives. *Youth Justice: An International Journal*, 10(1), 3-24.
- Merlo, A.V.** & Benekos, P. (2009). Is the punitive binge ending? Reading the tea leaves and reflecting on juvenile justice. *Juvenile Justice Update*, 15(5).
- Miller, H. A., & **Kim, B.** (2012). Curriculum implications of antigay attitudes among undergraduate criminal justice majors. *Journal of Criminal Justice Education*, 23(2), 148-173.
- Mire, S., Miller, H.A., & **Kim, B.** (2009). Predictors of job satisfaction among police officers: Does personality matter? *Journal of Criminal Justice*, 37(5), 419-426.
- Myers, D. L.** (in press). "Accountability and Evidence-Based Approaches: Theory and Research for Juvenile Justice" *Criminal Justice Studies*.
- Myers, D. L.** & Olson, J. (in press) Editorial Introduction: "Offender Reentry and Reintegration: Policy and Research" (From the Editors). *Criminal Justice Policy Review*.
- Myers, D.L.** (2008). Accountability in juvenile justice: Policy and research. *Criminal Justice Policy Review*, 19(3), 255-263.
- Myers, D.L., Lee, D., Giever, D.,** & Gilliam, J. (2011). Practitioner perceptions of juvenile transfer in Pennsylvania. *Youth Violence and Juvenile Justice*, 9(3), 222- 240.
- Olson, J. and **Lee, D.** 2012. Delinquents after Exile: A Review of Aftercare Programs. *Journal of Knowledge and Best Practices in Juvenile Justice and Psychology*, 6, 37-45.
- Roberts, J.,** & Wells, W. (2010). The validity of criminal justice contacts reported by inmates: A comparison of self-reported data with official records. *Journal of Criminal Justice*, 38(5), 1031-1037.
- Sturges, J. & Hanrahan, K. (2011). The Effects of Children's Criminality on Mothers of Offenders. *Journal of Family Issues*, 32(8), 985-1006.
- Appendix D: List of books, chapters, articles published by faculty members

Appendix E: Annual reports from 2008 to present

Available on request.

Appendix F: Undergraduate Survey

IUP Criminology

Undergraduate Survey

Instructions: Please answer the following questions by circling the answers to your responses, or writing in your answers in the spaces provided.

1. Gender ___Male ___Female

2. Age: _____

3. What is your racial or ethnic identification? Select only one
 - a. American Indian or other Native American
 - b. Asian, Asian American, or Pacific Islander
 - c. Black or African American
 - d. White (non-Hispanic)
 - e. Mexican or Mexican American
 - f. Puerto Rican
 - g. Other Hispanic or Latino
 - h. Multiracial
 - i. Other _____
 - j. I prefer not to respond

4. What is your current classification in college
 - a. Freshman/first year
 - b. Sophomore
 - c. Junior
 - d. Senior

5. Did you begin college at IUP or elsewhere?
 - a. Started here (skip to question 7)
 - b. Started elsewhere (move onto question 6)

6. If you started elsewhere, what types of schools have you attended other than IUP? (select all that apply)
 - a. Vocational or Technical School
 - b. Community or Junior College
 - c. 4 year College other than this one
 - d. Other _____

7. How important was each of the following factors in your decision to attend IUP?

Circle the number that represents the importance 1(least important) 5(most important)

Cost	1	2	3	4	5
Location	1	2	3	4	5
Criminology offered as a major	1	2	3	4	5
Friends/family attended IUP	1	2	3	4	5
HS guidance counselor	1	2	3	4	5

Additional Factors _____

8. Have you ever switched majors here at IUP? _____Yes _____No

a. If yes, what was your previous major? _____

9. During this current academic term, how many credit hours are you taking? _____

10. What is your major? _____Criminology _____Criminology Pre-law

11. If Criminology or Criminology Pre-law is not your major, are you taking Criminology courses to fulfill minor requirements? _____Yes _____No

12. Do you have more than one major? _____Yes _____No

a. If yes, what is your additional major? _____

b. Which major is listed as your primary major (write not sure if you are unsure)?

13. If you are not Criminology-Pre law, what is your minor (write undecided if you have not yet decided on a minor)?

14. Approximately how many Criminology courses have you taken to date (include courses enrolled in this semester)? _____

15. What have most of your grades in the Criminology or Criminology Pre-law major been up to now?

- a. A
- b. B
- c. C
- d. D or lower
- e. No grades first semester Freshman

16. Other than CRIM classes, what have most of your grades been up to now?

- a. A
- b. B
- c. C
- d. D or lower
- e. No grades first semester Freshman

17. Do you think you will graduate within 4 years? _____No _____Yes

a. If no, what are some reasons why you do not believe you will graduate within 4 years?

b. How important is it to graduate in 4 years? (Circle the importance with 1 being not important and 5 being very important)

1 2 3 4 5

c. If you will not be able to graduate within 4 years, how important is it to be able to graduate in 5 years? (Circle the importance with 1 being not important and 5 being very important)

1 2 3 4 5

18. During this current academic term, how much of your time is spent preparing for class (studying, reading, writing, doing homework, and other academic activities)?

- a. 0 hrs/week
- b. 1-5 hrs/week

- c. 6-10 hrs/week
- d. 11-15 hrs/week
- e. 16-20 hrs/week
- f. 21-25 hrs/week
- g. 26-30 hrs/week
- h. 30+ hrs/week

19. During this current academic term, how much of your time is spent working for pay on or off campus?

- a. 0 hrs/week
- b. 1-5 hrs/week
- c. 6-10 hrs/week
- d. 11-15 hrs/week
- e. 16-20 hrs/week
- f. 21-25 hrs/week
- g. 26-30 hrs/week
- h. 30+ hrs/week

20. How did you first learn about IUP's Criminology or Criminology Pre-law program?

21. What factors lead to your decision to select a Criminology or Criminology Pre-law major?

22. If you had to make your major choice again, would you still select Criminology or Criminology Pre-law?

_____ No _____ Yes

The following questions are about experiences you have had in your Criminology courses or with your Criminology or Criminology Pre-law major.

23. How satisfied are you with each of the factors below?

Circle the number that represents the satisfaction	1(not satisfied)				5(satisfied)
Overall, the Criminology or Criminology/Pre-law major	1	2	3	4	5
Electives required for major	1	2	3	4	5

Minor requirement for majors	1	2	3	4	5
Availability of Criminology electives each term	1	2	3	4	5
Ability to schedule Criminology courses for major or minor	1	2	3	4	5
Availability of distance education Criminology Courses (online courses)	1	2	3	4	5
Availability of Criminology courses offered during Pre-session, summer I, and summer II	1	2	3	4	5
Availability of Criminology courses offered during Winter session	1	2	3	4	5

24. How responsive has the Department of Criminology been for your needs as a Criminology or Criminology Prelaw major?

1 Very unresponsive 2 Unresponsive 3 Responsive 4 Very responsive

25. How important is it for the Department of Criminology to offer internship opportunities?

1 Not important 2 Somewhat Important 3 Important 4 Very important

26. How often do your Criminology courses do the following?

Circle the number that represents the frequency	1(Never)				5(Very Often)
Discussed current events found in the news	1	2	3	4	5
Discussed social issues (human rights, justice, equality, etc)	1	2	3	4	5
Discussed different lifestyles, customs, and religions	1	2	3	4	5
Discussed the economy (employment, wealth,	1	2	3	4	5

29. How many times have you:
Circle the number that represents the frequency

	1(Never)			5(Very Often)	
Used email to communicate with advisor	1	2	3	4	5
Visited CAC during office hours	1	2	3	4	5
Discussed scheduling with advisor	1	2	3	4	5
Discussed Criminology/Criminology Pre-law requirements with advisor	1	2	3	4	5
Discussed liberal studies requirements requirements with advisor	1	2	3	4	5
Received emails or class announcements about employment/internship opportunities	1	2	3	4	5
Received emails or class announcements announcing scheduling information	1	2	3	4	5
Received emails or class announcements About Criminology student organizations (Criminology Association and Alpha Phi Sigma)	1	2	3	4	5

The following questions are about the Criminology Speaker Series. Each year, if the budget allows, the Department of Criminology brings to campus a specialist within the Criminology field and/or hosts panels of alumni to discuss job opportunities or panels of specialists to discuss controversial issues within the Criminology or Criminal Justice field.

30. How often have you received emails or class announcements about the Criminology Speaker Series?

1 Never 2 Sometimes 3 Often 4 Very Often

31. How often have you attended the Criminology Speaker Series (specialist discussion, panel for job opportunities, or panel to discuss controversial issues)?

1 Never 2 Sometimes 3 Often 4 Very Often

32. If you have attended a Criminology Speaker Series event, why did you do so?

33. How important or beneficial to your education is it to have these types of activities?
1 Not Important 2 Somewhat Important 3 Important 4 Very Important

34. What types of information or research that is criminology or criminal justice related would you like to see the Criminology Speaker Series bring to campus?

Additional Comments (please use the space to tell us anything you think we should know about the major or about the CRIM department):