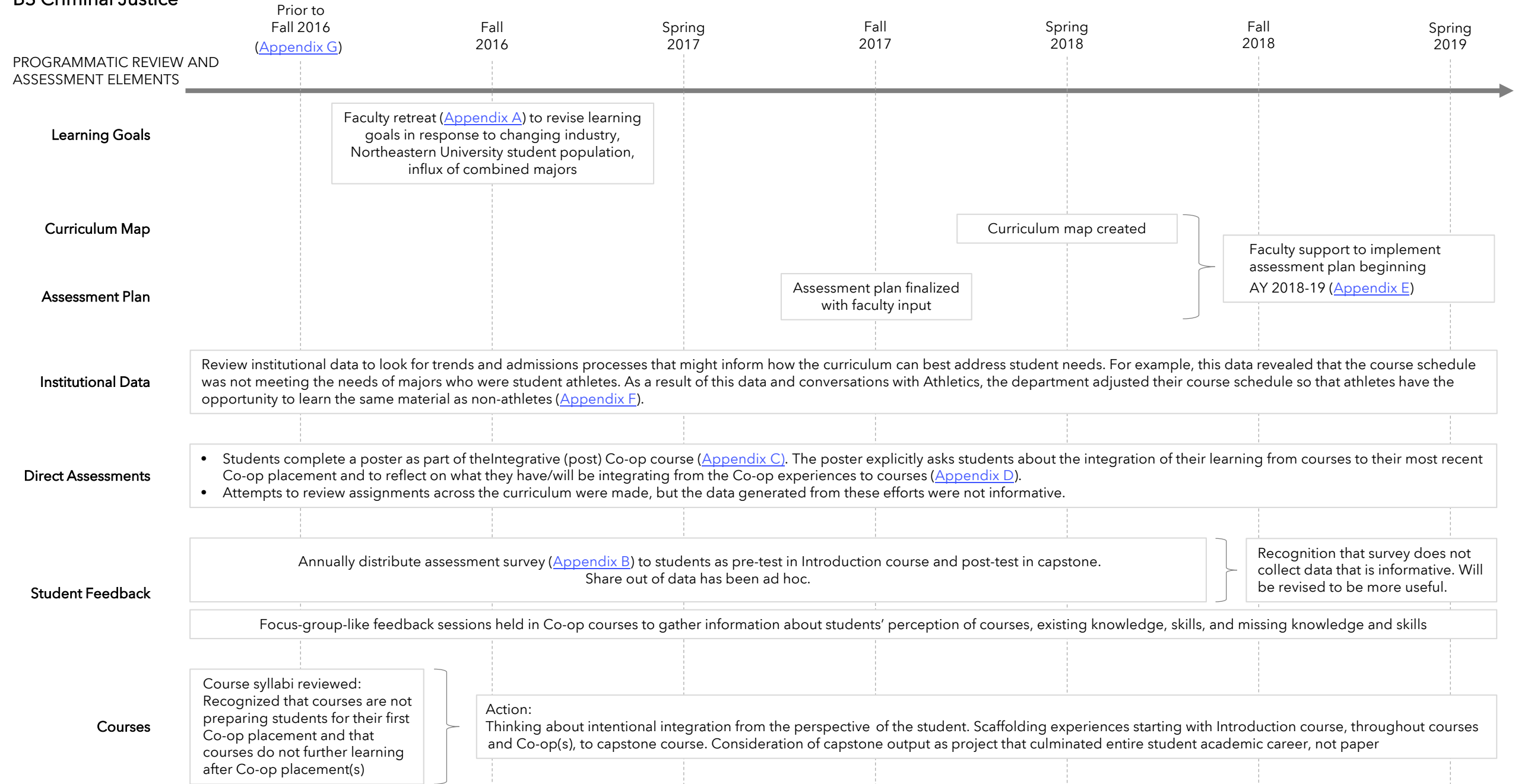


BS Criminal Justice



Appendix A: Faculty Retreat to Revise Learning Goals

CRIMINAL JUSTICE RETREAT PLAN FOR DAY OF RETREAT

- 11:30AM Working lunch
Welcome from Kathy Takayama
- 11:35AM SAIL Initiative presentation by Cigdem Talgar
- 12:00PM Opening remarks from Anthony and Amy
- 12:30PM Landscape: Conversation about homework question: "Where will the profession be in 10+ years?"
- Notes taken on wall that does not have monitors
- 12:45PM Brainstorm activity:
If we think of a person coming out of our program and into the field in 10 years, what are the skills, knowledge, and dispositions that they would have?
- In small groups, brainstorm ideas with one word per Post-It
- Post-Its get stuck on wall that does not have monitors
- 1:00PM Break
- CATLR to review all Post-Its and attempt to categorize them by common features, characteristics, patterns
- 1:15PM AAG/CATLR to present categories, discuss if they were interpreted correctly
- 1:30PM Review of current programmatic student learning outcomes
- Post one outcome per "space" around the room
- Consider the profile of the person we identified in 10 years, are these the outcomes that will get this person to be successful?
- Is there anything that is blatantly missing?
- 2:00PM Experiential Liberal Arts presentation by Chris Gallagher
- 2:15PM Based on the Experiential Liberal Arts initiative, are there any changes to the categories that should be made?
- Vote on (at least) five outcome statements that are "must haves"
- 2:20PM Break
- 2:30PM Discussion about which outcomes had the most votes
- 2:45PM Assign (at least) one outcome per table
- Draft/revise learning outcomes
- Post new/revised learning outcome on wall
- 3:15PM Examples:
- Kathy Takayama to share example of curriculum map from Economics
- Michael Sweet to demonstrate flipped class and hybrid courses
- 3:45PM Share new/revised learning outcomes with larger group
- 4:15PM Plan next steps

Appendix B: Annual Assessment Survey

Northeastern University School of Criminology and Criminal Justice Undergraduate Student Assessment, 2018-2019

Students,

Thank you for participating in the School of Criminology and Criminal Justice Outcome Assessment project. As a student of the School, you are in a unique position to provide us with information about how well we are doing. The feedback from this survey will help us better meet the needs of current and future students.

The Assessment has three parts. The first part is designed to provide information on your expectations and assess how well the School met those expectations. The second part asks questions about your opinions related to ethics and values in the criminal justice system. The third part tests your substantive knowledge in various areas of the criminal justice curriculum. The results of this assessment will help the administration and faculty gauge how well students understand and retain information from the curriculum. The results of the survey will remain confidential and your participation in the assessment is completely voluntary. You will not receive a grade on this assessment, however, please do not consult any books or other materials before answering these questions.

Should you have any questions about this survey or the assessment project, please feel free to contact School of Criminology and Criminal Justice, Associate Director Professor Amy Farrell at (617) 373-7439. If you have questions about your rights as a participant in this study, Nan C. Regina, Director, Human Subject Research Protection, Mail Stop 560-177, Northeastern University, Boston, MA 02115. Telephone: 617-373-7570. You may call anonymously if you wish.

Part I: Student Background Information, Expectations and Program Assessment

Student ID #

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

Background Information

For each of the following questions fill in only one answer

1. Grade Level

- 1st year 4th year
 2nd year 5th year
 3rd year

2. Age

- 17-18 24-30
 19-20 31-40
 21-23 41 or over

3. Race

- White American Indian
 Black Other
 Hispanic Multi-Racial
 Asian

4. Sex

- Male
 Female

5. In what state does your family have primary residence?

| | |
|--|--|
| | |
|--|--|

6. Entered Northeastern University as a

- Freshman
 Transfer Student

| |
|--|
| |
|--|

7. Did you take any foreign language courses in high school? If yes, how many years of foreign language?

- Yes years
- No

8. Did you have any international experience (i.e. study abroad) in high school?

- Yes
- No

9. Highest level of education you hope to receive

- Bachelor's Degree Ph. D.
- Master's Degree Other
- Law Degree

10. Highest level of education of your father

- Less than High School Graduate Associate's Degree
- High School Graduate Bachelor's Degree
- Some College Advanced Degree (Master's Degree, Ph. D., Law Degree, Medical Degree)

11. Highest level of education of your mother

- Less than High School Graduate Associate's Degree
- High School Graduate Bachelor's Degree
- Some College Advanced Degree (Master's Degree, Ph. D., Law Degree, Medical Degree)

12. Place of residence this quarter

- Campus Housing Fraternity or Sorority
- Off Campus Housing With a Parent or Other Relative

13. Do you currently work while in school (other than co-op placement)?

- Yes
- No (Skip to Question 14)

14. If yes to the above question, how many hours per week?

- Less than 10 hours
- 10-20 hours
- Over 20 hours per week

15. Number of co-op experience you have participated in

- 1 3
- 2 4

16. How often do you use each of the following?

| | <u>All the time</u> | <u>Often</u> | <u>Sometimes</u> | <u>Rarely</u> | <u>Never</u> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. USB or Flash drive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Personal laptop computer (off campus or in dorm) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Personal laptop computer (on campus) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Personal desktop computer (off campus or in dorm) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. CJ computer lab on 4th floor of Churchill Hall | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. A computer lab elsewhere on campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**17. In what area of Criminal Justice are you most interested in working?
(Rank the following 1 through 10, with 1 being your 1st choice and 10 being your last choice)**

- | | |
|---|---|
| <input type="checkbox"/> Law Enforcement (Federal) | <input type="checkbox"/> Private Security |
| <input type="checkbox"/> Law Enforcement (State or Local) | <input type="checkbox"/> Juvenile Justice |
| <input type="checkbox"/> Corrections | <input type="checkbox"/> Research |
| <input type="checkbox"/> Probation / Parole | <input type="checkbox"/> Education |
| <input type="checkbox"/> Law | <input type="checkbox"/> Other _____ |

Expectations of the Program

For the following questions answer in terms of how you feel now. For each question fill in the bubble that best describes your answer.

| During my university career I expect the following: | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| 18. Problems receiving financial aid or financial difficulties during my university career | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. That the university will have adequate computer resources for me to use | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. That my classes will be difficult | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. That I will change majors at least once before I graduate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

During my university career I expect the following:

**Strongly
Agree**

Agree

Not Sure

Disagree

**Strongly
Disagree**

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 22. To meet a lot of people who share my interests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. That by obtaining a college degree, I will get a better job than if I did not have a college degree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. To work part time, outside the university, while I attend school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. To work full time, outside the university, while I attend school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. The co-op program to be helpful for me to "get my foot in the door" in places I may want to work after graduation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. My co-op experience to compliment my classroom learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. To have help from the college in choosing my courses and obtaining guidance about what the requirements are needed for me to finish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In the future I think that I want:

**Strongly
Agree**

Agree

Not Sure

Disagree

**Strongly
Disagree**

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 29. To be a lawyer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. To be a police officer (or federal agent) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. To be a teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. To be a probation/parole officer or work in some other area of corrections | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. To be a crime scene investigator | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. To go to graduate school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. To go into security/loss prevention/undercover investigation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. I am not sure yet what I want to do when I graduate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| |
|--|
| |
|--|

I was interested in criminal justice because:

Strongly Agree

Agree

Not Sure

Disagree

Strongly Disagree

37. I want to help people

38. One of my relatives works in the field

39. I want to join a federal law enforcement agency

40. I have a desire to reform the criminal justice system

41. Major events, such as 9/11, prompted me to consider studying criminal justice

I believe:

Strongly Agree

Agree

Not Sure

Disagree

Strongly Disagree

42. The criminal justice courses I have taken provide me with the specific knowledge of the operation and function of a variety of criminal justice agencies

43. I received courteous and timely assistance at the criminal justice office whenever I needed it

44. The advising assistance and information available in college was helpful in determining my academic plan

45. Faculty members were sufficiently available for assistance and clarification of course materials, when necessary

46. Co-op advisors were sufficiently available for assistance when I was on campus taking classes

47. I feel well prepared for a career in the field of criminal justice as a result of the instruction I received from faculty in the department

48. My co-op experience has provided me with the skill and knowledge necessary for a career in the field of criminal justice

Part II: Ethics and Values about the Criminal Justice System

| The most important goals of the criminal justice system are: | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|--|---------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| 49. To apprehend and incapacitate offenders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 50. To prevent future crime during a person's youth | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 51. To rehabilitate and provide treatment for offenders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 52. To punish people who commit crime | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 53. To protect the constitutional rights of the accused | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 54. To prevent violent victimization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 55. To provide equal representation to the accused | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 56. To recognize and prevent racial or gender bias in charging, prosecution and sentencing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 57. To prevent white collar crime | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 58. To restore order to neighborhoods | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 59. To reintegrate offenders back into the community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Please rate how strongly you agree with these statements: | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
| 60. On average, police departments are effective in protecting citizens from harm | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 61. The criminal justice system is fair | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 62. Inmates generally receive the services that they need in prison | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 63. Most defendants choose to have a trial | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. People are most likely to be victimized by a stranger | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Part III: Knowledge of Substantive Issues in Criminal Justice

For each of the following questions fill in only one answer

General Criminal Justice / Criminal Procedure

- 65. Generally speaking, how do the Uniform Crime Report estimates of the volume of crime compare to the actual frequencies of such incidents?**
- They are higher
 - They are very accurate
 - They are lower
 - There is no way to determine their accuracy
- 66. According to the National Crime Survey, the major reason why victims do not report crimes to the police is because they:**
- are fearful of reprisals
 - feel that there is nothing that the police can do
 - are too lazy to contact the police
 - believe that the police will not respond to their calls
- 67. Common law refers to:**
- offenses committed against the safety and order of the state
 - law passed by statute
 - torts
 - the previous court decisions, customs, and other historical materials that guide courts in decision making but have not been codified by legislature or embodied in the constitution
- 68. The most common method for bringing formal charges against an accused is a(n):**
- sentence
 - indictment
 - bench warrant
 - guilty plea
- 69. If a person is induced to commit a crime that he or she would not have otherwise been predisposed to commit but did so on the urging of a law enforcement officer, this constitutes a case of:**
- victim consent
 - entrapment
 - mistake and ignorance of the law
 - duress

70. In a criminal trial, the _____ presents its case first.

- government
- court
- defense
- victim

71. Case law is law that:

- is established by following judicial decisions given in earlier cases
- is passed by the legislature
- is embodied in the Constitution of the United States
- descends from natural law

72. Which of the following was the major significance of the Bill of Rights?

- It placed restrictions on private citizens
- It placed restrictions on business
- It placed restrictions on government
- It placed restrictions on private groups

73. In Mapp v. Ohio the United States Supreme Court:

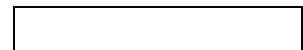
- Required the police to inform suspects of their right to remain silent
- Guaranteed a suspect's right to an attorney
- Enforced the right to bail
- Applied the Exclusionary Rule to the states
- Permitted searches of automobiles without a warrant if there is probable cause

74. The process which involves questioning individuals to determine their appropriateness to sit as a member of a jury is known as the:

- venue challenge process
- voir dire process
- coram nobis process
- hearsay process
- exclusionary process

75. What legal principle refers to the court's policy to follow decisions reached in prior cases?

- Stare Decisis
- Voir Dire
- Mandamus
- Amicus Curiae



76. The number of criminal convictions each year is equivalent to the actual number of crimes committed.

- True
- False

77. Beyond a reasonable doubt is a higher standard of proof than preponderance of the evidence.

- True
- False

78. The U.S. Supreme Court, through interpretation of the 5th and 14th Amendments, dictates that neither the national nor state governments may deny any person of life, liberty, or property without following procedural safeguards for the rights of the accused. This is the idea of:

- equal protection of the law clause
- due process of law clause
- just consequences clause
- writ of certiorari provision
- writ of habeas corpus provision

79. Miranda warnings are always required when:

- custodial interrogation occurs
- police questioning takes place at a suspect's home
- police question a suspect at the police station
- the police ask questions of any person at the scene of a crime
- all of the above

80. The United States Supreme Court:

- decides which criminal cases it will hear and which ones it will not hear
- approves the decisions of the lower courts in cases in which it does not accept certiorari; this is called "affirming by implication"
- decides which civil cases it will hear and which ones it will not hear, but it is required to hear every criminal case that raises a federal constitutional issue
- always overturns the decisions of the lower court

81. Private citizen A suspects B of stealing his tool chest. While B is away from his house, A breaks into the locked garage and, while finding no tool chest, discovers a cache of drugs. A turns the drugs over to the police who arrests B on a narcotics charge.

- A has violated B's 4th Amendment rights because he searched B's garage without probable cause and a warrant
- A has violated B's 4th Amendment rights because he trespassed on B's property
- A has not violated B's 4th Amendment rights because A is a private citizen; the Bill of Rights protects citizens against governmental conduct
- A has not violated B's 4th Amendment rights because his primary purpose was not to search for drugs; he simply came upon them by accident when looking for property that was rightfully his

82. The exclusionary rule applies to:

- evidence obtained illegally by police
- derivative evidence (that is, evidence obtained indirectly through illegally obtained evidence)
- a and b
- neither a nor b; the exclusionary rule only applies to testimonial evidence sought to be used against the defendant

83. Which of the following is true about automobiles?

- the search of an automobile is far less intrusive of the rights protected by the 4th Amendment than the search of a person or of a building
- the search of an automobile is far more intrusive of the rights protected by the 4th Amendment than the search of a person or of a building
- automobiles are outside of the realm of the 4th Amendment protections
- the search of an automobile is subject to the same standards as the search of a person or building

Criminology

84. What term is used to describe re-offending behavior after a criminal is released from prison?

- reentry
- victimize
- recidivism
- reinvolve

85. A criminologist wants to research the nature and extent of murder. What is the best source of data for her research?

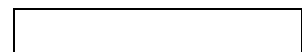
- Uniform Crime Reports
- National Crime Victimization Survey
- self-report surveys
- victim surveys

86. Which branch of sociological theory posits that unequal distribution of wealth and power leads to frustration and alternative methods of achievement?

- socio-biological theory
- strain theory
- social learning theory
- routine activity theory

87. Areas in which the institutions of society are no longer functioning as expected are described as what?

- disorganized
- poor
- neutralized
- routinized



88. According to differential association theory, criminal behavior is

- inherited
- a function of hormonal imbalance
- learned
- a function of labeling

89. Widespread public agreement regarding the relative seriousness of various crimes has been cited as supporting a _____ perspective.

- consensus
- absolutist
- conflict
- positive

90. Of all the crimes known to the police, approximately what percent of crimes committed in the United States are UCR Part I violent crimes?

- 85%
- 50%
- 33%
- 11%

91. Deterrence models predict that punishment _____ crime, while labeling theory predicts that punishment _____ crime.

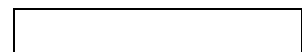
- increases; reduces
- reduces; increases
- reduces; also reduces
- none of the above

92. Conflict theorists maintain that

- society is composed of groups that have opposing values and interests
- the state represents the values and interests of the most powerful groups
- there is no consensus of values among societal members
- all of the above
- a and b only

93. Social control theory suggests that

- everyone has the potential to become a criminal
- people become criminals when significant members of society label them as such and they accept those labels as a personal identity
- people learn the techniques and attitudes of crime from close relationships with criminal peers
- differential opportunity plays a role in whether or not a person becomes a criminal



94. _____ involves sources of discrimination built into the social system.

- individual racism
- institutional racism
- cultural racism
- societal racism

Research Methods

95. Tests of statistical significance estimate the probability that observed associations between variables are the result of:

- important differences
- design failure randomization
- randomization
- chance or sampling error

96. The hallmark of a true experimental design is that:

- it deals with a whole population rather than a sample
- it involves random assignment of subjects into control or experimental groups
- it is carried out in a laboratory setting
- it involves observation rather than surveys
- it involves a single group of subjects

97. If we talk about empirically testing a theory, we mean:

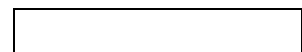
- asking a number of experts if they believe the theory is true
- arriving at a consensus among a large group of people
- determining whether the theory is logically consistent
- gathering data in order to test the theory against some objective reality
- doing a content analysis of the theory

98. If we are doing a study of the fifty states to determine whether higher levels of poverty lead to higher crime rates, the dependant variable of our study would be:

- the level of poverty
- the crime rate
- the 50 states
- the statistical analysis we use
- the criterion we use for poverty

99. In the National Crime Victimization Survey researchers:

- collect arrest statistics from police departments around the country
- observe criminal behavior in a random sample of locations
- determine how many calls for service are received by police departments
- measure the number of criminal convictions obtained according to court records
- ask citizens about their criminal victimization experiences



100. You would be getting the opinions of a random sample of students at Northeastern for your survey if you stationed yourself at the Marino Center and interviewed every 20th person who walked by that spot.

- True
- False

101. A relationship involves an association between at least two variables in which the values of one variable:

- vary jointly with those of the other
- vary independently with those of the other
- are real
- do not vary

102. The classic experimental design includes which combination of groups?

- pretest and posttest
- pretest and control
- treatment and comparison
- experimental and control

103. Suppose that a questionnaire includes the following question: "You wouldn't say that you are in favor of extramarital sex, would you?" This best exemplifies a:

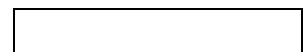
- leading question
- funnel question
- contingency question
- double-barreled question

104. Scientific explanation seeks to organize data in such a way as to allow generalizations to be made.

- True
- False

105. Whether a particular measurement technique, applied repeatedly to the same object, would yield the same result each time is known as:

- validity
- reliability
- conceptualization
- agreement



Appendix C: Co-op Integration Seminar Syllabus

CRIM 3000

Co-op Integration Seminar II (Fall 2018)

Class Sessions: Tuesdays 1:35pm – 3:15pm

**September 11th, September 18th, September 25th, October 2nd, and October 9th
200 Churchill Hall (except for October 9th poster session)**

Professor: Kevin Drakulich

Email: k.drakulich@neu.edu

Office: 433 Churchill Hall

Office Hours: Tu 3:30-4:30 / We 3:00-4:00
and by appointment

Co-op Faculty: Michelle Zaff

Email: m.zaff@northeastern.edu

Office: 210K Renaissance Park

Office Hours: by appointment

COURSE DESCRIPTION

CRIM 3000, Co-op Integration Seminar II, is a continuation of CRIM 2000: Co-op Integration Seminar I (the CJ Co-op preparation course). CRIM 3000 is taken by criminal justice students in the academic semester immediately following their first Co-op experience. It allows students to reflect on what they learned during their first Co-op, and to use their guided inquires as the basis from which to examine real-life issues as they relate to the courses they have taken at NU.

Specifically, students are asked to draw on the knowledge acquired in the classroom and to make connections between academic concepts and their application in the field. Students will also critique the Co-op preparation, referral and support process, and they will be asked to update their resumes to incorporate their first Co-op experience, and to begin preparing for their second Co-op. Students will work with the course instructors to prepare a poster illustrating their Co-op experience.

COURSE REQUIREMENTS

Pre-requisites: CRIM 1100, CRIM 2100, CRIM 2200, CRIM 2000, First Co-op Experience

Required Reading: There is no required text for this class.

Required Class Attendance: This class includes four regular sessions on September 11th, September 18th, September 25th, and October 2nd, plus the poster session on October 9th. All regular class sessions will convene in 200 Churchill Hall. Attendance is **REQUIRED** at all four class sessions and the poster session.

COURSE OBJECTIVES

By the end of the course, students are expected to be able to:

- Integrate knowledge learned through the criminal justice curriculum with experience gained through the co-operative education placement.
- Articulate the ways in which the experience gained in the field both benefited from and will contribute to the academic experience.
- Critically assess the experience of working in the field and learn from the experiences of others.
- Develop public speaking skills through a poster presentation and in-class presentations.

CLASS SESSIONS

Tuesday September 11th, 1:35pm – 3:15pm

- **Introductions, Your Co-op Experiences, and Beginning the Posters**
 - Students will provide feedback regarding the overall Co-op process and address topics covered in the “Student Evaluation of the Co-op Experience and Employer Organization.”
 - 1) What did you find especially helpful in the preparation process? What was missing?
 - 2) What could have been done differently?
 - 3) While you were on Co-op were your connections with your Co-op faculty coordinator and with the university adequate?
 - 4) What, if any, problems did you have with the guided inquiry assignment?
 - During this session students will be introduced to the Co-op integration poster assignment.
 - You will learn the basics of displaying information about your Co-op and the assignments you completed while on Co-op to a variety of audiences.
 - In preparation for the development of a Co-op poster presentation students should begin to gather artifacts from their Co-op experience such as pictures, examples of work or other material that may help illustrate your work on Co-op.

Tuesday September 18th, 1:35pm – 3:15pm

▪ Designing a Poster Presentation

- During this session, students will learn how to design a poster presentation. The class meeting will provide students with information on:
 - 1) The goal of the poster session
 - 2) The content of the poster presentation
 - 3) How to display information through a poster format
 - 4) How to layout, design and print a poster

- Through the poster assignment students will visually display three major pieces of information (see examples [here](#)):
 - 1) The organization and your role on Co-op, including
 - The major goals of the organization
 - Operations or productivity assessment initiatives or measures in place at the organization
 - The unit in which you worked
 - Your role within the unit
 - 2) A significant task, assignment and/or project completed on Co-op. The poster should explain how you executed the task, illustrate the knowledge or skills that you employed, display the products or outcomes of the task.
 - 3) The integration of your co-op experience with your coursework and academic experience and future goals.

Tuesday September 25th, 1:35pm – 3:15pm

▪ Integrating Co-op and classroom experiences

- During this session, each student will make an oral presentation to the class about the integration of their co-op experience with their classroom experience in SCCJ and NU.

- In advance of class, students should think about connections between your coursework at Northeastern and your most recent co-op experience. Be prepared to discuss:
 - 1) the relationship between your co-op experience and at least one course. In doing so, discuss two or three connections that you have been able to make between this prior coursework and things you observed or experienced on co-op.
 - we are particularly interested in the following questions:
 - what courses did you find particularly helpful when you were out on your co-op, and what kinds of skills or knowledge from those classes helped most?
 - were there classes you wished you had taken before your co-op? (these can be classes that we currently offer but also classes that we do not yet offer)

- did the experience of the co-op inspire an interest in taking a particular class? If so, what class? (again, these can be classes that we currently offer but also classes that we do not yet offer)
- 2) how the knowledge or skills that you learned in your co-op can be applied to your academic experience here at Northeastern.
- 3) how this co-op has (or has not) shaped your thinking about your future academic and career goals and aspirations.

Tuesday October 2nd, 1:35pm – 3:15pm

▪ **Poster Workshop**

- Group poster workshop – students should come to class prepared with a draft of their poster.
- *Posters will need to be reviewed and approved prior to printing. Posters can be submitted for approval via email prior to February 1st.*

Tuesday October 9th, 1:35pm – 3:15pm

▪ **Poster Session**

- Students are required to present their posters in the **Institute on Race and Justice on the 4th Floor of Churchill Hall.**

| |
|----------------|
| GRADING |
|----------------|

Grading:

- This seminar is highly interactive and therefore attendance and participation will account for 30% of your grade. You must attend and actively participate in each class session.
- 20% of your grade will be based on your in-class oral presentations.
- 50% of your grade will be based on your poster presentation.

Final grades are NOT rounded. If your class average is 89.87, your final grade in the course is a B+ (see grading scale below)

| | | | |
|-----------------|-----------------|-----------------|-----------------|
| 93 - 100 = A | 83 – 86.99 = B | 73 – 76.99 = C | 63 – 66.99 = D |
| 90 - 92.99 = A- | 80 – 82.99 = B- | 70 – 72.99 = C- | 60 – 62.99 = D- |
| 87 – 89.99 = B+ | 77 – 79.99 = C+ | 67 – 69.99 = D+ | Below 60 = F |

| |
|-----------------------------|
| OTHER CLASS POLICIES |
|-----------------------------|

The use of portable electronic devices of any kind – including laptop computers, tablets, and cell phones - is not permitted at any time during the class.

Students with Disabilities: If you anticipate issues related to the format or requirements of this course, please come and see Professor Drakulich during my office hours so that we can discuss ways to ensure your full participation in this course. If you determine that formal, disability-related accommodations are necessary, it is important that you register

with the Disability Resource Center (617-373-2675; www.drc.neu.edu) and notify me of your eligibility for reasonable accommodations so that we can plan coordination of those accommodations.



MASSACHUSETT'S ATTORNEY GENERAL'S OFFICE

MEDICAID FRAUD DIVISION

KELSEY BARLEY, Class of 2018



THE ATTORNEY GENERAL'S OFFICE

- The Massachusetts's Attorney General is the chief lawyer and law enforcement officer of the Commonwealth of Massachusetts.
- Currently the Attorney General is Maura Healey.
- The Attorney General's Office is a resource to Massachusetts's residents when issues occur in the areas of consumer protection, fraud, civil rights, health care, and insurance.



MEDICAID FRAUD DIVISION

- The Medicaid Fraud Division investigates and prosecutes providers, not recipients, that defraud the Medicaid program.
- The division investigates complaints of abuse, neglect, and other types of patient mistreatment in health organizations by working with the DPH.
- Medicaid providers can include transportation companies, home health agencies, hospitals, rehabilitation centers, nursing homes, etc.
- The Medicaid Program is part of MassHealth.
- Medicaid is given to individuals and family units with poor resources.

SKILLS FOR SUCCESS

- Know how to work both in a group and independently.
- Have great problem solving skills.
- Have great writing skills.
- Have good oral communication skills.
- Be able to shift through mass amounts of data and understand it.
- Be able to organize yourself and the projects on which you are working.
- Know how to navigate Excel and Access well.

WHAT DID I DO?

- Investigated intakes in order to prove materiality.
- Wrote opening memos on material intakes, recorded and closed non-material intakes.
- Was assigned parts of a on-going case to investigate.
- Attended weekly meetings to present investigative findings.
- Pulled MassHealth claims through internal software.
- Collected, organized, and analyzed mass amounts of data.
- Recorded Department of Public Health and Qui Tam case.
- Made trial exhibits and helped prepare for grand jury trials.

VIEW FROM MY WORK AREA



LESSONS LEARNED

- I learned how to think like an investigator: "Answer all the questions before they are asked."
- DPH reports made me face the reality of abuse and neglect in nursing homes and rehabilitation centers.
- I did not have any knowledge about the health industry when going into this co-op. I learned many things about medical and health organizations.

INVESTIGATING HOME HEALTH AGENCIES

- I worked on one big case throughout my co-op.
- The investigation is on-going, so information is still confidential.
- A few newspaper articles written about this case are below.



Worcester Home Care Agency Cuts Most Staff Amid Investigation

By Valerie VanBooven, RN BSN, Editor in Chief of HomeCareDaily.com | February 24, 2016

Compassionate Homecare Inc. operating out of Worcester, outside of Boston, has recently laid off the vast majority of its employees amid a probe by the state's Attorney General's office. At issue in this case is allegations of fraud committed by the agency.

The Boston Globe

Amid probe, home care agency cuts most staffers

Compassionate Homecare is one of a dozen home health companies the Executive Office of Health and Human Services referred to the attorney general after reviewing internal data and fielding consumer complaints that pointed to possible fraud. Officials did not name the agencies, but Compassionate Homecare disclosed its situation in a lawsuit filed against the state in January.

Compassionate Homecare is one of 195 agencies that contract with the state to provide nursing care, physical therapy, and other home health services to low-income individuals on MassHealth. The MassHealth program accounts for almost all of Compassionate Homecare's business. The company, launched five years ago, collected \$29 million in revenue last year, Kimaru said.

Court documents reveal that since July 2013, the company has been under investigation by the attorney general's Medicaid Fraud Division. Law enforcement officials asked MassHealth not to suspend payments to the company at the time because doing so could have compromised the investigation.

IMPACT ON FUTURE ENDEVORS

- This co-op really showed me that I am on the correct career path.
- I learned that I really enjoyed working in the public sector.
- I want to take a white collar crime class and a forensic accounting class in order to learn more about what I did on co-op.
- I want to take a health related class in order to learn more about health programs and medical standards that organizations must meet.



Drug Enforcement Agency: New England Field Division

Task Force II – Boston, MA

Dodi Feldman, May 2017



DEA Mission

The mission of the DEA is to:

- Enforce controlled substance laws and regulations of the United States and bring to the criminal and civil justice system of the United States those organizations and principal substances appearing in or destined for illicit traffic in the United States.

DEA Primary Responsibilities:

- Investigate and prepare for the prosecution of major violators of controlled substance laws operating at interstate and international levels.
- Investigate and prepare for the prosecution of criminals and drug gangs who perpetrate violence in communities and terrorize citizens through fear and intimidation.
- Manage the national drug intelligence program.
- Seize and forfeit assets derived from, traceable to, or intended to be used in illicit drug trafficking.
- Collaborate with federal, state, local, and foreign officials on mutual enforcement efforts.
- Coordination and cooperation with federal, state, local, and with foreign governments in programs designed to reduce the availability of illicit abuse-type drugs on the United States market through non-enforcement methods such as crop eradication, crop substitution, and training of foreign officials.
- Liaison with the United Nations, INTERPOL, and other organizations on matters relating to international drug control programs.

Operations and Productivity:

- Productivity is measured based on the number arrests and statistical decreases in drug crime and overdoses.

Significant Tasks

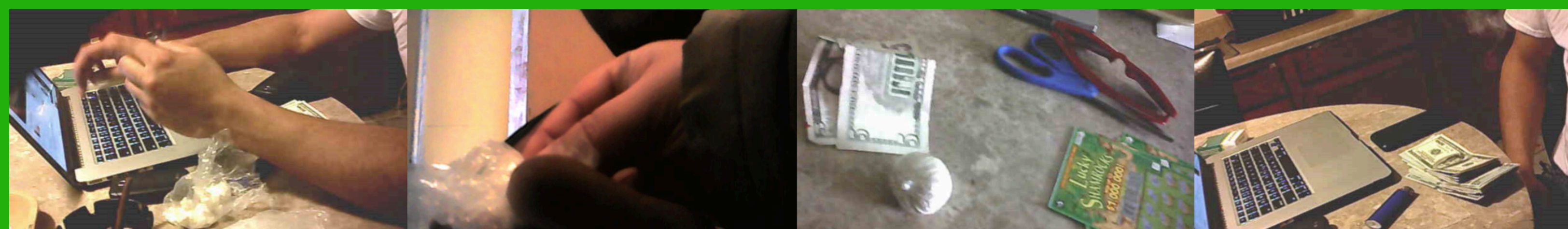
Transcriptions



My unit investigated a drug distribution ring in conjunction with the Bureau of Alcohol, Tobacco, Firearms, and Explosives. The Task Force Officers and Special Agents working this case ran multiple confidential informants, who conducted multiple undercover drug purchases and had conversations with suspects. I was tasked with transcribing the video and audio recordings of these interactions.

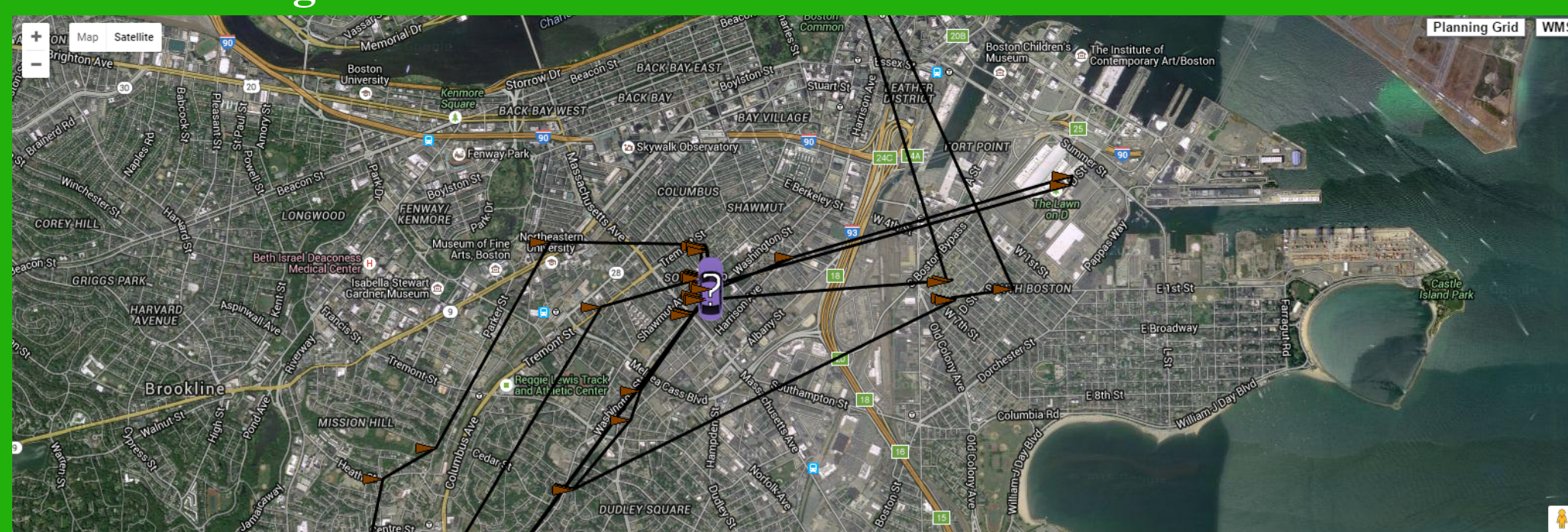


Screenshots



I reviewed several hours of video of informants conducting multiple drug transactions. Based on the footage, I took screenshots of the individuals that the informants met, and of the drug transactions. These screenshots were sent to the prosecutor to be used as exhibits for the case.

GPS Tracking



Screenshot of of GPS tracking system

Using an online GPS tracking program I monitored the location of a vehicle over the course of several days. Each time the vehicle was stationary I recorded its location, since this was an indicator that the subject of the investigation may have been conducting a drug transaction.

Daily Tasks



New England Field Division Offices

- Transcribe video and audio recordings
- Assist in evidence
- Monitor pole cameras for ongoing cases
- Run background checks
- File reports and organize old cases
- Use Microsoft Excel to input and organize data



Being productive in evidence!

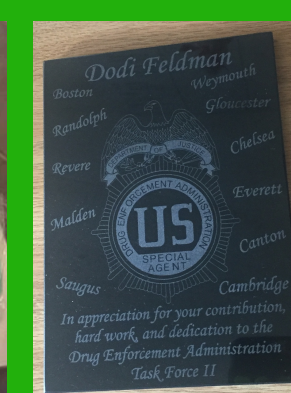
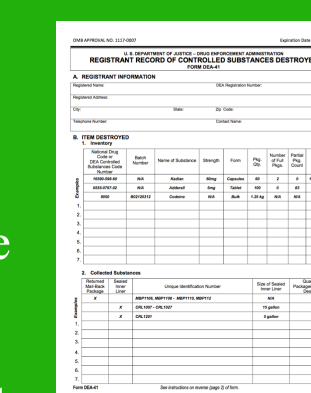
Take Aways

- Networked
- Learned about narcotics and drug distribution methods
- Witnessed first hand how investigations are conducted
- Observed collaboration between local and federal law enforcement
- Solidified my career choice

| Drug Slang and Current Massachusetts Market Prices for Crack Cocaine | | |
|--|-----------------------|------------------------------------|
| Slang | Amount | Price |
| Basket/8 Ball | 3.5 grams | \$180 - \$190 |
| 7 | 7 grams | \$350 - \$360 |
| 14 | 14 grams | \$700 |
| 31 | 31 grams | \$1,450 |
| Doobie | 28 grams | \$1,300 - \$1,400 |
| Bizzy | 3.5 grams or 28 grams | \$180 - \$190 or \$1,300 - \$1,400 |
| Zip | 14 grams | \$700 |
| Loud (marijuana) | 1 pound | \$2,500 |

Skills

- Organization
- Time management
- Technological Skills
 - Microsoft Office
 - CCTV
 - Database checks
- Communication
- Critical thinking



Example of a DEA form (left), results of a search warrant my unit executed with Boston Police (middle), and an appreciation plaque I was given as a gift at the end of my internship (right).

Course Integration

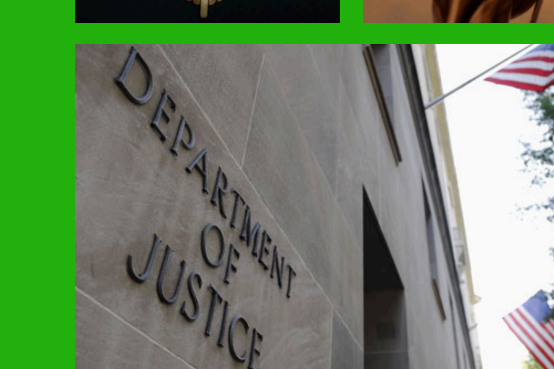
Courses that helped me on the co-op:

- Computer Science and its Applications, Due Process, Policing, Introduction to Forensic Chemistry

I am planning to take graduate electives for the PlusOne Program pertaining security and law enforcement. I also will complete my minor in International Security Studies and continue take Political Science courses pertaining to National Security.

Future Directions

- Affirmed for me that I would like to work for a federal law enforcement agency
 - I do not want to focus on narcotics
- I am unsure if I want to work as an analyst, in surveillance, or as a special agent (leaning towards a career as an Intelligence Analyst)
- Minoring in International Security to learn more about threats to National Security
 - Hopefully work for the government
 - Graduating in May 2017



JFK Federal Building, Headquarters of the DEA New England Field Division

About the Firm

- Founded in 1943 by Henry Foley and Garrett Hoag.
- 4 offices:
 - Boston Seaport District
 - Washington D.C.
 - New York City
 - Paris



View from the 14th floor where I sat.

- Areas of Practice:
 - Business*
 - Energy & Environmental
 - Healthcare Law
 - Litigation*
 - Intellectual Property
 - International Litigation & Arbitration*
 - Labor and Employment*

*denotes areas assigned

My Position & Daily Tasks

- Worked directly under four senior paralegals.
- Assisted with general trial preparation.
- Maintained case files.
- Coded and redacted documents and exhibits.
- Filed and copied case papers from local courts.
- Compiled documents in preparation for depositions, major court filings, hearings or meetings.
- Coordinated document scanning and photocopying projects.
- Conducted miscellaneous internet and social media research.
- Sent out daily National Labor Review Board report to Labor Department.
- Logged my work in time-keeping diary for billable hours.



The firm's Cafeteria where I ate lunch.

A sample time-ticket to log my billable hours.



Litigation Department

Nicole Dill '19

Significant Task: Pro Bono Murder Trial

The Case: *Commonwealth v. Carrington*

- Foley Hoag represented the defendant, Phillip Carrington, in his trial for the murder of his girlfriend, Celestine Walker.
- Carrington was accused of strangling his girlfriend to death in her Jamaica Plain apartment in May, 2013.
- The first trial took place in November, 2015 and resulted in a hung jury.
- The retrial took place at Suffolk Superior Court during April.
- The defense's case:
 - Police failed to investigate other potential suspects, such as her ex-husband
 - Procedural errors made by crime scene unit while collecting evidence.
 - No witnesses put him at the scene of the crime.
 - Witnesses changed their statements between the investigation and trial.
- Despite a strong defense, Carrington was found guilty of Second Degree murder, but given the lowest sentence possible.



- My involvement:
 - Organized and photocopied all productions from BPD, witnesses, and other parties.
 - Assembled binders of testimony in all prior proceedings.
 - Observed majority of trial, taking notes and providing feedback to lawyers.
- Outcomes:
 - Learned more about the ins and outs of Massachusetts criminal proceedings.
 - Got to witness my work being put to use in the courtroom.
 - Gained new perspective on the "other side" of a criminal case.



The team: Partner Marty Murphy and Associate Amanda Hainsworth.

Skills

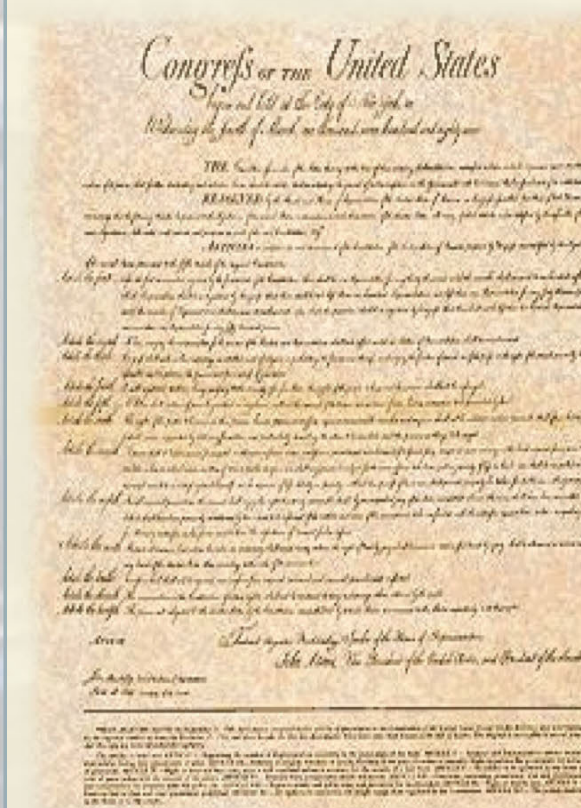
- Skills necessary:
 - Ability to multitask.
 - Attention to detail.
 - Strong reading skills.
- Skills developed:
 - Working with databases, such as Summation and Relativity.
 - Further developed communication skills, both verbal and in writing.
 - Learned more about civil and criminal law processes.



A water feature by the firm's reception desk.

Course Integration

- Courses that helped me:
 - First-Year Writing helped refine my writing skills
 - Criminal Due Process gave me background on the rights and protections defendants have
- Courses I want to take:
 - Criminal Law (currently taking) to learn more about the specifics of substantive crime.
 - Classes on Civil Law explore my interest in the other side of the law.



Looking Forward

- Helped confirm that I do want to continue on to Law School to pursue a career in law.



- Confirmed my interest in criminal law, but opened my eyes to possibility of civil law.
- Built my confidence both professionally and on a personal level.
- Formed connections with professionals in the field.



DEA

OCDETF : BOSTON STRIKE FORCE

Martin Narciso '19



DEA - OCDETF

The Drug Enforcement Administration (DEA) is focused on investigating and enforcing violations of federal controlled substance laws. The Organized Crime Drug Enforcement Task Force (OCDETF) is a group within DEA with the sole goal of dismantling significant drug trafficking organizations. The task force comprises units from DEA, FBI, HSI, USMS, IRS, ATF, USAO, MA State Police and local police departments.



Pictured above are hydraulic presses with attachments (kilo molds), narcotics and an electronic scale. Pictured below is the place where items were found during the execution of a search warrant on the target's residence.



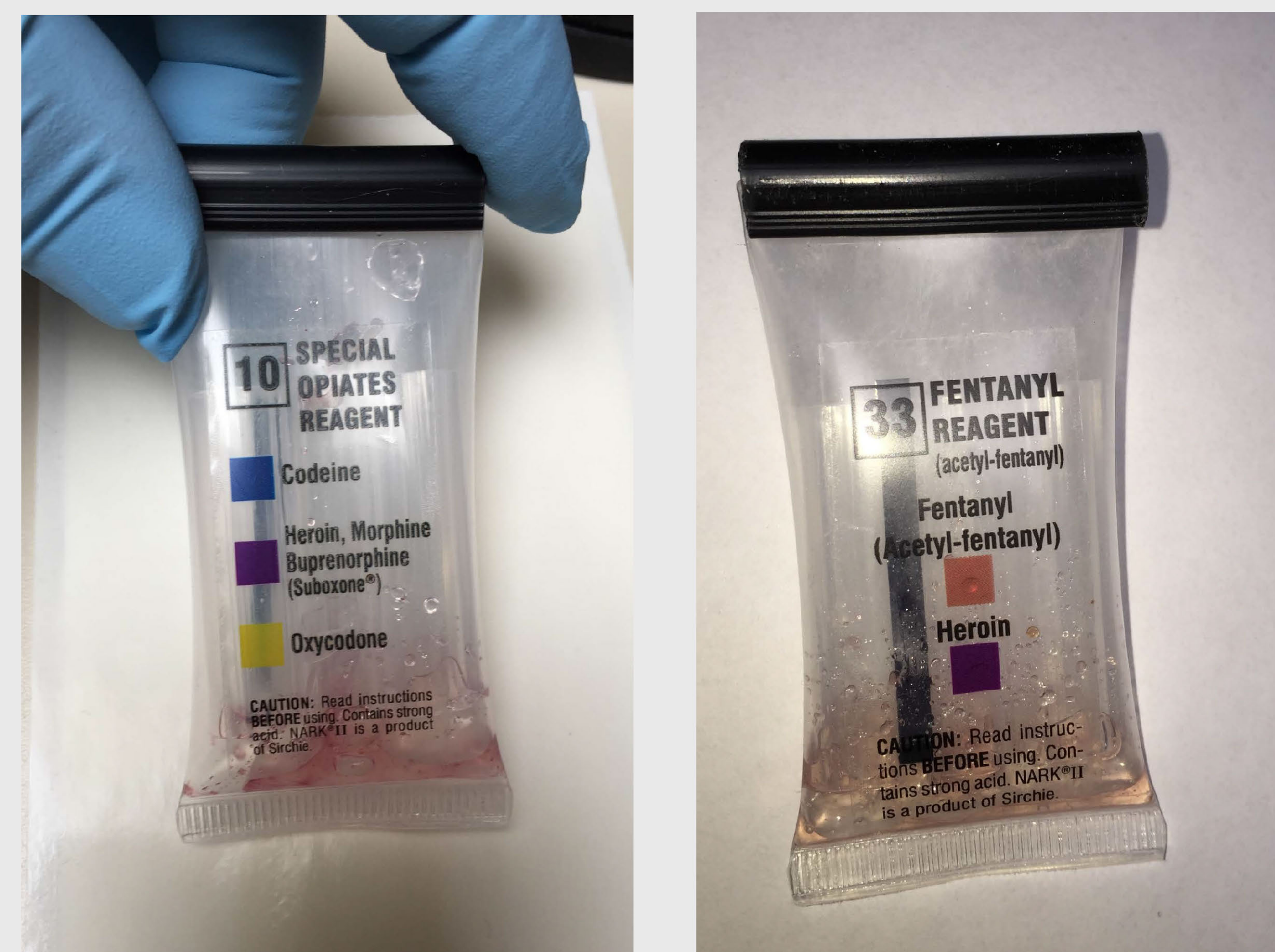
Pictured above are narcotics acquired during an undercover buy. Pictured below are two field narcotics tests we used to determine what compounds the seized drugs contained.

Heroin Enforcement Action Team

- MA State Police is required to investigate all unattended deaths – includes overdose deaths.
- HEAT exploits the cellphones of addicts to work up to the lethal-dose dealer.
- Attempts to discern drug trafficking organization hierarchy working from the bottom up.
- Lieutenant from State Police oversees HEAT.
- Contract intelligence analyst is dedicated to the unit.

Responsibilities at DEA - OCDETF

- Assist in conducting preliminary investigations into target individuals, locations, business and phone numbers.
- Compile up to date files on case related addresses and people.
- Process pings and analyze ping data, primarily for the Heroin Enforcement Action Team (HEAT).
- Input subpoenaed subscriber information into PenLink.
- Monitor and log malfunctions with the T2-S2 wiretap system.
- Complete special projects for colleagues and supervisors.



Skills

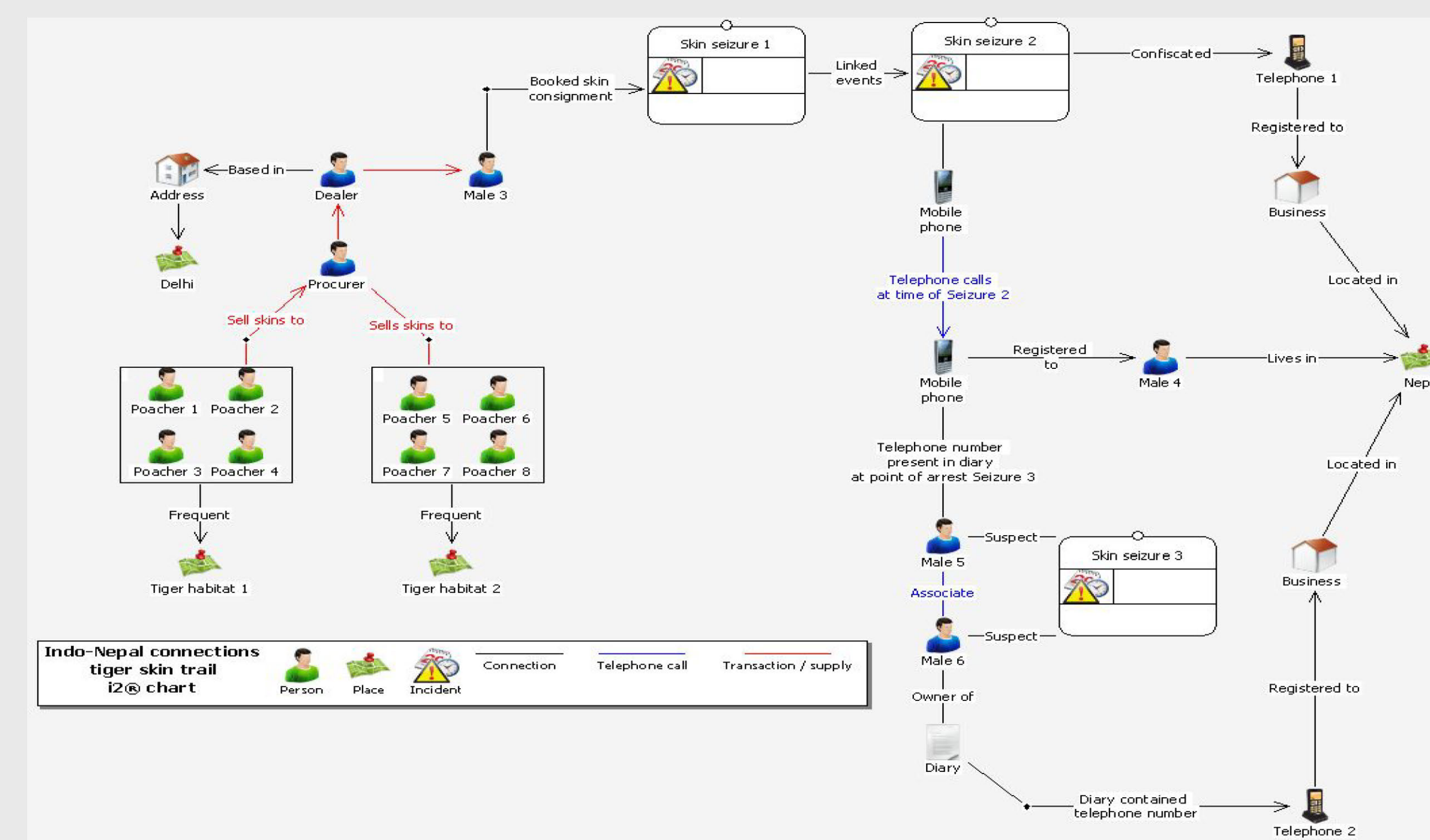
- Advanced knowledge of Excel
- Problem solving
- Resourcefulness
- Time management and organization
- Communication
- Analytical and critical thinking
- Observation
- Foreign language – Spanish
- Writing

Integration with Classes

- Intro to Law
 - Provided legal background for court system.
- Intro to Criminal Justice
 - Gave framework to the criminal justice system.
- Computer Science
 - Taught necessary Excel skills.
- Policing
 - Gave context to work environment.
- Planning on taking Police Strategy and additional courses in computer science.

Specialized Project: Ping Orders

- Pings are the product of service providers recording and emailing cellphone location data to a law enforcement agency.
- Read ping emails and recorded the date, time and location into an Excel spreadsheet daily.
- Automated creation of rounded times for the purpose of analysis.
- Created Pivot Tables to show daily travel patterns, arrival and departure patterns for specific addresses and most frequented towns/ addresses.
- Worked directly with AUSA in charge of case to provide up to date ping history to building a case against targets.
- Presented ping data findings to AUSA.
- Logged over 4,000 data points during my co-op.



Pictured above is an example of an associations chart that I would have built with the intelligence analysts and case agents.



Pictured above are the seals of all the agencies working at the Organized Crime Drug Enforcement Task Force.

Future Directions

- Valuable insight into the work that goes on in federal law enforcement.
- Confirmed desire to work within this field.
- Given ideas about different career paths within federal law enforcement.
- Planning on pursuing a masters degree in Information Assurance and Cyber Security.

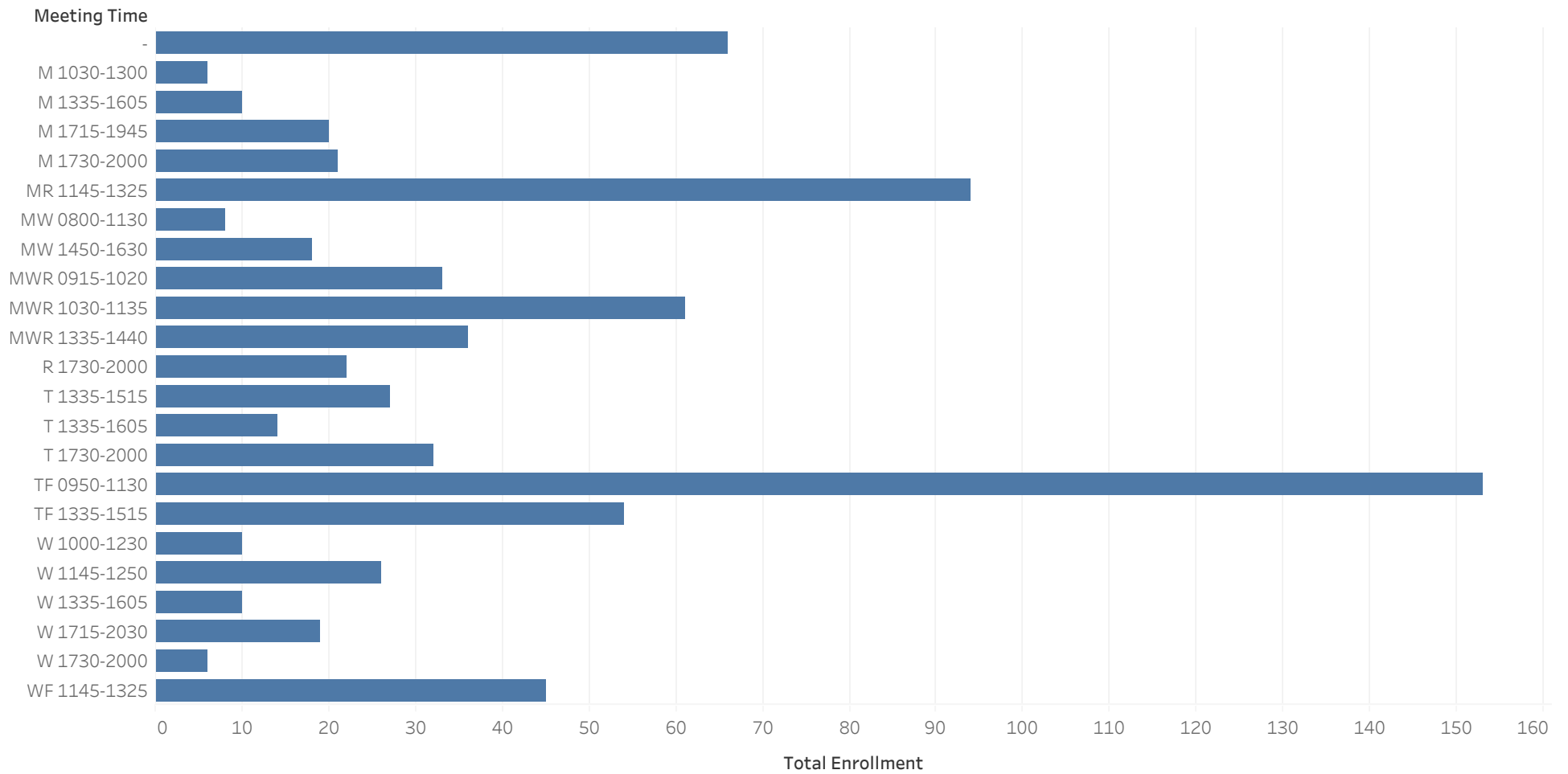
**School of Criminology and Criminal Justice
Faculty Retreat
Renaissance Park, Suite 909
Friday, September 7, 2018**

AGENDA

- | | |
|----------------------------|---|
| 8:30 AM – 9:00 AM | Coffee, snacks available |
| 9:00 AM – 9:45 AM | Reconnecting / Current projects |
| 9:45 AM – 10:45 AM | Reflections on 2017-2018 |
| | - Where are we going? |
| <i>10:45 AM – 11:00 AM</i> | <i>Break</i> |
| 11:00 AM – 12:00 PM | Undergraduate program discussion |
| | - Discussion of who our students are, what we offer in our curriculum and how these are changing |
| 12:00 PM – 1:00 PM | Working lunch – MS program discussion / Executive Committee election |
| 1:00 PM – 2:00 PM | PhD program discussion |
| 2:00 PM – 2:30 PM | Wrap-up, final thoughts and commitments |

Appendix F: Adjusted Course Schedule & Related Data

Chart of Enrollments by Meeting Time - SCHOOL OF CRIMINOLOGY AND CJ



Bands report mirrored from Workbook

| DEPT | Period | 0-1 | 002-009 | 010-019 | 020-029 | 030-039 | 040-049 | 050-099 | 100+ | Grand T.. |
|------------|-------------|-----|---------|---------|---------|---------|---------|---------|------|-----------|
| AMSL | Fall 2014 | | 16 | 3 | 1 | | | | | 20 |
| | Fall 2015 | | 7 | 7 | 1 | | | | | 15 |
| | Fall 2016 | | 8 | 6 | | 1 | | | | 15 |
| | Fall 2017 | | 7 | 6 | | 1 | | | | 14 |
| | Spring 2015 | 1 | 11 | 3 | | | | | | 15 |
| | Spring 2016 | 3 | 8 | 4 | | | | | | 15 |
| | Spring 2017 | | 8 | 4 | | | | | | 12 |
| | Spring 2018 | | | 12 | | | | | | 12 |
| ASNS, HIST | Fall 2015 | | | | | | 0 | | | 0 |
| | Fall 2017 | | | | | | 0 | | | 0 |
| CRIM | Fall 2014 | | 2 | 9 | 5 | 6 | 2 | 2 | | 26 |
| | Fall 2015 | | 2 | 14 | 3 | 6 | 4 | 1 | | 30 |
| | Fall 2016 | | 3 | 15 | 4 | 5 | 2 | | | 29 |
| | Fall 2017 | | 2 | 9 | 4 | 2 | 6 | | | 23 |
| | Spring 2015 | | 2 | 6 | 7 | 6 | 1 | 3 | | 25 |
| | Spring 2016 | | 3 | 9 | 4 | 6 | 3 | | | 25 |
| | Spring 2017 | | 1 | 12 | 3 | 2 | 5 | | | 23 |
| | Spring 2018 | | | 5 | 1 | 12 | 5 | | | 23 |
| CRIM, WMNS | Fall 2017 | | | | | 0 | | | | 0 |
| CSGS | Fall 2014 | | 4 | 13 | 1 | 6 | 1 | 2 | | 27 |
| | Fall 2015 | | 6 | 13 | 2 | 3 | 2 | 1 | | 27 |
| | Fall 2016 | | 4 | 12 | 3 | | 2 | | | 21 |
| | Fall 2017 | | 1 | 8 | 1 | 1 | 2 | 1 | | 14 |
| | Spring 2015 | 1 | 4 | 7 | 6 | 5 | | | 1 | 24 |
| | Spring 2016 | | 5 | 12 | 3 | 5 | | 1 | | 26 |
| | Spring 2017 | 1 | 3 | 10 | 6 | 2 | 2 | 2 | | 26 |
| | Spring 2018 | | | 10 | 2 | 8 | 3 | | | 23 |
| CSGS,HIST | Fall 2015 | | | | | | 0 | | | 0 |
| | Fall 2016 | | | 0 | | | | | | 0 |
| | Spring 2018 | | | | | | | 1 | | 1 |
| CSGS,WMNS | Spring 2015 | | 1 | | | | | | | 1 |
| | Spring 2016 | | | 1 | | | | | | 1 |
| DOSH | Fall 2014 | | | 13 | 3 | 1 | | | | 17 |
| | Fall 2015 | | | 13 | 2 | 1 | | | | 16 |
| | Fall 2016 | | | 13 | 2 | 1 | | | | 16 |
| | Fall 2017 | | | 11 | 3 | 2 | | | | 16 |
| | Spring 2015 | | | 2 | 6 | 1 | | | | 9 |
| | Spring 2016 | | | 2 | 7 | | | | | 9 |
| | Spring 2017 | | 1 | 5 | 3 | | | | | 9 |
| | Spring 2018 | | | | 1 | | 8 | | | 9 |
| ECON | Fall 2014 | | | 3 | 2 | 6 | 27 | 2 | 3 | 43 |
| | Fall 2015 | | | 5 | 5 | 8 | 24 | 3 | 3 | 48 |
| | Fall 2016 | | 2 | 8 | 4 | 7 | 23 | 2 | 4 | 50 |
| | Fall 2017 | | 2 | 34 | 6 | 7 | 13 | 4 | 4 | 70 |
| | Spring 2015 | | | 5 | 3 | 11 | 26 | 1 | 4 | 50 |
| | Spring 2016 | | | 5 | 8 | 10 | 20 | 2 | 3 | 48 |
| | Spring 2017 | | | 12 | 7 | 14 | 13 | | 5 | 51 |
| | Spring 2018 | | | 29 | 2 | 7 | 26 | | 5 | 69 |
| ENGL | Fall 2014 | | | 10 | 3 | 4 | | | | 17 |
| | Fall 2015 | | 4 | 14 | 3 | 2 | | | | 23 |
| | Fall 2016 | | 6 | 14 | 6 | | | | | 26 |
| | Fall 2017 | | 8 | 14 | 2 | | 1 | | | 25 |

Bands report mirrored from Workbook

| DEPT | Period | 0-1 | 002-009 | 010-019 | 020-029 | 030-039 | 040-049 | 050-099 | 100+ | Grand T.. |
|------------|-------------|-----|---------|---------|---------|---------|---------|---------|------|-----------|
| ENGL | Spring 2015 | | 3 | 11 | 3 | 2 | | | | 19 |
| | Spring 2016 | | 3 | 12 | 2 | 2 | | | | 19 |
| | Spring 2017 | | 2 | 16 | 3 | 1 | | | | 22 |
| | Spring 2018 | | | 11 | 3 | 5 | | | | 19 |
| ENGW | Fall 2014 | | 6 | 119 | | | | | | 125 |
| | Fall 2015 | | 3 | 120 | | | | | | 123 |
| | Fall 2016 | | 3 | 115 | | | | | | 118 |
| | Fall 2017 | | 7 | 112 | | | | | | 119 |
| | Spring 2015 | | 2 | 145 | | | | | | 147 |
| | Spring 2016 | | 6 | 130 | | | | | | 136 |
| | Spring 2017 | | 5 | 134 | | | | | | 139 |
| | Spring 2018 | | | 141 | | | | | | 141 |
| HIST | Fall 2014 | | 6 | 8 | | 3 | 2 | 2 | | 21 |
| | Fall 2015 | | 3 | 6 | 5 | 3 | 3 | | | 20 |
| | Fall 2016 | | 4 | 10 | 5 | | 2 | 1 | | 22 |
| | Fall 2017 | | 1 | 17 | 5 | 1 | 2 | | 1 | 27 |
| | Spring 2015 | | 4 | 8 | 5 | 2 | 3 | | 1 | 23 |
| | Spring 2016 | | 3 | 7 | 5 | 2 | 2 | 2 | | 21 |
| | Spring 2017 | | 5 | 10 | 8 | 1 | 2 | 1 | | 27 |
| | Spring 2018 | | | 13 | 5 | 1 | 5 | 1 | | 25 |
| HIST, ASNS | Fall 2016 | | | | | 0 | 0 | | | 0 |
| | Fall 2017 | | | | | | | 0 | | 0 |
| | Spring 2018 | | | | | | | 1 | | 1 |
| HIST,WMNS | Spring 2016 | | | | 1 | | | | | 1 |
| | Spring 2018 | | | | 1 | | | | | 1 |
| HUSV | Fall 2014 | | 3 | 6 | 4 | | | | | 13 |
| | Fall 2015 | | 4 | 4 | 5 | | | | | 13 |
| | Fall 2016 | | 1 | 8 | 2 | | | | | 11 |
| | Fall 2017 | | 2 | 6 | 3 | | | | | 11 |
| | Spring 2015 | | 1 | 6 | 5 | | | | | 12 |
| | Spring 2016 | | | 3 | 6 | | | | | 9 |
| | Spring 2017 | | 1 | 8 | 3 | | | | | 12 |
| | Spring 2018 | | | 4 | 7 | | | | | 11 |
| HUSV, WMNS | Fall 2015 | | | | 0 | | | | | 0 |
| | Fall 2017 | | | | 0 | | | | | 0 |
| | Spring 2018 | | | | 2 | | | | | 2 |
| INSH | Fall 2016 | | | | | 1 | | | | 1 |
| | Fall 2017 | | 2 | | | | | | | 2 |
| | Spring 2015 | | | 2 | 1 | | 2 | | | 5 |
| | Spring 2016 | | | 3 | 1 | | | | | 4 |
| | Spring 2017 | | | 1 | 1 | 2 | | 1 | | 5 |
| | Spring 2018 | | | | 1 | 3 | 1 | 2 | | 7 |
| INTL | Fall 2014 | | 1 | 6 | | 1 | 1 | 3 | 1 | 13 |
| | Fall 2015 | | 1 | 4 | 1 | 1 | 2 | 5 | | 14 |
| | Fall 2016 | | 1 | 4 | 1 | 2 | 3 | 4 | | 15 |
| | Fall 2017 | | 1 | 4 | | 1 | 2 | 5 | | 13 |
| | Spring 2015 | | 1 | 3 | 5 | 1 | 3 | 2 | | 15 |
| | Spring 2016 | | 1 | 6 | 1 | 2 | 3 | 1 | | 14 |
| | Spring 2017 | | | 5 | 3 | 2 | 3 | 1 | | 14 |
| | Spring 2018 | | | 8 | 3 | 1 | | 3 | | 15 |
| INTL,SOCL | Fall 2016 | | | | 0 | | | | | 0 |
| JWSS | Fall 2014 | | | 1 | | | | | | 1 |

Bands report mirrored from Workbook

| DEPT | Period | 0-1 | 002-009 | 010-019 | 020-029 | 030-039 | 040-049 | 050-099 | 100+ | Grand T.. |
|------------|-------------|-----|---------|---------|---------|---------|---------|---------|------|-----------|
| JWSS | Spring 2016 | | 1 | 1 | | | | | | 2 |
| | Spring 2017 | | | | 1 | | | | | 1 |
| JWSS, ENGL | Spring 2018 | | | | | | | 1 | | 1 |
| JWSS,HIST | Fall 2015 | | 0 | | | | | | | 0 |
| | Fall 2016 | | | 0 | | | | | | 0 |
| | Spring 2018 | | | | 1 | | | | | 1 |
| JWSS,PHIL | Fall 2017 | | 0 | | | | | | | 0 |
| LANG | Fall 2014 | | 48 | 62 | | | | | | 110 |
| | Fall 2015 | | 29 | 65 | | | | | | 94 |
| | Fall 2016 | | 14 | 56 | | | | | | 70 |
| | Fall 2017 | | 19 | 49 | 1 | | | | | 69 |
| | Spring 2015 | 1 | 40 | 74 | | | | | | 115 |
| | Spring 2016 | 2 | 40 | 63 | 1 | | | | | 106 |
| | Spring 2017 | 1 | 19 | 56 | 1 | | | | | 77 |
| | Spring 2018 | | | 74 | | | | | | 74 |
| LPSC | Fall 2014 | | | | | 2 | 1 | | | 3 |
| | Fall 2015 | | | | 1 | 1 | 2 | | | 4 |
| | Fall 2016 | | | | | 1 | 1 | | | 2 |
| | Fall 2017 | | | 1 | | 2 | 1 | | | 4 |
| | Spring 2016 | | | 2 | | | 2 | | | 4 |
| | Spring 2017 | | | | 1 | | 2 | | | 3 |
| | Spring 2018 | | | | | 2 | 1 | 1 | | 4 |
| PHIL | Fall 2014 | | 1 | 5 | 6 | 8 | 8 | 1 | | 29 |
| | Fall 2015 | | 1 | 5 | 2 | 6 | 10 | 1 | | 25 |
| | Fall 2016 | | | 5 | 6 | 10 | 8 | | | 29 |
| | Fall 2017 | | 1 | 8 | 2 | 12 | 10 | 1 | | 34 |
| | Spring 2015 | | 1 | 4 | 8 | 5 | 6 | | | 24 |
| | Spring 2016 | | | 4 | 6 | 6 | 8 | | | 24 |
| | Spring 2017 | | 1 | 6 | 6 | 8 | 9 | | | 30 |
| | Spring 2018 | | | 3 | | 5 | 26 | | | 34 |
| PHIL, POLS | Fall 2015 | | | | | 0 | | | | 0 |
| | Fall 2016 | | | | | 0 | | | | 0 |
| | Fall 2017 | | | | | 0 | | | | 0 |
| | Spring 2018 | | | | | | 1 | | | 1 |
| PHIL, WMNS | Fall 2015 | | | | | 0 | | | | 0 |
| | Fall 2017 | | | | 0 | | | | | 0 |
| POLS | Fall 2014 | | 1 | 14 | 9 | 4 | 3 | 5 | | 36 |
| | Fall 2015 | | | 9 | 8 | 10 | 3 | 6 | | 36 |
| | Fall 2016 | | 2 | 21 | 6 | 10 | 3 | 5 | | 47 |
| | Fall 2017 | | | 8 | 14 | 8 | 4 | 3 | 1 | 38 |
| | Spring 2015 | | 1 | 7 | 9 | 8 | 4 | 2 | 3 | 34 |
| | Spring 2016 | | 1 | 3 | 9 | 8 | 5 | 4 | | 30 |
| | Spring 2017 | | | 4 | 12 | 8 | 4 | 4 | | 32 |
| | Spring 2018 | | | | 7 | 8 | 14 | 3 | 1 | 33 |
| POLS, HIST | Fall 2017 | | | | 0 | | | | | 0 |
| PPUA | Fall 2014 | | 1 | 4 | | | | | | 5 |
| | Fall 2015 | | 1 | 3 | 2 | | | | | 6 |
| | Fall 2016 | | 2 | 2 | 2 | | | | | 6 |
| | Fall 2017 | | 3 | 3 | 3 | | | | | 9 |
| | Spring 2015 | | 1 | 1 | | | | | | 2 |
| | Spring 2016 | | 1 | 3 | | | | | | 4 |
| | Spring 2017 | | 3 | 2 | 1 | | | | | 6 |

Bands report mirrored from Workbook

| DEPT | Period | 0-1 | 002-009 | 010-019 | 020-029 | 030-039 | 040-049 | 050-099 | 100+ | Grand T.. |
|------------------|-------------|-----|---------|---------|---------|---------|---------|---------|------|-----------|
| PPUA | Spring 2018 | | 1 | 1 | 7 | 1 | | | | 10 |
| SOCL | Fall 2014 | | 3 | 15 | 5 | 2 | 1 | 5 | 3 | 34 |
| | Fall 2015 | | 3 | 15 | 5 | 2 | 1 | 6 | 2 | 34 |
| | Fall 2016 | | 2 | 14 | 13 | 2 | 2 | 4 | 2 | 39 |
| | Fall 2017 | | 1 | 10 | 3 | 2 | 2 | 3 | 3 | 24 |
| | Spring 2015 | | 1 | 9 | 6 | 5 | 1 | 5 | 3 | 30 |
| | Spring 2016 | | | 11 | 6 | 4 | 5 | 7 | | 33 |
| | Spring 2017 | | 3 | 10 | 7 | 4 | 1 | 5 | 2 | 32 |
| | Spring 2018 | | | 5 | 5 | 5 | 4 | 3 | 4 | 26 |
| SOCL, WMNS | Fall 2015 | | | | 0 | | 0 | | | 0 |
| | Fall 2016 | | | | | 0 | | | | 0 |
| | Fall 2017 | | | 0 | 0 | | 0 | | | 0 |
| | Spring 2018 | | | 1 | | 2 | 1 | | | 4 |
| WMNS | Fall 2014 | | 3 | 4 | | | | 1 | | 8 |
| | Fall 2015 | | | | | | | 1 | | 1 |
| | Fall 2016 | | | | | | | 1 | | 1 |
| | Fall 2017 | | | | | | 1 | | | 1 |
| | Spring 2015 | | 2 | 2 | | 1 | | | | 5 |
| | Spring 2016 | | 2 | 4 | 1 | | | | | 7 |
| | Spring 2017 | | 1 | 6 | | 1 | 3 | | | 11 |
| | Spring 2018 | | | | | | 3 | 1 | | 4 |
| WMNS, ENGL | Fall 2017 | | | | 0 | | | | | 0 |
| WMNS, INTL | Spring 2018 | | | | 1 | | | | | 1 |
| WMNS, POLS, PHIL | Spring 2018 | | | | | | | 1 | | 1 |
| WMNS, POLS, SOCL | Fall 2016 | | | | 0 | | | | | 0 |
| | Fall 2017 | | | | 0 | | | | | 0 |
| WMNS,CSGS,HIST | Fall 2016 | | | | 0 | | | | | 0 |
| | Fall 2017 | | | | | 0 | | | | 0 |

Course Details - Total of Maximum enrollments

| COURSE_NUMB.. | SUBJ.. | TITLE_SHORT_DESC | Instructor | Period | | | |
|---------------|--------|--------------------------------|-----------------------|-----------|-----------|-------------|-------------|
| | | | | Fall 2016 | Fall 2017 | Spring 2017 | Spring 2018 |
| 1000 | CRIM | Criminal Justice at NU | Drakulich, Kevin | | 48 | | |
| | | | Farrell, Amy | 19 | | | |
| | | | Singer, Simon | 19 | | | |
| 1100 | CRIM | Intro to Criminal Justice | Catalano, Steven | | 49 | 49 | |
| | | | Monteiro, Carlos | 49 | | | |
| | | | Passmore, John | 45 | 49 | 49 | 49 |
| 1300 | CRIM | The Death Penalty | Pierce, Glenn | | | | 49 |
| | | | Rose, Kristin | 35 | | | |
| 1400 | CRIM | Human Trafficking | DeLateur, Monica | | | 49 | |
| | | | Vries, Ieke | | | | 49 |
| 1500 | CRIM | Corruption and Integrity | Passas, Nikos | | 49 | | |
| 1700 | CRIM | Crime, Media, and Politics | Baranauskas, Andrew | | 49 | 49 | |
| | | | Drakulich, Kevin | 35 | | | |
| 2000 | CRIM | Co-op Integration Seminar I | Egan, Jean | 19 | 19 | 19 | 25 |
| | | | Williams, Stephen | 19 | | | |
| 2100 | CRIM | Criminal Due Process | Ireland, Roderick | | 35 | | |
| | | | Larsen, Krista | 35 | 35 | 35 | 35 |
| 2200 | CRIM | Criminology | Baranauskas, Andrew | | | | 49 |
| | | | Botchkovar, Ekaterina | 49 | 30 | 49 | |
| 3000 | CRIM | Co-op Integration Seminar 2 | Drakulich, Kevin | | 19 | | |
| | | | Egan, Jean | | | 19 | 19 |
| | | | Farrell, Amy | 19 | | | |
| 3010 | CRIM | Criminal Violence | Catalano, Steven | | | | 35 |
| 3030 | CRIM | Global Criminology | Botchkovar, Ekaterina | | | | 35 |
| | | | Marshall, Ineke | | | 35 | |
| 3040 | CRIM | Psychology of Crime | Cudmore, Rebecca | 35 | | | |
| | | | Wallace, Kellie | | 49 | | 35 |
| 3050 | CRIM | Organized Crime | Passas, Nikos | | 19 | | |
| 3100 | CRIM | Criminal Law | Zane, Steven | 35 | | 35 | |
| 3200 | CRIM | Juvenile Justice | Neissl, Katharina | | | | 35 |
| | | | Singer, Simon | 35 | | | |
| 3300 | CRIM | Corrections | Monteiro, Carlos | 35 | | | |
| | | | Strah, Beck | | | | 35 |
| 3400 | CRIM | Security | Null | | | 35 | |
| 3500 | CRIM | Policing | Greene, Jack | | | 35 | |
| | | | Manning, Peter | 35 | | | |
| 3600 | CRIM | Criminal Justice Research Meth | Barboza, Gia | | 19 | 19 | |
| | | | Farrell, Chelsea | | | | 19 |
| | | | Siller, Laura | | 19 | 19 | |
| | | | Zimmerman, Gregory | 19 | | | |
| 3700 | CRIM | Criminal Justice Statistics | Fox, James | 35 | | | |
| | | | Stowell, Jacob | | 19 | 35 | 35 |
| 4000 | CRIM | Co-op Integration Seminar 3 | Drakulich, Kevin | | 19 | | |
| | | | Egan, Jean | | | | 19 |
| | | | Farrell, Amy | 19 | | | |
| | | | Singer, Simon | | | 19 | |
| 4010 | CRIM | Gender, Crime and Justi.. | Botchkovar, Ekaterina | 35 | | | |
| 4020 | CRIM | Race, Crime and Justice | Martinez, Ramiro | | 35 | | |

Course Details - Total of Maximum enrollments

| COURSE_NUMB.. | SUBJ.. | TITLE_SHORT_DESC | Instructor | Period | | | |
|--------------------|--------|-------------------------------|----------------------|-----------|-----------|-------------|-------------|
| | | | | Fall 2016 | Fall 2017 | Spring 2017 | Spring 2018 |
| 4040 | CRIM | Crime Prevention | Welsh, Brandon | 35 | 19 | 19 | |
| | | | Zane, Steven | | | | 19 |
| 4100 | CRIM | Juvenile Law | Ireland, Roderick | 35 | | 35 | 35 |
| 4120 | CRIM | Courts and Sentencing | Ireland, Roderick | 35 | | | 35 |
| 4500 | CRIM | Police Strategy | Catalano, Steven | 35 | | | |
| 4630 | CRIM | Political Crime and Terr.. | Passas, Nikos | | | | 49 |
| 4710 | CRIM | Law and Psychology | Cudmore, Rebecca | | | 35 | |
| 4800 | CRIM | Crime Mapping | Stowell, Jacob | 35 | | | |
| 4900 | CRIM | Law and Society | Manning, Peter | | 19 | 35 | |
| | | ST: Immigration & Crime | Martinez, Ramiro | | | 35 | |
| 4949 | CRIM | Senior Capstone Seminar | Greene, Jack | 25 | | 19 | |
| | | | Manning, Peter | | | 19 | 19 |
| | | | Singer, Simon | | 19 | | |
| 5900 | CRIM | ST: Drugs Control Policy | Kerlikowske, Richard | | | | 35 |
| | | ST: White Collar Crime | Passas, Nikos | | | | 35 |
| 7201 | CRIM | Global Criminology | Marshall, Ineke | 10 | | | |
| 7202 | CRIM | The Criminal Justice Pro.. | Farrell, Amy | | 29 | | |
| 7246 | CRIM | Security Management | Michelman, Bonnie | 15 | | | |
| 7316 | CRIM | Crime Mapping | Stowell, Jacob | | 15 | | |
| 7404 | CRIM | Research Methods & Statistics | Fox, James | | 25 | | |
| | | | Zimmerman, Gregory | | 19 | | |
| Grand Total | | | | 870 | 687 | 747 | 785 |

Appendix G: Program Prior to 2016

Excerpt from 2015 School of Criminology and Criminal Justice Self Study

ACADEMIC PROGRAM PROFILE UNDERGRADUATE PROGRAM

...Applications to the School of Criminology and Criminal Justice have slowly decreased over the past five years, from 670 in 2010 to 534 in 2015. The decrease is likely a function of many things: 1) the cost of a Northeastern education, 2) the lack of criminal justice recruiting by EMSA, and/or 3) prospective high school students learning of increasing standards for admission and low admission rates at NU. Despite these declines, the quality of the applicant pool has risen with average SAT scores of applicants increasing from 1095 in 2010 to 1164 in 2015. The number of students accepted into SCCJ for fall admission has also dropped over the past five years (see Table 4). But, the academic quality of these students, measured in average SAT and High School GPA, has increased dramatically.

The proportion of students who apply to Northeastern intending to major in Criminal Justice who are accepted for fall admission has dropped steeply during this time period from 16% in 2010 to 10% in 2015 (See Table 4). When looking further back at historical data the decrease is even starker. In 2008, 33% of SCCJ applicants were accepted, as compared to just 10% in the most recent admissions. The admission rate for criminal justice majors is far below other departments in the College of Social Science and Humanities where the average admission rate in 2015 is 28%. The drop in SCCJ acceptances over time is explained by the increasingly high standards for admission to Northeastern University. Of the students accepted to enter in the fall who have declared a Criminal Justice major, the average SAT scores have risen sharply from 1292 in 2010 to 1410 in 2015, with the most recent admitted class having a high school GPA of over 4.0. The average SAT scores for SCCJ are still below the College of Social Science and Humanities average of 1435 and the University average of 1442 for 2015.

In recent years, approximately 20% of students accepted to major in Criminal Justice at Northeastern University for fall admission actually enroll at Northeastern. The yield rate for the SCCJ has decreased slightly over time from 23% in 2010 to 20% in 2014 (a steeper decrease if you look at historic yield rates. For example, in 2008, 33% of accepted CJ students actually enrolled. Despite the decrease, the SCCJ yield rate remains higher than both the College of Social Science and Humanities (12%) and the University (18%). There are many potential explanations for the lower yield for SCCJ over time including the admission of students who are choosing among a more elite pool of schools where they have been accepted and changes in the cost of university education.

Transfer students have remained relatively steady during this same time period. Between 2010-2014, the SCCJ has averaged 75 transfer applications per year. We have high acceptance and yield rates for these transfer applicants, with an average of 21 new transfer students per year. Those transfer students have an average QPA of 3.35. See Table 5 below for details.

Our entering freshman classes, though small, are extremely talented. Few criminal justice programs in the country have entering freshman classes with average SAT scores near 1380 or average high school GPAs over 4.0. These metrics demonstrate the dramatic shift that the SCCJ

has faced over the past ten years in the undergraduate program. The School, formerly the College of Criminal Justice, has gone from being one of the nation's top programs for educating a large number of undergraduate students who came into the program with a diverse educational background and significant variation in their educational preparation to be a highly selective program educating an extremely small number of highly prepared undergraduate students.

For example, data from our annual outcome assessment survey (described in more detail below) indicate that since 2006 when the survey was started freshman starting SCCJ are more likely to expect to pursue graduate education upon completing their undergraduate degree. In 2006, 38% of entering freshman students intended to pursue a master's degree, 30% intended to pursue a law degree and 6% intended to pursue a Ph.D. In 2014, 31% of entering freshman intend to pursue a master's degree, 39% intend to pursue a law degree and 15% intend to pursue a Ph.D.,

In addition to having higher test scores and high school GPAs, since 2006, our entering freshman are also much more likely to have international experience prior to college and have foreign language skills. In 2006, only 11% of our undergraduate students had international experience prior to starting college. By 2014, 23% of our students had international experience.

In summary, while SCCJ has experienced a precipitous decline in its undergraduate enrollments, which are managed centrally at Northeastern, the quality of the students entering the program has increased substantially. At the same time, many students now enter Northeastern as "Undeclared" majors. Approximating from available data, since 2011, SCCJ received an average of 7 internal transfer students each year who previously were undeclared students or students who originally declared for a different major.

Table 4: Fall Admit Entrants to BS Criminology Major, Academic Year 2010-2014

| Academic year | Number of completed applications | Applicant Average SAT | Applicant HS GPA | Number accepted (accept entering Fall) | Average SAT (accept entering Fall) | Average HS GPA (accept entering Fall) | Accept rate | Number of enrollments (entering Fall) | Average SAT (entering Fall) | Average HS GPA (entering Fall) | Yield rate |
|---------------|----------------------------------|-----------------------|------------------|--|------------------------------------|---------------------------------------|-------------|---------------------------------------|-----------------------------|--------------------------------|------------|
| 2010-2011 | 670 | 1095 | 3.32 | 107 | 1292 | 3.81 | 16% | 25 | 1307 | 3.75 | 23% |
| 2011-2012 | 618 | 1112 | 3.40 | 81 | 1323 | 3.85 | 13% | 19 | 1339 | 3.90 | 23% |
| 2012-2013 | 582 | 1137 | 3.47 | 78 | 1347 | 3.86 | 13% | 13 | 1360 | 3.84 | 17% |
| 2013-2014 | 697 | 1147 | 3.50 | 92 | 1387 | 3.98 | 13% | 22 | 1386 | 3.95 | 24% |
| 2014-2015 | 562 | 1150 | 3.56 | 66 | 1384 | 4.11 | 12% | 13 | 1378 | 4.11 | 20% |
| 2015-2016 | 535 | 1164 | 3.58 | 55 | 1410 | 4.03 | 10% | - | - | - | - |

Table 5: Transfer Entrants to BS Criminology Major, Academic Year 2010-2014

| Academic year | Number of completed applications | Applicant QPA | Number accepted | Average QPA accepted | Accept rate | Number enroll | Average QPA enroll | Yield rate |
|---------------|----------------------------------|---------------|-----------------|----------------------|-------------|---------------|--------------------|------------|
| 2010-2011 | 70 | 3.2 | 44 | 3.4 | 63% | 22 | 3.4 | 50% |
| 2011-2012 | 109 | 3.3 | 39 | 3.4 | 36% | 18 | 3.3 | 46% |
| 2012-2013 | 73 | 3.3 | 44 | 3.4 | 60% | 26 | 3.4 | 59% |
| 2013-2014 | 57 | 3.3 | 34 | 3.3 | 60% | 23 | 3.3 | 68% |
| 2014-2015 | 72 | 3.3 | 31 | 3.4 | 43% | 18 | 3.3 | 58% |