

EXECUTIVE SUMMARY
WSU Department of Criminal Justice
Self-Study Review, Fall 2011
Master of Science in Criminal Justice

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Mission Statement

The mission of the graduate program in Criminal Justice at Weber State University is to provide future leaders a broad and diverse educational experience that integrates the realities of practical field experience with strong theoretical foundations relevant to the diversity of professions within today's modern criminal justice system. Critical thinking, strong analytical skills, and effective communication are central to our task of preparing students for the historical, cultural, political, and economic challenges of shaping and leading the societies in which they live.

Curriculum

The graduate program in Criminal Justice at Weber State University offers a Master of Science in Criminal Justice. There are currently four core courses that cover Contemporary Issues in Criminal Justice, Theories of Crime and Delinquency, Research Methods in Criminal Justice, and Diversity Issues in Criminal Justice. In addition, we offer a variety of elective courses that reflect the research and academic interests of our graduate faculty. These courses vary by semester and the availability of the faculty. It should be noted (and as highlighted in the Self-Study document) that all graduate courses will be under review during the Spring 2012 semester for current relevance to the field, program efficiency, and diversity of thought.

Admission to the Master of Criminal Justice program is very competitive and limited to a number of well-qualified applicants. Applicants are evaluated on past academic performance (GPA), their resume/vita and personal statement (for program fit and writing ability), score on the Graduate Record Examination (GRE), and overall experience in the criminal justice field or other related areas of expertise.

Student Learning Outcomes and Assessment

Student learning outcomes consist of three primary areas: 1) the analysis of key issues affecting our criminal justice system, 2) the ability to synthesize and apply theoretical foundations, and 3) the ability to discriminate between various methodological techniques and their use. Courses are assessed through the use of a standardized department survey once a year and results are reported to the course instructor, Department Chair, and College Dean.

As part of the graduate program re-assessment that is currently under way, faculty are in the process of reviewing and implementing a standardized assessment plan that will critically review each graduate course over a five year period. We acknowledge that our current assessment format is limited and primarily anecdotal. To remedy this, we have been in contact with the Gail Niklason, Director of Institutional Effectiveness at Weber State University, and have scheduled to meet with her and her staff in early January, 2012 to develop an effective and long-term assessment plan that will allow the program to both align our outcome measures to our program goals and articulate outcomes in a measurable format.

Academic Advising

The Graduate Program conducts two types of academic advising – formal and informal. Formal advising takes place at the beginning of each semester during a mandatory meeting of all graduate students. At this time, the Graduate Director counsels students on important elements of the program (curriculum, scheduling, changes to the program, the Student Honor Code, etc.) and remains after the meeting has concluded to discuss individual student concerns.

Informal advising happens throughout the academic year and occurs when students request an individual meeting with the Graduate Director. This type of advising most often takes place during the Director's office hours, or before or after class. In addition, the Director is available by phone (via the office secretary) or by university e-mail.

To better assess the effectiveness of our current advising format and identify areas of need, we will also be working with the WSU Director of Institutional Effectiveness to develop a standardized academic advising assessment plan. The goal of this collaboration will be to institute a formalized assessment instrument from which direct and measurable outcomes will be obtained.

Faculty

The Graduate Program currently has eight tenured or tenure track faculty (with a ninth position vacant due to budgetary constraints), one full-time contract faculty, and two adjunct faculty members. Of the contract and adjunct faculty, one has a doctoral degree, one has a Masters degree and is working on a doctorate, and one has a terminal Masters degree.

Of the tenured, tenure-track, and contract faculty there are seven with doctorate degrees (two of those seven also have JDs), one ABD (with a JD), and one with a Masters degree in Public Administration. All tenured and tenure-track faculty are active in research and scholarly publication, speaking at professional conferences, and engage at a variety of levels with a broad spectrum of external communities.

The diversity of the graduate program is directly related to the diversity of the department faculty. As such, we have 6 males and two females among the tenured/tenure-track faculty and 3 males and 1 female among our contract and adjunct professors. All graduate faculty are Caucasian. Diversity among the faculty is currently a concern and will be a focal point during our next tenure-track faculty search.

In addition to academic credentials, many of our graduate faculty have worked in a variety of criminal justice related positions. Experiences range from prosecutor and defense attorney to Corrections Officer and Police Chief. Our forensics director regularly consults with local law enforcement agencies and spends his summers volunteering at the Utah State Crime Lab.

Program Support

Support for the graduate program consists of the Department Chair (Dr. David Lynch), Graduate Director (Dr. Bruce Bayley), and the criminal justice department secretary (Faye Medd). Until two years ago, the program also had a part-time secretary dedicated to the needs of the graduate program, but due to budget constraints that position was eliminated. To compensate, Faye has assumed all secretarial responsibilities within the program and has done so with no increase in pay or promotion to a higher job classification.

The graduate program is housed in the Social Science building at Weber State University's main campus in Ogden. Courses are also taught, on occasion, at the Davis County Campus. Both locations have access to computer labs, testing centers, and the Stewart Library. In addition, graduate students are able to review on-line journals and publications via the library's electronic portal.

All graduate faculty are provided with computers and iPads, and teach courses in either the dedicated Criminal Justice Conference Room, located at the main campus, or a variety of smart classrooms that contain a variety of electronic and multi-media technologies (located in both locations). In addition, faculty have access to WSU On-line – a fully functioning technological support systems that can assist with anything from web designed to effective teaching pedagogies using our new Learning Management System (Canvas).

Relationships with the External Community

Graduate faculty maintain extensive relationships with external communities. Of particular note is our growing association with the WSU Law Enforcement Academy. Overseen by Continuing Education, graduate faculty are members on the WSU Law Enforcement Academy Advisory Board and teach as an academy instructor. In addition, faculty serve as a national expert witness on the accuracy and reliability of children as witnesses, writing appellate briefs for the Weber County Public Defender's Association, and consulting with Utah Peace Officer Standards and Training (POST) on ethics and ethics training within the state.

Student, Faculty, Contract/Adjunct Faculty and Staff Summaries

The graduate program averages 29 students at any given time and graduates approximately 17 students each year. Staff is limited to the criminal justice secretary who, while maintaining a full schedule of responsibilities dedicated to assisting with the undergraduate program, has taken on

the duties of the program's part-time secretary when her position was terminated approximately two years ago due to budget constraints. Our secretary is invaluable to the program Director and contributes to the program without the benefit of a pay raise or promotion.

The faculty (tenured, tenure-track, contract, and adjunct) summaries can be found in the "Faculty" portion of this report.

Information of Review Team Members

The Review Team for this study consists of the following members:

Internal - Department

David Lynch, Ph.D./JD, Professor and Chair, Department of Criminal Justice, Weber State University

Bruce Bayley, Ph.D., Associate Professor and Graduate Director, Department of Criminal Justice, Weber State University

Internal – College

Sara E. Dant, Ph.D., Professor, Department of History, Weber State University

External – College

Don R. Davies, Ph.D., Associate Professor, Department of Chemistry, Weber State University

External – University

Andrew L. Giacomazzi, Ph.D., Professor and Chair, Department of Criminal Justice, Boise State University

Lisa Growette Bostaph, Ph.D., Associate Professor and Graduate Coordinator, Department of Criminal Justice, Boise State University

WSU Five-Year Program Review
Self-Study

Department/Program: Graduate Program – Criminal Justice Department

Semester Submitted: Fall, 2011

Self-Study Team Chair: Dr. Bruce Bayley (author of this report)

Self-Study Team Members: Dr. David Lynch, Dr. Bruce Bayley

ARTIFACTS ARE AVAILABLE FOR REVIEW IN THE CRIMINAL JUSTICE OFFICE

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II. Program Review Elements and Standards

A. Mission Statement

The mission of the graduate program in Criminal Justice at Weber State University is to provide future leaders a broad and diverse educational experience that integrates the realities of practical field experience with strong theoretical foundations relevant to the diversity of professions within today's modern criminal justice system. Critical thinking, strong analytical skills, and effective communication are central to our task of preparing students for the historical, cultural, political, and economic challenges of shaping and leading the societies in which they live.

B. Curriculum

Graduate courses are held in the late afternoon and evening. Most classes are held on the Weber State University campus in Ogden, Utah. Depending on the time and commitment, students will be able to complete all of the course work in two years.

1. Curriculum Map (new outcomes recently approved by the graduate program)

	Program Learning Outcomes		
Core Program Courses	Analyze the key issues affecting our criminal justice system	Synthesize and apply theoretical foundations	Discriminate between various methodological techniques and their use
MCJ 6100 Contemporary Issues in Criminal Justice	3	1	1
MCJ 6120 Theories of Crime and Delinquency	1	3	1
MCJ 6110 Research Methods in Criminal Justice	1	2	3
MCJ 6150 Diversity Issues in Criminal Justice	2	2	1

1 = Introduced, 2 = Emphasized, 3 = Mastered

Proposed Changes

The graduate program in criminal justice is currently under-going a substantial internal departmental review. The program, in its current form, has remained relatively unchanged since its original inception and as such, does not currently reflect the philosophies, diversity, and academic strengths of its current faculty. As such, the following revisions will occur over the next academic year and we welcome feedback from reviewers regarding this new vision and their thoughts on how we can improve the quality, content, and reach of what the faculty believes can be an extremely competitive Masters program:

- Revision of the admissions requirements to ensure quality candidates (completed)
- Restructuring of the current program format (moving away from an all evening program, revision of core and elective courses, integration of on-line course offerings, integration of one week intensive courses, etc.) – the intent of this move is to make the program more accessible to those outside of our immediate geographic region and increase the possibility of working criminal justice professionals earning a quality graduate degree
- Development of a marketing plan to increase the depth and scope of our applicant pool
- Strengthening ties to state criminal justice agencies and finding ways to integrate their educational needs into our program revision
- Implementation of a standardized assessment structure
- Implementation of a yearly graduate student survey (in addition to course evaluations) that will assess student satisfaction with such elements as program quality, course offerings, teaching/research possibilities and support, quality of the university library, advising, etc.
- A formalized thesis option
- Development of a Student Handbook
- Development of program policies and procedures

Admission Requirements

Admission to the master's program will be competitive and entrance restricted to a limited number of well-qualified applicants. Applicants should possess an undergraduate degree in Criminal Justice or a related social or behavioral science area.

Each candidate will be evaluated on (1) past academic performance, (2) score on the Graduate Record Examination (GRE), and (3) overall experience and progression in the criminal justice field or other areas of experience. Specific admissions criteria include:

- Completion of the WSU admissions application form
- Completion of the Department Master's Degree application form
- Submission of official transcripts from all colleges/universities attended
- Submission of a current resume
- Submission of a written personal statement explaining interest in the program
- Submission of GRE scores

Each applicant will be considered on an individual basis, and those whose undergraduate work does not reflect a basic foundation in criminal justice study, or who do not meet the specific admission requirements, may be admitted on a provisional basis. Students applying without undergraduate competency in Criminal Justice may be required to take basic undergraduate criminal justice classes before being admitted to full candidacy.

Graduation Requirements

The Master of Science degree in Criminal Justice requires the completion of 36 semester hours. Four core courses totaling 12 semester hours are required. These courses are:

- MCJ 6100 Contemporary Criminal Justice (3)
- MCJ 6120 Theories of Crime and Delinquency (3)
- MCJ 6110 Research Methods in Criminal Justice (3)
- MCJ 6150 Diversity Issues in Criminal Justice (3)

No "C" grade is allowed in core courses.

The remaining hours will be chosen from elective courses of interest to the student. More than one "C" grade in these courses will not count toward completion of the degree. Students must choose between completing a Master's Project (a thesis or large applied project, such as policy revision) or taking additional course work in lieu of the project. The requirements for each option are identified below. Regardless of the option chosen, the student must complete all degree requirements within four years of entry into the program.

Project Option

1. Complete 12 core credit hours.
2. Complete 21 elective credit hours.
3. Complete three project credit hours.

Non-Project Option

1. Complete 12 core credit hours.
2. Complete 24 elective credit hours.

Master of Science Degree Criminal Justice Courses

Required Courses

- MCJ 6100* Contemporary Criminal Justice (3)
- MCJ 6120* Theories of Crime and Delinquency (3)
- MCJ 6110** Research Methods in Criminal Justice (3)
- MCJ 6150** Diversity Issues in Criminal Justice (3)

** Core course that must be taken during first (Fall) semester as prerequisite to other courses.*

*** Core course must be taken during second (Spring) semester as prerequisite to other courses.*

Elective Courses

MCJ 6130 Law and Social Control (3)
 MCJ 6140 Technology and Innovation in Criminal Justice (3)
 MCJ 6160 Seminar: Criminal Justice Policy Analysis (3)
 MCJ 6170 Seminar: Juvenile Justice (3)
 MCJ 6180 Seminar: Contemporary Legal Issues (3)
 MCJ 6190 Legal Foundations of Criminal Justice (3)
 MCJ 6210 Seminar: The American Criminal Court (3)
 MCJ 6220 Seminar: Contemporary Law Enforcement (3)
 MCJ 6230 Seminar: Contemporary Corrections (3)
 MCJ 6240 Criminal Justice Planning, Budgeting, and Evaluation (3)
 MCJ 6250 Topics in Criminal Justice (1-3)
 MCJ 6255* Great Thoughts in Criminal Justice (3)
 MCJ 6260 Graduate Readings (3)
 MCJ 6270** Project (3)
 MCJ 6810 Experimental Course (1-3)
 MCJ 6920 Workshops and Conferences (1-3)

* *May be taken twice for a total of 6 credit hours.*

** *Students wishing to do a project must complete a project proposal prior to the end of their first year of coursework.*

C. Student Learning Outcomes and Assessment

NOTE: No formalized assessment structure is currently in place – this oversight is being addressed in our program revision (see Section II, sub-section B “Curriculum” of this report – p. 3).

Anecdotal Evidence: Please note that we are aware of the disconnect between our program outcomes and these data. This problem will be corrected during the implementation of a standardized assessment plan currently being developed between the department and Gail Niklason of Institutional Effectiveness.

Graduate Category: 1

Outcome: Criminal Justice and Public Policy
 Course: MCJ 6160
 Instructor: None assigned

Note: Course has not been offered for four (4) years. No assessment was available.

Graduate Category: 2

Outcome: Research Methods (quantitative methods emphasis)

Course: MCJ 6110

Instructor: Scott Senjo

Assessed Outcome(s):

- Operationalization and measurement of social science variables
Method(s) of Assessment:
- Face-to-face oral examination between student and instructor in front of the class with the class as an audience

Results:

- Students were individually queried in front of the class by the instructor as to the measurement and use of variables that were part of an empirical study. The study was selected by the student from a top-tiered academic journal. For the most part, the class did very well. Approximately 60% of the class earned "B", "B+" or "A-" on the test. Twenty percent of the class earned "A", and 20% of the class did poorly and earned lower than the grade of "B."
- Outcomes were good. The class not only comprehended the use of both independent and dependent variables, but also identified certain forms of measurement, e.g., dichotomous, parametric, nominal, ordinal, interval, ratio. Most importantly, the class did reasonably well to assess the content validity or construct validity for the variables and their measurement.

Implications:

- This outcome is very good for the graduate methods class. First, they are placed in an intense role of having to answer technical questions from the instructor and doing so in front of their peers (who are also judging and evaluating them). Second, the class had to study thoroughly the aspect of construct measurement and understand this scientific technique in order to earn a passing grade and not humiliate themselves in front of the class. And thirdly, the student had to study a journal article thoroughly and determine if the way the variables were measured was adequately tailored to the goals of the research. Overall, this outcome was excellent training and preparation for the graduate students.

Graduate Category: 3

Outcome: Theories of Crime and Delinquency

Course: MCJ 6120

Instructor: Sam Newton

Assessed Outcome(s):

- That students become familiar with advanced operational causative theories in the study of crime and delinquency.

Method(s) of Assessment:

- Assessed by essay questions designed to get the students to apply the major theories of crime and delinquency and to create their own theory of crime.

Results:

- With few exceptions, students completed this course with passing grades. Consistent with graduate expectations, those who study hard, as expected, receive As and Bs. A rare student had a grade below a B. All students were able to better understand the role of theory in crime causation.

Implications:

- The results of this class and this approach seem to show the students have become more motivated to understand criminological theories at the graduate level and are able to use them in both their study of criminal justice and applied settings.

Graduate Category: 4

Outcome: Diversity and Ethical Issues in Criminal Justice

Course: MCJ 6150

Instructor: Julie Buck

Assessed Outcome(s):

- Students will be able to discuss the challenges that minorities involved in the criminal justice system (as victims, offenders, and professionals) face.

Method(s) of Assessment:

- Weekly reaction papers which provided a thoughtful discussion of the readings assessed students abilities to analytically think about minority groups in the criminal justice system
- Essay tests assessed student's ability to discuss the research and findings regarding the challenges that minorities involved in the criminal justice system face

Results:

- Students demonstrated a growing knowledge of the issues that minority members face when involved with the criminal justice system
- Students also demonstrated knowledge of how various group interactions with the criminal justice system differ and are influenced by the groups' broader history in the United States.

Implications:

- Student's ability to analytically discuss various groups and their involvement with the criminal justice system substantially improved over the course of the semester. Further, students demonstrated an in-depth knowledge of the issues that minority members face when interacting with the criminal justice system.

Graduate Category: 5

Outcome: Criminal Courts and Contemporary Legal Issues

Course: MCJ 6180

Instructor: None assigned

Note: This area was not assessed this past year as no course in this area was taught. Dr. Lynch, who normally teaches a graduate course on Legal Foundations of Criminal Justice became Chair and did not teach in the graduate program this past year. He will be teaching in the graduate program this coming Fall. This area was assessed last year.

Graduate Category: 6

Outcome: Contemporary Criminal Justice

Course: MCJ 6100

Instructor: Bruce Bayley

Assessed Outcome(s):

- Distinguish between of contemporary issues relevant to the current field of criminal justice.
- Identify moderating and mitigating factors relevant to contemporary criminal justice.
- Analyze current research on a variety of contemporary issues relevant to the current field of criminal justice.

Method(s) of Assessment:

- Students in this course were assessed through weekly research article reviews, in-class research presentations, in-class discussion assignments, and a comprehensive final paper.

Results:

- Throughout the semester, a majority of students showed increased proficiency in obtaining and analyzing research articles relevant to the topic under discussion.
- Students also demonstrated improved analytical skills with respect to current research and its connection to public policy.
- Students were exposed to a number of guest speakers who were experts in their field, thereby dispelling many of the common myths associated with each topic and providing the class with current information on the realities and challenges they may someday face.

Implications:

- This course improves the graduate student's ability to critically analyze a current issue within the field of criminal justice and, using empirical support, integrate new problem solving techniques.
- Students became aware of new subjects, topics, and challenges that are prevalent in today's criminal justice system.
- Guest speakers provided the class with real-world contacts that may someday benefit their careers.

Graduate Category: 7

Outcome: Budgeting, Planning, and Program Evaluation

Course: MCJ 6240

Instructor: Mike Chabries

Assessed Outcome(s):

- Understanding the evolution of public sector budgeting within the criminal justice system. In addition, students will demonstrate the abilities to plan, organize, and develop a budget for a criminal justice agency.

Method(s) of Assessment:

- Students will work together in groups to submit weekly assignments demonstrating their understanding of developing portions of a criminal justice budget. Groups will also make an oral presentation of their assignments. A comprehensive written examination is also conducted in class. In addition, students will work in groups to develop an entire criminal justice agency budget.

Results:

- Public sector budgeting has a 100-year history in the United States. Students will learn how budgeting has evolved over the years. The course also studies the political implications of budgeting and how an administrator works within the system to develop a budget. In addition, strategic planning is discussed in depth as it relates to mission, goals, objectives, performance outcomes and measurement criteria. Students are expected to develop a budget based on the strategic planning process.
- This course requires students to become very proficient with spreadsheet software, as they are required to develop several budgetary financial documents for their budget. Students are also required to submit an organizational chart, various other charts and graphs demonstrating various kinds of information and performance outcomes of their budget proposal.
- At the final night of the class, student groups will present their budget projects to a panel of public sector administrators/politicians from the local area. The panel will provide a “real world” political environment for the student’s budget review and approval.

Implications:

This course is designed to prepare students to understand how criminal justice agencies prepare budgets and also provides an understanding of the political process and environment that exists in today’s public sector.

D. Academic Advising

The Graduate Program conducts two types of academic advising – formal and informal. Formal advising takes place at the beginning of each semester during a mandatory meeting of all graduate students. At this time, the Graduate Director counsels students on important elements of the program (curriculum, scheduling, changes to the program, the Student Honor Code, etc.) and remains after the meeting has concluded to discuss individual student concerns.

Informal advising happens throughout the academic year and occurs when students request an individual meeting with the Graduate Director. This type of advising most often takes place during the Director’s office hours, or before or after class. In addition, the Director is available by phone (via the office secretary) or by university e-mail.

Note: the assessment of academic advising within the program will be part of our yearly graduate student survey that is currently being developed.

E. Faculty

I. Demographics

The Graduate Program currently has eight tenured or tenure track faculty (with a ninth position vacant due to budgetary constraints), one full-time contract faculty, and two adjunct faculty members. Of the contract and adjunct faculty, one has a doctoral degree, one has a Masters degree and is working on a doctorate, and one has a terminal Masters degree.

The tenured or tenure track faculty are as follows:

<u>Name</u>	<u>Highest Degree</u>	<u>Rank</u>
David Lynch	JD (Brigham Young) PhD Criminal Justice (SUNY-Albany)	Professor and Chair
Scott Senjo	JD (University of Utah) PhD Public Admin (Florida Atlantic)	Professor
Brent Horn	Chemistry (Brigham Young)	Associate Professor (Forensics)
Bruce Bayley	Family and Human Development (Utah State)	Associate Professor
Julie Buck	Psychology (Florida State)	Assistant Professor
Samuel Newton	JD (Brigham Young) ABD History (University of Utah)	Assistant Professor
Bradford Reysn	Criminal Justice (U of Cincinnati)	Assistant Professor
Molly Sween	Sociology (Iowa State)	Assistant Professor

Among the tenured or tenure-track faculty, several have criminal justice agency experience in addition to academic degrees. Dr. Lynch has worked both as a full-time public defender and assistant district attorney in Pennsylvania. Dr. Bayley is a retired correctional officer from California and a former Deputy Juvenile Probation Office from Utah. Professor Newton has worked as a full-time public defender in Salt Lake County.

With the exception of Professor Newton, all of our tenured or tenure track faculty have a PhD. Professor Newton has a J.D. and is currently working towards a PhD in

History (with a dissertation on a criminal justice topic) at the University of Utah. When Professor Newton has finished his work at the University of Utah, three of our faculty will have both a JD and a PhD.

Dr. Brent Horn, who heads our forensics program (with the help of Russ Dean, a full-time contract faculty), has a Master's Degree in Chemistry from Cal Tech and a PhD in Chemistry from BYU. He is a nationally certified forensic scientist.

All of our tenured and tenure-track faculty are research active and have been published in a variety of academic journals and professional publications. Some of these outlets include:

- Journal of Criminal Justice
- Law and Social Inquiry
- Women & Justice
- Journal of Criminal Justice Education
- Police Quarterly
- Journal of Sexual Aggression
- Analytical Chemistry
- Applied Spectroscopy
- Journal of American Chemical Society
- Journal of Research in Crime and Delinquency
- Journal of Applied Psychology
- Journal of Applied Developmental Psychology
- The University of Utah Law Review
- The Criminal Law Bulletin
- Crime Prevention and Community Safety
- Journal of Crime and Justice
- Deviant Behavior
- Journal of Family and Consumer Sciences
- Journal for Research in Childhood Education
- Journal of Adolescent Health

In addition to the above journals, our faculty are also actively presenting at a variety of scholarly and professional conferences. Some of these include:

- Academy of Criminal Justice Sciences
- American Society of Criminology
- Western Association of Criminal Justice
- American Psychological-Law Society
- Society for Research in Child Development Biennial Meeting
- Utah Bar Association
- Midwestern Criminal Justice Association
- National Social Science Association
- Western Social Science Association
- Utah Sheriffs Association

A number of faculty have also published books on criminal justice related topics. Some of these titles are:

- Inside the Criminal Courts, 1st and 2nd editions (Carolina Academic Press)
- Law and Criminal Justice (Carolina Press)
 - Sexual Deviancy and the Law: Legal Regulation of Human Sexuality (Kendall Hunt Publishing)
- Understanding Criminal Evidence: A Case Method Approach (Aspen Publishing)

Lastly, many of our faculty continue professional service related to their fields of expertise by acting as an expert witness in court cases, an Ethics in Corrections columnist for CorrectionsOne.com, a researcher for the Utah Sheriff's Association, an appellate attorney for a public defender's association, and President of the Weber County Public Defender's Citizen Oversight Board.

II. Diversity

The diversity of the graduate program is directly related to the diversity of the department faculty. As such, we have 6 males and two females among the tenured/tenure-track faculty and 3 males and 1 female among our contract and adjunct professors. All graduate faculty are Caucasian. Diversity among the faculty is currently a concern and will be a focal point during our next tenure-track faculty search.

III. Teaching Standards

The teaching standards of the graduate program mirror those of the undergraduate program, with an added emphasis on academic rigor and professional preparation. These standards are:

1. Substance of content
2. Enthusiasm (both in invigorating thought and in presentation)
3. Being Understood (clarity of content and presentation)
4. Respect (individual, diversity, content, etc.)
5. Clarity of expectations (course and assignments)
6. Accessibility (office hours, phone, e-mail, etc.)

The comparative data, with respect to course evaluations over the last five academic years, shows a good program getting better (short of a lull in the overall scores during the 08-09 academic year). Beginning in 06-07, the overall mean score across the 16 standardized questions was a 4.38 (out of 5). These increased to 4.64 in 09-10 and 4.74 in 10-11. We believe this positive movement is both encouraging and

supportive of our faculty's strong desire to produce a quality program and their commitment to the graduate student population (see Appendix F for complete data).

IV. Mentoring of New Graduate Faculty

All new faculty have as their mentor the Graduate Director during the first year. This relationship includes the following:

1. An initial meeting with the Director prior to the beginning of the first semester to go over expectations, program policies, guidelines, and overall expectations.
2. New faculty are given an orientation to the technologies within the classroom and services available to them at Weber State.
3. The Director periodically observes classroom instruction to insure the overall quality of the education being provided and offer suggestions, if needed, for improvement.
4. All graduate faculty are assessed through formal faculty course evaluations given at least once a year.

F. Support (Staff, Administration, Facilities, Equipment, and Library)

I. Support Staff

The department secretary, Faye Medd, provides all administrative support for the graduate program. Faye has a B.S. in Computer Information Systems and provides services to both the undergraduate and graduate programs. Until two years ago, the graduate program employed a part-time secretary to handle the majority of administrative duties. Budget cuts, however, forced the elimination of that position and Faye willingly assumed all responsibilities without receiving extra compensation. She is invaluable to the program and regularly takes time during her lunch and breaks to assist graduate students and the Director with last minute requests.

II. Administration

Department Chair:	Dr. David Lynch
Graduate Program Director:	Dr. Bruce Bayley

Note: Formalize job descriptions and responsibilities for both the Department Chair and Graduate Program Director were never established, but are currently part of our Action Plan (see Section II, sub-section I "Action Plan" of this report – p.17).

III. Facilities

The graduate program is housed on the second floor of the Social Sciences Building. Within this structure are various “smart” classrooms (those with integrated technologies) dedicated to the criminal justice department, a criminal justice conference room, and a dedicated computer lab and testing center on the basement level.

On occasion, a few graduate courses are also taught at the Davis County Campus of Weber State University. The Graduate Director oversees all courses taught at both facilities.

IV. Equipment

All full-time graduate faculty have desktop computers (or laptop/desktop combinations) and iPads. In addition, all graduate faculty have access to department laptops, smart classrooms (those with integrated technologies), on-line support and training available through WSU Online (Lampros Hall), and wireless Internet.

V. Library

All graduate faculty and graduate students have access to Weber State University’s Stewart Library. In addition to a dedicated college Reference Librarian (Dr. Wade Kotter), the Stewart Library contains the following services:

- Article databases
- Electronic journals
- Research guides
- Circulation services
- Distance and on-line learning
- Interlibrary loan
- Media and reserve
- Reference
- Special collections and archives
- Digital collections
- Government publications
- Library instruction program
- Library classrooms

As part of our proposed longitudinal assessment instrument (see Section II, subsection B “Curriculum” of this report – p.3) we will review how well the library meets the needs of our graduate students and faculty.

G. Relationships with the External Communities

Graduate faculty have very strong ties with a variety of criminal justice related entities. In addition, over the past few years, the Criminal Justice Department has deepened its relationship with the WSU Law Enforcement Academy. Director, Captain Jack Rickards, has been very supportive of this association and is often a guest speaker in our courses. In recognition of this growing partnership, the Criminal Justice Department has recently begun awarding a plaque at each WSU Law Enforcement Academy graduation to recognize a top cadet's outstanding performance.

Additional relationships among graduate faculty are:

1. Dr. David Lynch
 - Board Member – WSU Law Enforcement Academy Advisory Board
2. Dr. Brent Horn
 - Interns each summer with the Utah State Crime Lab
 - Consults on a regular basis with the Weber County Crime Scene unit
3. Dr. Bruce Bayley
 - Board member: The Richard Richards Institute for Politics, Decency, and Ethical Conduct
 - Board Member – WSU Law Enforcement Academy Advisory Board
 - Consults with Utah Peace Officers Standards and Training (POST) on ethics and ethics training
 - In-service ethics instructor for Salt Lake County Sheriff's Department
 - Adjunct instructor for the WSU Law Enforcement Academy
 - Conducts research for the Utah Sheriff's Association on alcohol and drug use among inmates, and officer/civilian job satisfaction
4. Dr. Julie Buck
 - Serves as a national expert witness on the reliability and accuracy of children as witnesses
 - Past President of the Western Association of Criminal Justice
5. Professor Sam Newton
 - Writes appellate briefs on behalf of the Weber County Public Defender's Association

H. Results of Previous Program Review

The following is the External Program Review Evaluation Team Report from March 28, 2006 (Dr. Faith Lutze: Washington State University, Dr. Terry Gingerich: Western Oregon University, and Dr. Tony Spanos: Weber State University):

The Master's of Arts Degree Program enrolls 30 students per year for a 2-year program. This translates into approximately 90 graduate students enrolled in the program during any given year. It appears that approximately 50% of the students are criminal justice professionals who are enhancing their education and the remaining students are divided into those who will begin their careers as practitioners, enter law school, or will pursue a Doctorate Degree. This is an impressive constituency. Given the short history of graduate study within the Department, these are exceptional enrollments and is evidence of the tremendous demand for graduate education in Criminal Justice in the state of Utah.

- *It is evident that the graduate program is taught primarily as an over-load for faculty. Given the dynamic beginnings of this degree offering and the exceptional enrollments, this is professionally unacceptable. If the graduate program, with its strong curriculum and high demand within the professional and academic communities throughout the state, continues to be taught as an "overload," it will quickly lose its reputation and its integrity as a premier program within the University and the state.*
- *It was indicated that graduate faculty should be active in research and professional meetings. This is certainly necessary to maintain the professional and academic integrity of the Master's Program. This, however, is an unrealistic expectation of faculty who have a 4/4 teaching load with Master's being taught primarily as an overload.*
- *The fact that the Master's has been supported by the administration as being taught primarily as an overload shows a lack of understanding of the additional labor demands of graduate education by the greater University. It is clear, based on the rigor of the graduate curriculum, that the education of graduate students include additional mentoring of students through intensive writing assignments, the time consuming supervision of independent projects, and the rigor of intellectual preparation and exchange with students in graduate seminars.*

Recommendation: Given the healthy enrollments, the rigor of the graduate program, and the dispersion of class offerings over 2 locations, the Department should be given more tenure track faculty lines at the Ogden and Davis locations.

Result: Due to natural turnover, retirements, and economic constraints, the graduate program today has one less full-time faculty member.

Recommendation: The graduate curriculum should be fully incorporated into the existing 4/4 teaching load.

Result: Since becoming Department Chair last year, Dr. David Lynch has allowed faculty to teach graduate courses in-load. Prior to that, all graduate courses were taught as over-load.

Recommendation: A one semester course load reduction per year should be given to all faculty in the department, in both the undergraduate and graduate teaching realm, so that they may continue to nurture their extensive relationship with the professional community and have time to conduct their research and publishing agendas. This will translate into supporting the integrity of both the undergraduate and graduate programs at Weber State.

Result: A course release for teaching in the graduate program has not occurred and is still a point of contention among faculty. It is hoped, that with the arrival of our new Dean, this recommendation will receive renewed focus and support.

I. Action Plan

See Section II, sub-section I “Curriculum” “Proposed Changes” of this report – p.3

III. Appendices

A. Student and Faculty Statistical Summary: Criminal Justice Department
Data provided by WSU Institutional Research

	2006-07	2007-08	2008-09	2009-10	2010-11
Student Credit Hours Total	10,673	9,639	9,176	10,434	11,392
Student FTE Total	355.77	321.28	305.87	347.80	379.73
Graduates	29.15	25.05	26.85	34.5	29.9
Undergraduates	355.77	321.28	305.87	347.80	379.73
Student Majors					
Criminal Justice	639	669	576	623	707
Program Graduates					
Associate Degree	9	7	14	11	7
Bachelor Degree	124	115	100	86	92
Masters Degree	21	17	14	15	17
Number of Graduate Students	49	50	47	46	42
Student Demographic Profile	639	669	576	623	707
Female	313	303	258	287	309
Male	326	366	318	336	398
Faculty FTE Total	21.26	20.24	21.18	21.41	NA
Adjunct FTE	12.06	10.63	11.01	11.19	NA
Contract FTE	9.20	9.61	10.17	10.22	NA
Student/Faculty Ratio	16.74	15.87	14.44	16.24	NA

B. Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Status	Degree	Years Teaching	Area of Expertise
David Lynch	Male	Cauc.	Professor Chair	Tenured	Ph.D. JD	17	Courts
Scott Senjo	Male	Cauc.	Professor	Tenured	Ph.D. JD	14	Statistics Law
Brent Horn	Male	Cauc.	Assoc. Professor	Tenured	Ph.D.	7	Forensics
Bruce Bayley	Male	Cauc.	Assoc. Professor	Tenure Track	Ph.D.	10	Ethics Corrections
Julie Buck	Female	Cauc.	Asst. Professor	Tenure Track	Ph.D.	6	Psych Methods
Samuel Newton	Male	Cauc.	Asst. Professor	Tenure Track	ABD JD	2	Historical CJ/Law
Bradford Reynolds	Male	Cauc.	Asst. Professor	Tenure Track	Ph.D.	2	Policing Victimology
Molly Sween	Female	Cauc.	Asst. Professor	Tenure Track	Ph.D.	1	Crime Causation
Michael Chabries	Male	Cauc.	Instructor	Contract	Masters	8	Corrections
Michael Chabries, Jr.*	Male	Cauc.	Instructor	Adjunct	Ph.D.	1	Leadership
Chris Wilson*	Female	Cauc.	Instructor	Adjunct	Masters ABD	1	Conflict Management

There were no adjunct instructors teaching in Fall, 2011

* Teaching Spring, 2012

C. Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Faye Medd	Female	Cauc.	Secretary II	9	Office Management

D. Financial Analysis Summary

	06-07	07-08	08-09	09-10	10-11
Instructional Costs	36,570	57,569	45,788	43,757	37,904
Support Costs	39,567	4,931	133,764	2,645	35,328
Other Costs	0	0	0	0	0
Total Expense	76,137	62,500	179,551	46,403	73,231

E. Relationship with External Communities

Refer to Section II, sub-section G “Relationships with the External Communities” of this report (pp. 14-15).

F. Five-year comparative data: Professor Course Evaluations (Evaluation Questions Attached) Data provided by WSU Institutional Research

Master of Criminal Justice – Course Evaluation Data

Year	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Overall Mean
06-07	4.25	4.38	4.00	4.13	4.88	4.13	4.25	4.50	4.75	4.00	4.88	4.75	4.57	4.13	4.14	4.25	4.38
07-08	4.38	4.23	4.30	4.26	4.76	4.18	4.35	4.31	4.30	4.30	4.70	4.30	4.53	4.49	4.39	4.38	4.38
08-09	4.22	4.16	4.16	4.17	4.71	4.30	4.30	4.08	4.16	4.14	4.65	4.16	4.43	4.34	4.25	4.16	4.27
09-10	4.59	4.59	4.60	4.66	4.94	4.52	4.47	4.52	4.76	4.50	4.80	4.51	4.61	5.10	4.59	4.50	4.64
10-11	4.57	4.79	4.71	4.79	5.00	4.71	4.57	4.50	4.43	4.50	4.93	4.57	4.86	5.57	4.79	4.57	4.74
5-Year Overall	4.42	4.38	4.38	4.40	4.83	4.36	4.39	4.34	4.46	4.33	4.74	4.37	4.56	4.77	4.45	4.38	4.47