

WSU Five-Year Program Review
Self-Study

Department: Criminal Justice (undergraduate program)

Semester Submitted: Fall 2011

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A. Mission Statement

The Department of Criminal Justice provides students with the professional and academic preparation necessary for entry level positions throughout the criminal justice system and related professions. The program addresses the functions and organization of the criminal justice system, integrating critical thinking, decision-making skills and the understanding of different cultures, ethics and social problems into the curriculum. The program provides the student with the preparation necessary for successful graduate study, and further endeavors to provide criminal justice professionals with career-enhancing educational experiences.

B. Curriculum

Introduction

The Department of Criminal Justice at Weber State University has an expansive program which includes:

1. A four-year degree day program at the main campus in Ogden
2. A four-year degree night program at the main campus in Ogden
3. A four-year degree program at the Davis Campus of WSU
4. A complete B.S. program at Salt Lake Community College's Miller Campus (SLCC takes care of the first two years and WSU provides the second two years of upper-division courses for the B.S. degree).

5. A Master's Degree Program offered at the main campus in Ogden (at night)
6. A large offering of various online courses as follows:

Lower Division Courses: Intro to CJ, Intro to Corrections, Intro to Forensic Science, Intro to Security, Juvenile Justice

Upper-Division Courses: CJ Management, Investigation of Computer Crime, Theories of Crime and Delinquency, Victimology, Prisons- Contemporary Issues, Death Penalty, Clashing Views in CJ, Research Methods

Master's Courses: Death Penalty, Clashing Views in CJ

Overall, the Department of Criminal Justice offers the following programs/degrees:

1. Minor in Criminal Justice
2. Associate's Degree (A.S.)
3. Bachelor's Degree (B.S.)
4. Master's Degree (M.S.)

Minor in Criminal Justice

Admission Requirements: There are no special admission or application requirements for this program.

Grade Requirements: A grade of “C” or better must be earned in courses required to minor in Criminal Justice in addition to an overall GPA for these courses of 2.50 or higher.

Credit Hour Requirements: 18 total CJ credit hours are required (all courses must have a CJ prefix).

Course Requirements for the Minor:

Students must complete 18 credit hours, 9 credits of which must be upper-division (numbered 3000 or higher), as follows:

1. Required Courses (12 credit hours of the 18 credits for the minor):

CJ SS 1010	Criminal Justice (3)
CJ 1330	Criminal Law (3)
CJ 3270	Theories of Crime and Delinquency (3)
CJ 4200	Ethical Issues in CJ (3)

2. Elective Courses: Students select an additional 6 credit hours from the CJ-prefix offerings.

Criminal Justice Associate’s Degree (A.S.)

Admission Requirements: There are no special admission or application requirements for this program.

Grade Requirements: A grade of “C” or better in courses required for an associate’s degree in addition to an overall GPA for these courses of 2.5 or higher.

Credit Hour Requirements: 60 total credit hours required, including at least 21 credit hours within Criminal Justice (CJ- prefix courses).

Course Requirements for the A.S. Degree:

1. Required Courses (15 credits of the 21 required for the A.S. degree):

CJ SS 1010	Criminal Justice (3)
CJ 1330	Criminal Law (3)
CJ 1340	Criminal Investigation (3)
CJ 1350	Intro to Forensic Science (3)

2. Elective Courses: Students select an additional 6 credit hours from the CJ-prefix offerings.

Criminal Justice Bachelor's Degree (B.S.)

Admission Requirements: There are no special admission or application requirements for this program.

Requirement for a Minor: A minor (in any field) or a double major is required. In lieu of a minor, an 18 credit hour emphasis may be selected in consultation with the department chair and only in those instances where a specific minor is not offered on the WSU campus.

Grade Requirements: A grade of "C" or better in all criminal justice courses is required for this major. In addition, an overall GPA for major courses of 2.50 is required.

Credit Hour Requirements: A total of 120 credit hours is required for graduation— a minimum of 45 of these is required within the major. A total of 40 upper division credit hours is required (courses numbering 3000 or above)— 18 of these is required within the major.

Course Requirements for the B.S. degree:

1. Required "Core" Courses (21 credit hours):

CJ SS 1010	Criminal Justice (3)
CJ 1330	Criminal Law (3)
CJ 3270	Theories of Crime and Delinquency (3)
CJ 4200	Ethical Issues in Criminal Justice (3)
CJ 3600*	Criminal Justice Statistics (3)
CJ 4980**	Research Methods (3)
CJ 4990***	Senior Seminar (3)

* Students may also take SOC, PSY, or GERT 3600 (Statistics) to meet the statistics requirement, but the credits will not apply toward the 45 credits required for the CJ major. As such, the student will be required to take an additional CJ elective.

** Statistics Prerequisite

*** Must have senior standing (have a minimum of 90 credits)

2. Emphases

Students must select one emphasis— totaling 15 credit hours- from either the Law Enforcement, Corrections, or Law & Justice concentrations below. In lieu of this, students may

choose to instead select a “**General Emphasis**” of 15 credit hours from any combination.

Students who wish to pursue a **Forensic Science Emphasis** may pursue this in lieu of one of the emphases noted above, as outlined a little later in this document.

A. Law Enforcement Emphasis (15 credit hours). Select from:

- CJ 1340 Criminal Investigation (3)
- CJ 1350 Intro to Forensic Science (3)
- CJ 3020 CJ Management (3)
- CJ DV 3040 Community Policing (3)
- CJ 4100 Laws of Arrest, Search, & Seizure (3)
- CJ 4160 Constitutional Rights & Responsibilities (3)
- CJ 4300 History of Law Enforcement (3)
- CJ 2860/4860 Field Experience (3-6)

B. Corrections Emphasis (15 credit hours). Select from:

- CJ 1300 Intro to Corrections (3)
- CJ 2330 Juvenile Justice (3)
- CJ 3020 CJ Management (3)
- CJ 3060 Corrections in the Community (3)
- CJ 3140 Corrections Law (3)
- CJ 3350 The American Jail (3)
- CJ DV 3360 Prisons-Contemporary Issues & Dilemmas (3)
- CJ 2860/4860 Field Experience (3-6)

C. Law & Justice Emphasis (15 credit hours). Select from:

- CJ 2350 Laws of Evidence (3)
- CJ 2360 Juvenile Law (3)
- CJ 3080 Criminal Courts (3)
- CJ 3140 Corrections Law (3)
- CJ 4000 Critical Legal Studies (3)
- CJ 4160 Constitutional Rights and Responsibilities (3)
- CJ 2860/4860 Field Experience (3-6)

3. Support Courses (9 credit hours). In addition to the 21 credit hours of core courses and the 15 credit hours of emphasis courses, students must round out the 45 credit hours required for the CJ major by taking 9 additional credit hours of support (criminal justice elective) courses from the CJ-prefix offerings, which are listed below.

Any of the courses listed above under the various Emphases can count as a “support course” (as long as the course is not already being taken by the student to fulfill an Emphasis requirement); plus any of the following courses which are not part of any Emphasis requirement can also count as a “support course.”

CJ 2110	Introduction to Security (3)
CJ 2340	Scientific Crime Scene Investigation (3)
CJ 2810/4810	Experimental Courses (1-4)
CJ 2920/4920	Short Courses/Workshops (1-4)
CJ 3110	Issues in Security & Loss Prevention (3)
CJ 3130	Investigation of Computer Crime (3)
CJ 3300	Victimology (3)
CJ 3400	Drugs and Crime (3)
CJ 4060	Special Problems (3)
CJ 4110	Physical Methods Forensic Science (4)
CJ 4115	Friction Ridge Analysis (4)
CJ 4120	Advanced Methods Forensic Science (4)
CJ 4700	Comparative Criminal Justice Systems (3)
CJ 4830	Directed Readings/Special Projects (3)
CJ 4900	Current Issues in Criminal Justice (3)
CJ 4950	Field Trips/Travel Study (1-6)

Course Requirements for the Forensic Science Emphases

Those students wishing to pursue an emphasis in forensics will have the option of one of two tracks: Forensic Science Laboratory (for those wishing to work in a crime lab doing scientific analysis, including chemical analysis, serology, and DNA analysis) and Forensic Science Investigation (for those wishing to have a more general background including crime scene investigation, pattern analysis, photography and general forensics).

1. Required Core Courses (21 credit hours): Same as the Core courses required of all criminal justice majors (see above).

2. Forensic Science Laboratory Emphasis: In addition to the criminal justice core courses required of all criminal justice majors, this emphasis requires a double major in both Criminal Justice Forensic Science and in either Chemistry, Botany, Zoology, or Microbiology. No minor is required.

Required Forensic Lab Emphasis courses (14 credit hours):

CJ 1350	Intro to Forensic Science (3)
CJ 2350	Laws of Evidence (3)
CJ 4110	Physical Methods in Forensic Science (4)
CJ 4120	Advanced Methods in Forensic Science (4)

Electives (9 credit hours):

Select 9 credits from additional Criminal Justice courses (CJ prefix).

3. Forensic Science Investigation Emphasis: In addition to the Criminal Justice core courses required of all criminal justice majors, this emphasis requires the successful completion of all of the following 60-62 credit hours of Criminal Justice and support courses (unlike the lab emphasis, no double major is required– nor a minor):

Required Criminal Justice Courses (30 credit hours):

CJ 1340	Criminal Investigation (3)
CJ 1350	Introduction to Forensic Science (3)
CJ 2340	Scientific Crime Scene Investigation (3)
CJ 2350	Laws of Evidence (3)
CJ 4060	Special Problems CJ- Basic Crime Scene Photography (3)
CJ 4100	Laws of Arrest, Search and Seizure (3)
CJ 4115	Friction Ridge Analysis (4)
CJ 4120	Advanced Methods in Forensic Science (4)

Support Courses (30-32 credit hours):

Choose one set of Chemistry:

Chem 1110 and 1120 Ele. Chem/ Ele. Organic Bio-Chem (10)

– OR –

Chem1210 and 1220 Principles of Chemistry I/II (10)

Select one Physics course

Phys 1010 Elementary Physics (3)

– OR –

Phys 2010 College Physics I (5)

–OR–

Phys 2210 Physics for Scientists and Engineers I (5)

Zool 2100 Human Anatomy (4)

Math 1040 Introduction to Statistics (3)

Select one Laboratory Safety course:

Btny 2600, Chem 2600, Geo 2600, Micr 2600, Phys 2600 (1)

Comm 1020 Principles of Public Speaking (3)

Art 2250 Foundations of Photography: Black and White/Analog (3)

Anth 2030 Principles of Archaeology (3)

As mentioned, this emphasis requires the student to also complete the Criminal Justice Core courses (21 credits) listed previously. However, the student does not need to complete a minor or a double major. The student also does not need to complete the additional 9

credit hours of elective courses required of non-forensic science majors.

***Special Note: The Department plans on doing a major redesign next Fall of the course requirements for the B.S. Degree (including both the general degree and the forensics degree), the Associate's. Degree, and the Minor. Please see the "Executive Summary" for details of this redesign.

Criminal Justice Master's Degree (M.S.)

The WSU Criminal Justice Department also offers a master's degree program. Courses are held in the late afternoon and evenings. This program is discussed in a separate self-study document.

C. Student Learning Outcomes and Assessment

Criminal Justice: Undergraduate Program [see separate report for graduate program]

Student Learning Outcomes

Upon graduation, students receiving a **B.S. Degree** in criminal justice should demonstrate a/an:

1. General understanding of the major theories of ethics
2. General understanding of the major theories of crime causation
3. Appreciation of constitutional values of due process, equal protection and fundamental fairness in policing, courts and corrections
4. General understanding of case processing in the system from arrest through parole
5. Effective written communication
6. General understanding of the fundamental concepts of the criminal law
7. Marketable credential for employment or graduate/law school
8. Tolerance of cultural differences in a diverse society
9. General understanding of the principles of social research and methodology
10. General understanding of the major issues involving police work

Students receiving an **A.S. Degree** or a **Minor** in Criminal Justice should:

1. Understand the major theories of crime causation
2. Grasp the fundamental concepts and nature of criminal law

3. Comprehend the fundamental goals and challenges facing police, courts and corrections in controlling crime and achieving justice

Curriculum Maps

Below are listed the 10 student learning outcomes that every student graduating with a **B.S. Degree** in Criminal Justice is expected to achieve (see above). Next to each individual learning outcome are the core courses (required of all majors) that address said learning outcome. **Depth of coverage** is also indicated next to each course that addresses a particular outcome. The three “depth of coverage” designations are: “introduced, emphasized, or mastered.” Some courses merely **introduce** a learning outcome, some courses **emphasize** a learning outcome, and some courses seek to help students **master** a learning outcome.

<u>Learning Outcome</u>	<u>Core Courses that Address this Outcome</u>
CJ Ethics	Criminal Law (introduced) Ethical Issues in CJ (mastered)
Theories of Crime Causation	Intro to CJ (introduced) Theories of Crime and Delinquency (mastered)
Constitutional Values	Ethical Issues in CJ (emphasized) Criminal Law (mastered)
Case Processing	Intro to CJ (emphasized)
Effective Written Communication	Intro to CJ (introduced) Research Methods (mastered)
Criminal Law concepts	Intro to CJ (introduced) Criminal Law (mastered)
Marketable Credentials	Senior Seminar (mastered)
Tolerance for Diversity	Intro to CJ (introduced) Ethical Issues in CJ (mastered)
Understanding of Research Methods	Criminal Justice Statistics (emphasized) Research Methods (mastered)

Major Issues in Police Work

Intro to CJ (introduced)
Ethical Issues in CJ (emphasized)

Below are listed the 3 student learning outcomes that every student graduating with an **Associate's Degree** or with a **Minor** in Criminal Justice is expected to achieve (see above). Next to the individual learning outcome are the courses (required of all students in these programs) that address said learning outcome. Depth of coverage of the learning outcome in a particular course is also indicated (the outcome is either "introduced, emphasized, or mastered" in the course).

Learning Outcome

Required Courses that Address this Outcome

Theories of Crime Causation

Intro to CJ (introduced)
Theories of Crime and Delinquency (mastered)

Criminal Law Concepts

Intro to CJ (introduced)
Criminal Law (mastered)

Police, Courts, Corrections

Intro to CJ (introduced)
Ethical Issues in CJ (emphasized)

Results of Assessment

The Department of Criminal Justice has been filing annual assessment reports faithfully for years. Below is a report of the most recent Departmental Assessment report. This report shows the learning outcomes being assessed, the methods used to do the assessment, the results of the assessment, and the implications.

It should be noted that in addition to the Learning Outcomes listed above that are expected for every graduate of our program, we also assess several other additional courses as well. For example, forensics is assessed even though not all students graduating with a criminal justice degree are expected to learn forensics. These additional course assessments are listed below, along with the assessments of learning outcomes of the more general and global nature.

A Note about Aligning the outcomes with "direct measures" of student learning:

The results of assessment which follows attempts, among other things, to indicate the actual measures that were used in assessing each outcome. Some of the measures that were used are perhaps lacking in terms of being direct enough (producing at times results that are arguably

anecdotal in nature). The department has scheduled training with assessment experts in the provost's office to correct any potential deficiencies.

2011 Criminal Justice Department

Undergraduate Course Assessments

Category: 1

Outcome: General understanding of major ethical theories

Course: CJ 4200

Instructor: Bruce Bayley

Assessed Outcome(s):

Distinguish between morality and ethics.

Identify key ethical decisions made by law enforcement, the courts, and corrections.

Compare and contrast the various methodologies for assessing and teaching ethics.

Review how ethical violations are addressed by the various elements of the criminal justice system.

Analyze the relationships between ethics and policy.

Review the dynamics of ethics with respect to the "War on Terror."

Method(s) of Assessment:

Students were assessed through a variety of exams, in-class discussion assignments, and comprehensive evaluations of five ethical dilemmas.

Results:

Over the course of the 14-week class, students demonstrated, through the above methods of assessment, above satisfactory levels of theoretical comprehension and applied application in each of the established outcomes.

Students displayed improved understanding of the interdependent nature between ethical theory, applied application, and their connections to the various professions within the criminal justice system throughout the semester.

Implications:

This course exposes students to a variety of ethical issues and the tools needed to address them from both a theoretical and applied perspective.

This course emphasizes the need for and importance of ethical oversight within the criminal justice system.

Category: 2

Outcome: General understanding of crime scene investigation and crime lab procedures

Course: CJ 1350

Instructor: Brent Horn

Assessed Outcome(s):

Understanding of the differences between field work, lab science, and crime investigation.

Understanding of the theoretical basics for crime scene processing.
Ability to read, comprehend and write about the forensic science literature.
Understanding of basic elements of physical evidence analysis

Method(s) of Assessment:

Students were evaluated through a series of formal quizzes, exams, and writing assignments. [Editor's note: The instructor also gave a comprehensive final exam with assessment questions that addressed the learning outcomes embedded in the exam— an artifact of this exam is included with this report.]

Results:

Scores on quizzes and exams demonstrated an excellent understanding of the basis for crime scene processing. Scores on quizzes and exams demonstrated a basic understanding of the concepts of physical evidence analysis. Students struggled with a fuller understanding of basic scientific concepts related to physical evidence analysis. One-on-one personal and group evaluation reveals that students struggle with recalling fundamental scientific principles under the pressure of exams. Written assignments demonstrated an average grasp of APA writing style and an understanding of where to locate current forensic science research. Written assignments showed a marked improvement in comprehension through the course of the semester.

Implications:

This course provides students with the necessary skills to move onto more advanced crime scene analysis and laboratory technique.

Category: 3

Outcome: General understanding of the major theories of crime causation

Course: CJ 3270

Instructor: Sam Newton

Assessed Outcome(s):

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

Method(s) of Assessment:

- Assessed by multiple choice questions (to identify theories, theorists and concepts) and essay questions (to allow students to apply the theories they have studied).

Results:

- With few exceptions, students completed this course with passing grades. Those who study hard, as expected, receive As and Bs. The other students get Cs and Ds. All of them are 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 theory and are able to use them in their study of criminal justice.

Category: 4

Outcome: Appreciation of constitutional values of due process, equal protection and fundamental fairness in policing, courts and corrections

Course: CJ 4100, CJ 4160

Instructor: David Lynch

Assessed Outcome(s):

Appreciation of constitutional values of due process, equal protection and fundamental fairness in policing, courts and corrections

Method(s) of Assessment:

An objective examination composed of ten multiple choice questions imbedded in a larger assessment instrument dealing with legal topics. These questions were selected by a committee of three legally trained professors in the department. The instrument was completed by students in a section of CJ 1330 (Criminal Law). The n of this group was 46 students.

Results:

The overall average for the 46 students who answered these ten questions was 79.7 percent. The two most problematic questions had to do with what an Ex Post Facto law was and which Constitutional Amendment speaks to Equal Protection and Due Process (46 percent of students missed the former and 46 percent missed the latter).

This was the first year that this particular Student Outcome is being assessed (it is a new outcome the department recently decided to add on). Therefore, no comparisons can be made from last year's assessment.

Implications:

Most students seemed to have a fairly good (though not outstanding) grasp of these questions that dealt with general constitutional values of fairness, due process, and equal protection. More effort can be put into addressing the two questions that were most problematic.

No other questions came close to being missed by nearly fifty percent of the students as these two were.

Category: 5

Outcome: Effective Written Communication
Course: CJ 4990
Instructor: Mike Chabries

Assessed Outcome(s):

Students to demonstrate on a weekly basis how to effectively communicate using written instruments. Students are expected to write at a university level standard and understand how to format, write and present a research/essay paper.

Method(s) of Assessment:

Students submit weekly assignments demonstrating their understanding of theory, concepts and application of material contained in the textbook readings. 30% of all written assignment scores consist of proper grammar, spelling and format. In addition, all research papers and essays are to follow APA guidelines for format. Students are expected to provide APA citation format in the body of their paper.

Results:

Students learn quickly that to succeed in the course they must communicate effectively and accurately in writing. Students unable to write effectively are often referred to the Student Center for assistance. Oftentimes, students have a limited understanding of the APA format. Classroom time and contact with the writing center are offered for student assistance.

Implications:

Students are expected to write at a university level expectation. For some, they are not prepared for this and do not do well in the classroom. Oftentimes, students with a foreign background struggle as I expect them to write and speak effectively.

Category: 6

Outcome: General understanding of the fundamental concepts of the criminal law
Course: CJ 1330
Instructor: David Lynch

Assessed Outcome(s):

General Understanding of the fundamental concepts of the criminal law

Method(s) of Assessment:

An objective examination composed of thirty multiple choice questions generated by a departmental committee (three professors holding a law degree) which was administered in April, 2011 in a section of CJ 1330 (criminal law) course. (Total n of 46 students.)

Results:

The average on this exam of criminal law fundamentals was 79 percent. The range was 33 percent (low) to 100 percent (high). The breakdown was as follows:

100%= 1 student
90-99%= 12 students
80-89%= 14 students
70-79%= 11 students
60-69%= 4 students
50-59%= 2 students
40-49%= 1 student
30-39%= 1 student

This was the second year that this assessment instrument was used. The overall average (compared with last year) improved 2 percentage points. This was a modest but significant improvement.

Like last year, the two most frequently missed questions had to deal with: A) Where in the Constitution are the concepts of Equal Protection and Due Process found? and B) What is the idea behind the crime of “surreptitiously remaining?” Fifty percent of the students missed the former and fifty four percent missed the latter. While disappointing, this did represent a very modest improvement over last year. So, some progress has been made.

Implications:

Though a few students seem to be struggling, the big majority of students seemed to be grasping most of the fundamental criminal law concepts deemed important by a panel of three legally trained professors. Slight improvement in both the overall scores and the scores on the two most problematic questions has been made compared with last year’s assessment.

Category: 7

Outcome: Marketable credentials for employment or graduate/law school

Course: Data taken from the Senior Exit Survey

Source: Faye Medd – Department Secretary

Given the order of totals, most students have majored in “Law Enforcement, General, Forensic Science Investigation and Law and Justice.” Most students are employed and about three fourths of the jobs are not related to the Criminal Justice field. Most of them did not file with the WSU Career Center. The majority of our graduates plan to go on in a Masters program or continue with their current jobs. Others hope to find federal jobs and positions in Criminal Justice. Most students financed their education with full-time employment, second with student loans and third with part-time employment. A few students received help from grants and scholarships. The most beneficial classes were those related to law, theory, forensic science and our CJ seminar.

When asked about how the Department could best serve students, they said:

- 1). More night classes.
- 2). More CJ field trips.
- 3). More online classes.
- 4). More table and chairs in classrooms.
- 5). More required classes without time conflicts.
- 6). More classes at WSU/SLCC.
- 7). Keep the variety of professors (judges, lawyer, corrections officers).
- 9). Check heat and air conditioning in classrooms.
- 10). More class times for CJ Seminar and Stats.
- 11). Would have rather not completed minor and taken more CJ classes.
- 12). Guide students better toward graduation total credits.
- 13). Offer federal internships.
- 14). More Summer classes.
- 15). Newer equipment.
- 16). More variety of subjects in CJ4900.
- 17). Tell students about scholarships, societies, honor societies and graduation.
- 18). More class speakers.
- 19). More specifics on course content.
- 20). Offer internships to sophomores.

Finally, most students enjoyed our CJ professors. They appreciate the great program that we offer at WSU/SLCC. The Forensic Science graduates were glad that classes were smaller to allow for more one-on-one learning.

Category: 8

Outcome: Awareness of crime victim assistance

Course: CJ 3300

Instructor: Julie Buck

Assessed Outcome(s):

Students will be able to discuss the risk factors and types of crime victims, and the problems and solutions associated with victimology, including an awareness of crime victim assistance that is available.

Method(s) of Assessment:

Multiple choice and short answer test questions that assess each student's comprehension of the risk factors and types of crime victims.

Multiple choice and short answer test questions that assess each student's comprehension of the problems and solutions associated with victimology including crime victim assistance.

In-class presentation, where each students presents an in-depth presentation regarding a victimized group.

Results:

Students demonstrated a clear knowledge of one type of victimization through their presentations and through class discussion of the victimized group following their presentations
Students also demonstrated knowledge of the issues that victims face, and the assistance that is offered or needed for victims

Implications:

The goal of this course is to

Provide students with an understanding of the frequency and risk factors for victimization

Issues with and potential ways that the criminal justice system treats victims

Expose students to the theoretical concepts relating to victimology and repeat victimization and how the system may be better able to serve victims

Category: 9

Outcome: Appreciation for the role of critical theory in higher education

Course: CJ 4000

Instructor: Scott Senjo

Assessed Outcome(s):

Academic deconstructionism and the breakdown of symbolic and superficial stereotypes in the field of crime, law, and justice

Method(s) of Assessment:

THIS OUTCOME WAS NOT ASSESSED IN 2010-2011

Results:

THIS OUTCOME WAS NOT ASSESSED IN 2010-2011

Implications:

THIS OUTCOME WAS NOT ASSESSED IN 2010-2011

Category: 10

Outcome: Tolerance of cultural differences in a diverse society

Course: CJ 1010

Instructor: LaVarr McBride

Assessed Outcome(s):

To help students improve their test scores from the mid-term to the final.

Method(s) of Assessment:

Weekly outline of discussed topics, detailed outline for midterm test of key points to study, random

discussions about the test during each class period and an opportunity for students to ask questions on their notes, PowerPoint accessibility on blackboard.

Results:

I found that by being more assertive and attentive as an educator with the students during the course of the semester with more hands on discussions as well as outlines that I saw an increase in test scores by at least 10 points with the more concerted effort of better structure in my notes and discussions with the students about the test.

Implications:

The weekly outline was really unnecessary with the weekly download of the PowerPoint to blackboard. The detailed outline two weeks before the test was very beneficial as well as the random discussions about the exam and potential test questions.

Category: 11

Outcome: General understanding of the principles of social research methodology

Course: CJ 4980

Instructor: Scott Senjo

Assessed Outcome(s):

Discernment for research design and the application of design types to the field of social science

Method(s) of Assessment:

Cumulative, essay final examination

Results:

Content data from the students' final examinations reveal a thorough understanding for social science design types. These types include the longitudinal design, classic experiment with pre- and post-testing, the method of participant observation in the field, and the unobtrusive measure of content analysis.

Implications:

Course participants exit the class with a better foundation for the comprehension of research design types. The students are better equipped to observe the relationship between a research question and the way a design is established to answer that question. Students are also better prepared to ask pertinent questions about why a particular design is used if such design seems unable to elicit the desired findings.

Category: 12

Outcome: General understanding of the major issues of police work

Course: CJ 4300

Instructor: Mike Chabries

Assessed Outcome(s):

Students learn police practices by understanding the history of policing, an understanding of the Constitution and theory associated with police work. Students are not expected to demonstrate their ability to perform various police functions.

Method(s) of Assessment:

Students submit weekly assignments and participate in discussions involving police work. Videos are provided for students to view actual police activities and to relate to concepts they have learned in class. Comprehensive written exams are also provided for students to demonstrate their understanding of police work.

Results:

This is a basic police theory course that requires students to understand the application of theory, Constitutional principles, and history to policing in America today. Since this is an introduction course, hopefully students will be provided information to continue their police related studies or at least understand why police do what they do. Hopefully, students learn to respect police officers for performing the tasks they do in today's society.

Implications:

Students learn to become law-abiding citizens and understand the importance of policing our laws and values in today's society. My 35 years experience in law enforcement provides me with experiences that can be used to demonstrate some of the intricacies involved with police work.

General Education Assessment of our CJ 1010 course (Intro to CJ)

This year all faculty in our department have been asked to begin to implement certain college of social sciences general education learning outcomes in our sole social science general education course, the CJ 1010 course (Introduction to Criminal Justice). As this is a new initiative for us, we do not yet have results of assessments. However, below you will find our plans for assessing CJ 1010 along general education lines in the future. (What follows is from our proposal to the WSU faculty senate showing our plan to comply in the future with social science general education learning outcomes.)

Course Title: CJ 1010 Introduction to Criminal Justice _____

Department: Criminal Justice _____

SOCIAL SCIENCE LEARNING OUTCOMES

All courses proposed for inclusion in the social science breadth category must address at least **two** of the skill criteria listed below. (Mark all that apply.)

X Written, oral, or graphic communication

X Abstract logic or reasoning

- _____ Use of information technology
- _____ Use of library or other research sources
- _____ Critical thinking, cognitive learning, and individual or group problem solving
- _____ Collaborative group problem solving

Justification:

Table 1. Specific examples of two Skill Criteria implemented in CJ 1010 *Introduction to Criminal Justice*.

	Skill Criteria 1: Written, oral, or graphic communication	Skill Criteria 2: Abstract logic or reasoning
Example A	Research paper	Use of Theory, e.g., retributive justice
Example B	Individual or group presentation	Use of Concept, e.g., computer security
Example C	PowerPoint presentation	Use of Typology, e.g., Media Sources: Conservative/Liberal

Skill Criteria 1:

Written, oral, or graphic communication.

This Social Science Learning Outcome is accomplished in CJ 1010 with traditional instructional tools. For example, some instructors who teach this course utilize the research paper technique to develop written communication skills. Other instructors, for example, use the technique of the in-class individual presentation to develop skills in oral communication. In the attached syllabus, the instructor requires each student to stand in front of the class and present a newspaper article to the class. With this assignment, students develop (or further develop) skills for oral presentation in the Social Sciences and in general. Grading of the oral presentation is based directly on the effectiveness of the communication in the assessment and secondarily on the substantive accuracy of the information presented.

Skill Criteria 2:

Abstract logic or reasoning.

CJ 1010 presents an abundant opportunity to implement this Skill Criteria. Abstract logic and reasoning is developed by having students in this course consider theories such as deterrence, justice, and correctional rehabilitation. For example, practical crime-related scenarios are described, then students are asked, "Is justice achieved in this case?" As a more specific

example, in the attached syllabus, the instructor discusses the concept of retributive justice in Chapter Twelve of the assigned textbook *The American System of Criminal Justice* (12th edition, 2010) by Cole and Smith (Wadsworth Publishing).

In this chapter, the class is able to study retributive justice in the abstract and develop the skill for abstract reasoning. As an example, the chapter explains how a criminal sentence is part of the historic principle of “an eye for an eye, a tooth for a tooth.” With this principle, students are trained in the skill of abstract logic by applying “an eye for an eye . . .” to a criminal sentence that is handed down for the purpose of retributive justice.

A student completing a social science general education course should be able to accomplish **three** of the following five outcomes. (Mark all that apply.)

Describe a social science approach to studying and understanding human behavior.

Describe basic assumptions about humans and their behaviors from a social science perspective.

Explain the basic elements and operation of a sociocultural system.

Explain the interactions between individuals and their sociocultural and/or natural environments.

Apply a social science perspective to a particular issue and identify factors impacting change (past or present).

Justification:

Table 2. Specific examples of three Outcomes implemented in CJ 1010 *Introduction to Criminal Justice*.

	Outcome 1: Describe a social science approach to studying and understanding human behavior	Outcome 2: Explain the basic elements of a sociocultural system	Outcome 3: Apply a social science perspective to a particular issue and identify factors impacting change (past or present).
Example A	The Tuskegee Syphilis Experiments	Prison Gangs	Women as Police Officers
Example B	Particip Observ'n	Police Subculture	Hate Crimes
Example C	Jury Polling	Courtroom Workgroup	Legalization of Marijuana

Outcome 1: Describe a social science approach to studying and understanding human behavior.

In this course, students are continually exposed to a social science paradigm. That is, crime is viewed as a product of social learning. Police brutality, as another example, is viewed through the lens of groupthink. Jury decision-making is examined by observing the dynamics of social conformity.

In Table Two above, Jury Polling is listed in Example C. Jury polling is taught in CJ 1010 and is defined as a detailed questioning of a criminal jury as to why the jury arrived at a particular decision. With Jury Polling, a social science approach to studying human behavior is used to gain an understanding for how and why a jury arrived at a particular decision. Jurors are asked a series of questions about the evidence, facts, parties, and also about how the social setting of jury deliberations had an effect on their respective vote of guilt or innocence. In the study of Jury Polling in CJ 1010, students are able to apply social science to the understanding of human behavior.

The tools used to assess this Outcome will vary. My preference is an essay exam (either a quiz, midterm, or final exam). Other instructors of this class will assess this Outcome with a research paper, group presentation, and/or critical review/summary paper.

Outcome 2: Explain the basic elements of a sociocultural system. In this class, students are exposed to trends and patterns of values-based group behavior and subsequent sociocultural systems. For example, prison inmate culture is examined in light of prison confinement. Police culture is the subject of study based on cultural elements of civil decency, respect for authority, and the administration of justice. Behavior and trends of juvenile street gangs are examined from the perspective of conflict theory and the reaction of underprivileged groups striving to survive in a capitalist society.

In Table Two above, the example of “Courtroom Workgroup” is provided in Example C for this Outcome. Any student that takes CJ 1010 will study, more or less, the sociocultural system of the “Courtroom Workgroup”. The Courtroom Workgroup is defined, in summary, as a judge, prosecutor and defense attorney who work together in criminal court as a working group; not as adversaries but rather as friends and colleagues.

The Courtroom Workgroup involves numerous elements of a sociocultural system. There are social interactions on an individual and group level, as well as social dependencies and social interdependencies that define the Workgroup as a sociocultural system. Students will study how the group forms, and why it functions as a whole. The manner in which a Courtroom Workgroup behaves will vary depending on the cultural values of both the individuals who make up the group as well as the environment in which the group operates. In this way, the Courtroom Workgroup is a perfect example of a Social Science sociocultural system.

In the attached syllabus, the Courtroom Workgroup is studied in Chapter Ten of the required course text, *The American System of Criminal Justice* (12th edition).

Many Outcome assessment strategies can be used to assess this Outcome and they will include

timed in-class quizzes, web-based independent study, and also exams and quizzes.

Outcome 3: Apply a social science perspective to a particular issue and identify factors impacting change (past or present).

Social science-based historical comparisons are made in this course to allow students to identify factors which impact change. Students study variables such as civil rights laws, socioeconomic conditions, and political protest as independent variables which affect change in areas such as the law of gay marriage, unprecedented growth of prisons and jails in the 1980s, and greater security precautions after the 9-11 terrorist attacks.

One other specific example includes, from Table Two above, the role of females as police officers. Prior to 1960, an armed female patrol officer was nonexistent. Today, females are found in police departments across the U.S.

In this class, students are instructed about the role of women as police officers using a social science perspective which identifies the evolution of this historic change. Mainly, the class is made aware of the social upheaval in the 1950s and 1960s which resulted in the Civil Rights Act of 1964 and the advent of gender based anti-discrimination laws. Students are also instructed about the changing nature of the family as a social unit and the corresponding changing spheres of men and women in the family and also in society.

The factors of the social unrest which led to the Civil Rights Act of 1964, and the changed roles of men and women in the family indirectly impacted the advent of women as police officers in the U.S. and constitute a social science perspective for this change in American police work.

In the attached syllabus, the role of women as police officers is studied in Chapter Seven of the required course text, *The American System of Criminal Justice* (12th edition).

Assessment tools for this Outcome also vary by instructor and include the traditional tools of exams, quizzes, and writing projects such as research papers

D. Academic Advising

All students are assigned an advisor on the basis of their last names. Flyers addressing this policy are posted in prominent locations in and near the departmental office. Students are encouraged to meet with a faculty advisor at least annually for course and program advisement and are free to meet with them as often as they like.

Advising is primarily conducted in a traditional manner. That is, students meet individually with a faculty member in his/her office to discuss course work, research, employment, graduation concerns, and progress towards degree. Cat-tracks is often employed as a useful tool to help a student see where he/she is at with regards to progress towards a degree. All full-time criminal justice faculty are familiar with the Cat-tracks utility.

Feedback regarding student satisfaction with our department’s advising program is obtained via our department secretary who has an excellent rapport with students and also via a question in our Exit Survey given to all graduating students which asks, “What suggestions do you have that would help the criminal justice department better serve students?”

Feedback from the department secretary and the Exit Survey indicates that students generally are very satisfied with their advisement experiences in the department. Anecdotally, the department secretary has recently said that she has seen a great improvement over the last few years with regards to advisement as older faculty have retired and been replaced with faculty more committed to the advisement enterprise.

E. Faculty

The Department of Criminal Justice currently has eight tenured or tenure track faculty (with a ninth position vacant due to budgetary constraints) plus three full-time, non-tenure track (contract) faculty. In addition, the department makes use of a couple of dozen adjunct faculty, nearly all of whom work at night on the main campus in Ogden, at our B.S. program at Salt Lake Community College, or at our program located at the Davis County campus.

I) Faculty demographic information and qualifications

Note: Specific demographics regarding all of the full-time faculty below (and adjunct faculty as well) are located on the second and third pages of the Appendix at the end of this document.

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	PhD Chemistry (Brigham Young)	Associate Professor (Forensics)
Bruce Bayley	PhD Family Science (Utah State)	Associate Professor
Julie Buck	PhD Psychology (Florida State)	Assistant Professor
Samuel Newton	JD (Brigham Young) ABD History (University of Utah)	Assistant Professor
Bradford Reysn	PhD Criminal Justice (U of Cincinnati)	Assistant Professor
Molly Sween	PhD Sociology (Iowa State)	Assistant Professor

Of the above, several faculty members 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 has worked as a correctional official in California. 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. **Faculty accomplishments** include (in addition to what has already been mentioned above) the following:

1. Publications: Tenured and tenure track faculty have been published in a variety of academic journal and professional publications. Some of these outlets include:

The Journal of Criminal Justice, the Justice System Journal, Criminal Justice & Behavior, Law & Social Inquiry, Women & Criminal 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 for Research in Childhood Education, Journal of Adolescent Health, and the Correctional Law Reporter.

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

Faculty have presented at many different academic conferences including: 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, Weber County Bar Association, Midwestern Criminal Justice Association, National Science Association, Western Social Science Association, Utah Sheriff's Association, Utah Victims Advocates Academy.

Lastly, many of our faculty continue professional service related to their fields of expertise by acting as expert witnesses in court cases, an Ethics in Corrections columnist for CorrectionsOne.com, an ethics columnist for The Workforce Development Brief, a researcher for the Utah Sheriff's Association, and as an appellate attorney for a public defender's association.

The three full-time, non-tenure track faculty (contract faculty) are as follows:

Mike Chabries, MPA (Brigham Young): Director of our B.S. program at Salt Lake Community College

Russ Dean, MS (Utah State): He is a certified Crime Scene Investigator who assists Dr. Horn in our Forensics Program

Brian Namba, JD (Brigham Young): Director of our Davis County Campus Program

In addition to their degrees, all three of the above have extensive field experience in criminal justice:

Mike Chabries is the former Executive Director of Corrections for the State of Utah, former Chief of the Minnesota State Patrol, former Chief of Police of Salt Lake City, and former Superintendent of the Utah Highway Patrol

Russ Dean is a certified Senior Crime Scene Analyst with several decades of experience in that field in Utah as well as a former Homicide Detective in Cheyenne, Wyoming.

Brian Namba is a recently retired career prosecuting attorney, having worked for over 20 years with the Davis County (Utah) Attorney's Office and over 5 years with the Sevier County (Utah) Attorney's Office.

As mentioned, the department also makes use of about 20 adjunct faculty. All of these faculty have at least a Master's Degree or higher in a relevant field. The department is very

heavily dependent upon these faculty to cover courses in our night program at the main (Ogden) campus, at our B.S. program at Salt Lake Community College and at our program located at the Davis County campus. These faculty (like the full-time faculty) undergo student evaluations of their teaching on an ongoing (every semester) basis.

II) Plan for Increasing the Diversity of Faculty

As can be seen in the specific demographic information on faculty located on the second and third pages of the Appendix (located at the end of this document), only two of the eight tenured or tenure track faculty are females and all (males and females) are white.

Last year, we hired two new tenure track faculty, one of whom was a female. Also, last year we hired a full-time Asian American on a contract (non-tenure track) basis to teach classes for us at the Davis Campus of WSU.

More progress needs to be made. Next time we do a faculty search, we will consult with the Human Relations Office on how to diversify the pool better. During past searches, we were lucky to even get a small handful of qualified PhD applicants of any race or gender. After some searches, we struggled to hire anybody with a PhD in a relevant field. Last year's search (no doubt in large part due to the economy and state budget cuts at the time) gave us our biggest pool of applicants ever. So, we were able to make some progress in diversity. The challenge going forward will be to work with H.R. to figure out ways to enlarge and diversify the pool during "normal" academic job market years.

III) Teaching Standards

The faculty are assessed annually by students at the end of a course on 16 different items. These items could be considered to be our department's agreed-upon teaching standards. Some of these standards include:

1. Substance- "This course added to my knowledge of the subject."
2. Enthusiasm- "In general, the course stimulated my thinking."
3. Being Understood: "The presentations helped me to understand the material."
4. Respect- "The instructor treated me with respect and regard."
5. Clarity of Expectations- "The objectives of this course were clearly presented."

In addition to the above, the following standard could be clearly added as an agreed-upon teaching standard:

6. Accessibility- The faculty will hold regular office hours and promptly respond to phone calls and emails.

IV) Direct Evidence of Effectiveness of Instruction

At least once per year all faculty (including adjuncts) are rated by students on 16 criteria developed by the College of Social and Behavioral Sciences. These evaluations take place during the last week of class. Adjuncts are evaluated every semester. Full-time faculty are evaluated one semester each year.

In rating faculty on each of the 16 criteria, students use a five point scale. A rating of "1" on the scale corresponds to a response of "hardly ever" and a "5" corresponds to "almost always." Overall averages of all faculty combined-- including adjuncts-- of the latest student ratings (done last Spring) show the following results for key select items:

1. Substance ("This course added to my knowledge of the subject"): mean score of all faculty of 4.7, standard deviation of .58.

2. Enthusiasm ("In general, the course stimulated my thinking"): mean score of 4.6, standard deviation of .68.

3. Being Understood ("The presentations helped me to understand the material"): mean score of 4.6, standard deviation of .69.

4. Respect ("The instructor treated me with respect and regard"): mean score of 4.9, standard deviation of .41.

5. Clarity of Expectations ("The objectives of this course were clearly presented"): mean score of 4.7, standard deviation of .55.

V) Mentoring of New Faculty

New faculty are mentored in the following way:

1. The Department Chair takes new faculty out to lunch shortly after they arrive in town as a way to welcome them to the department.

2. The Chair soon afterwards sits down with the new faculty and instructs him/her about the in's and out's of the program, including teaching, service, advisement, etc.

3. A new faculty member is assigned a more senior faculty member to guide the new hire during the first year of employment.

F. Support

Support Staff: Our Department secretary, Faye Medd, has a B.S. degree in Computer Information Systems from Weber State University. She single-handedly supervises an office that serves a very large undergraduate program as well as a Master's Degree program. She used to be assisted by a part-time secretary over the Master's Program, but due to budget cuts now works alone and handles the demands of both the undergraduate and graduate programs. Ms. Medd's computer systems background is an invaluable asset to our department, as she is very "tech savvy" and consequently a great resource for those faculty who are less technologically gifted.

Administration: The Department has a Department Chair, Dr. David Lynch, as well as a new Director of the Graduate Program, Dr. Bruce Bayley. Additionally, Professor Chabries

directs our outreach program at Salt Lake Community College and Professor Namba does the same at the Davis County Extension Campus.

Facilities: The Department of Criminal Justice is housed in the Social Sciences Building of the main campus. All classes at the main campus are held in this same building and all faculty offices are next to one another in this building. The building has its own, large computer lab in the basement as well as its own testing center in the basement. The Department of Criminal Justice also has its own, state of the art, forensics lab within the building (see below for further description).

The Department also has a presence at the Davis County Campus of Weber State University as well as at the Larry Miller Campus of Salt Lake Community College. At both of these sites, we have a full-time, on site director, and offer many courses leading to the B.S. degree.

Equipment: All full-time faculty have up to date desk-top computers as well as Ipad2's furnished by the department. All classrooms used for criminal justice courses have advanced audio-visual equipment, computers, large screens, and connectivity with the internet.

Of special note is the equipment found in our forensic science lab:

- Multiple Nikon digital SLR cameras
- Fuji Infrared digital SLR camera
- Thermoscientific Infrared spectrometer with microscope
- Varian Gas chromatograph/mass spectrometer
- Multiple polarizing light microscopes
- Multiple stereomicroscopes
- American Optics Comparison microscope
- Glass refractive index instrument (version 2)
- Bullet recovery tank
- AFIX Automated fingerprint identification system
- Ocean Optics Visible spectrometer
- Various pieces of chemical laboratory equipment (hoods, beakers, hot-plates, pipets, chem fridge)
- Electrostatic dust lifting apparatus
- Superglue fuming chamber

Library: Weber State University has an excellent library with extensive collections and services. Dr. Wade Kotter, who has a graduate degree in library science as well as a PhD in Anthropology, is the social sciences librarian and is very helpful and resourceful. As the library representative for the department for the past 10 years, I can say that we have never been turned down for a request that the library purchase a book, video or some other media that we believed would be a valuable criminal justice addition to the library. Dr. Kotter also regularly offers to teach our criminal justice students a class on social science library research, and several of our faculty have taken him up on this offer.

G. Relationships with External Communities

The Department of Criminal Justice has some significant relationship with various external communities, as follows:

1. WSU Police/Corrections (“POST”) Academy– The POST Academy is not part of our department (it is part of the College of Continuing Education). Nevertheless, last year our department launched a drive to increase friendly ties between our department and POST (relations had been rather distant in the past). As part of this endeavor, two Criminal Justice Department faculty– Dr. David Lynch, Dept Chair and Dr. Bruce Bayley-- (as well as the Dean of The College of Social Sciences) now serve with various local police chiefs and sheriffs on a POST Advisory Board which meets quarterly to give advice to the Director of the WSU POST Academy. This service not only increases our bonds with POST but with the various chiefs and department heads who also serve on this advisory board.

The Criminal Justice Department has also begun to sponsor an award (a plaque) presented by the Department at each POST graduation. This award is given to the graduating class’s top graduate.

2. Dr. Bruce Bayley is heavily involved with external communities, including:

- Board Member of the Richard Richards Institute for Politics, Decency and Ethical Conduct
- Consultant with the state-wide POST office in the area of ethics training
- Inservice ethics instructor for the Salt Lake County Sheriff’s Office
- Adjunct Instructor at the WSU Law Enforcement Academy
- Does research for the Utah Sheriff’s Association on alcohol and drug use among arrestees

3. Dr. Julie Buck frequently serves as an expert witness all around the country with regards to the reliability and accuracy of children as witnesses

4. Professor Sam Newton writes appellate briefs on behalf of the Weber County Public Defender’s Association

5. Dr. Brent Horn (our forensics professor) does a summer internship every year at the Utah State Crime Lab. Dr. Horn also consults on a regular basis with the Weber County Crime Scene Unit

6. Members of our department, over the years, have frequently served as presidents of the Western Association of Criminal Justice, including this past year with Dr. Julie Buck serving as president

H. Results of Previous Program Reviews

The last program review of our department took place in March, 2006. Overall, the review was very positive. Of particular note, the outside reviewers were pleased with the academic and professional credentials of our full-time faculty; the faculty's activities regarding publishing and conference presentations; and the faculty's active ties with the criminal justice community. It also thought that we had a "clearly defined strategy" for advising; "rigorous" and "multifaceted" assessment of our learning outcomes; and a "thorough and extensive" curriculum.

The program review noted some challenges however. These included "maintaining an extensive undergraduate program," "managing a burgeoning undergraduate population," and "providing degree programs across several campuses." It noted that these challenges were exacerbated by a high faculty to student ratio (1:80), over reliance on adjunct faculty, and the need to provide services (including advisement) at our satellite programs at SLCC and Davis.

The program review outside committee made the following recommendations (my comments, as current Department Chair, are in brackets):

1. Department should be given more tenure track faculty for Ogden, SLCC, and Davis Campuses.

[This has not been adequately addressed. The perception among faculty members is that we are spread much too thin. Discussions are currently taking place regarding the possible desirability of pulling back from some of our far flung commitments. Nine faculty members cannot do all that is asked of us to do without an over-reliance on adjunct faculty. Some thought is being given for us to seek ACJS certification which will require the university to allow us to cut back. The faculty feels very uncomfortable with a situation in which tenured and tenure track faculty rarely teach in the undergraduate night program at Ogden, at the program located at Davis County, or at the program located at Salt Lake Community College. These programs are almost entirely reliant on non tenure track faculty for their existence].

2. Department should consider offering fewer CJ 1010 (Intro) classes

[This was not addressed because the former dean, recently retired, wanted every CJ faculty to teach at least one section of CJ 1010, our sole general ed course. We now have a new dean and this policy could change.]

3. Clarify complex funding framework for various programs

[This was not addressed. The former Chair identified this as being beyond our control. However, there is a new Dean and he has been much more transparent with budget matters than the prior dean. We believe we can now get a much better handle on this concern and are making efforts towards this end]

4. Get a clear accounting of the SCH's it generates and how these [revenues raised] are reinvested in the department (unclear how the University reinvests revenues raised by the high SCH's back into the Criminal Justice program).

[The prior Chair agreed heartily with this recommendation, but expressed frustration that the Administration did not see this as a problem needing a resolution. Currently, we are strongly urging the new Dean to allow us to plow back more of the money generated from graduate tuition into the graduate program. Previously, profits were generated but used for general college and even university needs. Our current efforts are to fund some T.A.'s and R.A. positions and to more adequately compensate faculty for teaching graduate courses. The new Dean seems very open to these ideas thus far.]

5. CJ Chair and College Dean need to plan for dispersion of Criminal Justice over the expanding WSU system.

[Current faculty have this as a subject of intense discussion. The sentiment among faculty is to begin a real effort to pull back from our far flung commitments. We are beginning with reforming the graduate program. Down the road, we hope to take a look at the satellite programs and the Ogden night program. Our goal is to service as many students as we can while maintaining reasonable program integrity.]

6. More training for support staff in computing system and budgeting

[The only support staff that we currently have is our departmental secretary, Faye Medd. She is being constantly encouraged by the new Chair to attend training seminars, and is in fact doing so. In my opinion, she already is highly skilled in the areas of computers but by her own admission could use more training in budgeting matters.]

7. Need long term plan to support forensics program and facilities

[Dr. Brent Horn, our department forensic scientist, has since the last program review successfully lobbied the Dean to buy him various pieces of expensive lab equipment. I also have a fund of uncommitted money which comes as a reward from the State for our offering a B.S. program at SLCC and have encouraged Dr. Horn to tap into some of this money should he have any equipment needs. I think our lab has gotten much better since the last program review.]

8. Coordinated strategy to support forensics lab

[See above]

9. Maintain program integrity so WSU Department of Criminal Justice maintains its elite status and respect from its criminal justice constituency.

[Along these lines, the department is currently undergoing a massive redesign of our undergraduate major. We will be abolishing the 3 emphases or concentrations (the majors within the major). Instead, we will expand the core to include (now absent) required courses in policing, corrections, and constitutional rights. Previously, only people seeking a police emphasis needed to take a policing class; only those seeking a corrections emphasis needed to take a corrections course; and only those seeking a Law and Justice emphasis needed to take a constitutional rights course. Now, all majors will need to take such courses. Beyond the expanded core, students will be free to take criminal justice electives to fill up the 45 credit hours required for the major. It is believed that this restructuring of the major will be more in line with the minimum standards set by the Academy of Criminal Justice Sciences, will allow students more opportunity to explore and take electives that truly interest them, and will allow more flexibility in scheduling courses. We do not believe that employers or graduate schools care if students have an emphasis. The criminal justice major is a specific enough major without having a "major within a major."]

10. Update the mission statement to include the graduate program

[This has been done. The graduate program now has its own mission statement, independent of the undergraduate programs' mission statement.]

In addition to the insights reported above which came from the outside reviewers, the Department Chair also weighed in on the program review. In a section entitled, the "Chair's Response," the (then) Chair of our department said that he was pleased that the outside reviewers report was positive in many areas. With regards to their recommendations, he expressed his view that some of their recommendations were "beyond our control and I can only hope that the University Administration will take note of these issues." Other issues he believed were within "our ability to address." The Chair also raised several additional issues he thought needed to be addressed after reviewing the report.

Among the issues the Chair thought were "beyond our control" were the extensive teaching load, the need for more tenure track faculty, the failure of the University to reinvest resources derived from SCH's and graduate enrollment back into the department, and the lack of diversity within the faculty.

[I addressed these issues in my bracketed comments above]

Among the issues "within our ability to address," the Chair noted updating the mission statement [already accomplished], reviewing our use of adjunct professors [currently the focus of intense faculty discussion], offering fewer CJ 1010 courses [more improvement could be made here perhaps], providing access for support staff to computers and budget training [addressed in my bracketed comments above] and continuing to find ways to support the forensics program [addressed in my bracketed comments above].

Among the additional issues the Chair raised that he thought also needed to be addressed after his own review of the report were: reliance on and selection and training of adjunct faculty, limiting the number of students we accommodate, limiting the extent to which we offer off-campus programs, finding ways to attract "top-notch" faculty (especially diversity candidates), and the need to push for reinvestment of raised revenues back into the department.

[I addressed all of these but one in my bracketed comments above. The one item I did not address was the need to attract "top notch" faculty. This was always a challenge given Utah's pay scale for faculty. However, last year the former Dean allowed us to hire two new faculty (to fill two of three vacancies created by retiring faculty). He did this during a period of budget austerity, giving our program preference over some others in the college. The Dean realized that we had the largest and most qualified pool of applicants in the history of the department (perhaps due to nationwide lack of faculty openings caused by the recession). The Dean did not want us to lose this hiring opportunity and allowed us to hire two instead of just one new faculty. We were able to thus hire two excellent new faculty: Dr. Brad Reyns who is only one of two faculty in the department with a PhD specifically in the field of Criminal Justice and Dr. Molly Sween who not only has a finished relevant PhD (in sociology) but who adds to our diversity by being the second female faculty in our department].

The department is relatively new (I, the Chair, have the most seniority with just 12 years

at Weber State). This relatively new faculty is very committed to taking a very good program—clearly known as being the best in the state-- and making it even better. These are exciting days for our program!

APPENDICES

A. Student and Faculty Statistical Summary Department of Criminal Justice (data provided by Institutional Research)

	2006-07	2007-08	2008-09	2009-10	2010-11
Student Credit Hrs 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
Stud't Demograph 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

Tenured/Tenure Track Faculty

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Yrs of Teaching	Areas of Expertise
David Lynch	Male	White	Prof & Chair	Tenured	JD, PhD	17	Courts Law
Scott Senjo	Male	White	Professor	Tenured	JD, PhD	14	Statistics Law
Brent Horn	Male	White	Assoc Prof	Tenured	PhD	7	Forensics
Bruce Bayley	Male	White	Assoc Prof	Tenure Track	PhD	7	Ethics Corrections
Julie Buck	Female	White	Asst Prof	Tenure Track	PhD	6	Psych'l Issues Res'ch Met'ds
Samuel Newton	Male	White	Asst Prof	Tenure Track	JD, ABD	2	Historical CJ Law
Bradford Reynolds	Male	White	Asst Prof	Tenure Track	PhD	2	Policing Victimology
Molly Sween	Female	White	Asst Prof	Tenure Track	PhD	1	Crime Causation Gender Issues

Non-Tenure Track Faculty

Name	Gender	Ethnicity	Rank	Status	Degree	Yrs Teach	Area Expertise
Michael Chabries	Male	White	Instructor	F/T	Masters	8	Corrections
Russell Dean	Male	White	Asst Prof	F/T	Masters	8	Forensics
Brian Namba	Male	Asian	Instructor	F/T	Juris Doc	1	Law
LuAnn H. Rodriguez	Female	White	Instructor	P/T adj	Masters	1	Corrections
Rick Westmoreland	Male	White	Instructor	P/T adj	Juris Doc	4	Law
James Gaskill	Male	White	Instructor	P/T adj	Masters	35	Forensics
Kenneth Freimuth	Male	White	Instructor	P/T adj	Masters	7	Security
Brad Cottrell	Male	White	Instructor	P/T adj	Masters	11	Corrections
Catherine Conklin	Female	White	Instructor	P/T adj	Juris Doc	7	Law
Gage Arnold	Male	White	Instructor	P/T adj	Juris Doc	1	Law
Matthew Johnson	Male	White	Instructor	P/T adj	Masters	1	Juv Justice
Jack Rickards	Male	White	Instructor	P/T. adj	Masters	1	Policing
David Hansen	Male	White	Instructor	P/T adj	Masters	2	Policing
Larry Chatterton	Male	White	Instructor	P/T adj	Masters	10	Corrections
Kirk Togensen	Male	White	Instructor	P/T adj	Masters	6	Law
Michael Haddon	Male	White	Instructor	P/T adj	Masters	4	Statistics
Branden Miles	Male	White	Instructor	P/T adj	Juris Doc	5	Law
Richard Larsen	Male	White	Instructor	P/T adj	Juris Doc	5	Law

Teresa Welsh	Female	White	Instructor	P/T adj	Juris Doc	3	Law
Glen Passey	Male	White	Instructor	P/T adj	Masters	1	Security
Michael P. Chabries	Male	White	Instructor	P/T adj	PhD	2	Leadership
Scott Reed	Male	White	Instructor	P/T adj	MSW, JD	2	Law
Chris Zimmerman	Male	White	Instructor	P/T adj	Masters	7	Policing
Phil Kirk	Male	White	Instructor	P/T adj	Bachelors	5	SLCC

C. Staff Profile

Name	Gender	Ethnicity	Job Title	Yrs of Employment	Areas of Expertise
Faye Medd	Female	White	Secretary II	Nine	General Office

D. Financial Analysis Summary

Criminal Justice Undergrad

	06-07	07-08	08-09	09-10	10-11
Instructional Costs	722,915	780,710	846,086	796,455	681,764
Support Costs	225,839	86,351	123,165	103,171	138,721
Other Costs	59,729	31,169	47,261	31,186	22,381
Total Expense	1,008,483	898,229	1,016,512	930,812	842,866

Criminal Justice Master's

	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. Relationships with External Communities

See Section G of main body of report above (toward the end of the report).

F. Action Plan

The Department of Criminal Justice has a very detailed “Action Plan” to address areas of most concern. The areas of concern along with the steps being taken to address them are as follows:

1. Assessment- Though our department has regularly filed an annual assessment report each year, the nuts and bolts of our assessment needs to be improved. Some of our assessment results are merely anecdotal in nature and this needs to be addressed. Heather Chapman, as assessment expert in the Provost’s office, has been asked by the Department Chair to visit our department in mid-January of 2012 to train faculty in how to approve their assessment efforts. The Chair will follow-up to make sure that necessary improvements have been made.

2. Undergraduate Curriculum– Over the course of many hours, the Criminal Justice faculty have met and discussed the need to update our curriculum, including the requirements for the B.S. degree, A.S. degree and the minor. We have designed a complete overall of our curriculum and the requirements for graduation. We hope to push through our plan next Fall through the college and university curriculum committees. Essential elements of this curriculum revision are outlined in the “Executive Summary” that accompanies this document.

3. Graduate Program– The faculty feel keenly the need to improve the master’s degree program in criminal justice. On December 5, 2011 the faculty met for several hours and discussed the future of the program and how to improve it. The discussion resulted in our deciding to improve admission standards by reducing the number of those whom we admit by about 20-25 percent. We also are going to switch to a “cohort system” which will require students to begin their studies only in the Fall semester each year, rather than allowing them to start either in the Fall or Spring as is the case now. The faculty decided against the idea of switching to an online master’s degree program, it being felt that “face to face” instruction is superior.

G. Artifacts

A collection of “Artifacts” (instruments various faculty members used to collect course learning objectives assessment data) are in the department chair’s office and available for review.