

WSU Five-Year Graduate Program Review
Self-Study

Cover Page

Department/Program: Criminal Justice

Semester Submitted: Fall, 2015

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A. Brief Introductory Statement

The previous graduate review was conducted on a program that was utilizing a face-to-face, in-class format. The university was made aware the program under review was being completely revised to either a hybrid or full on-line format and as such, the majority, if not all of the assessment comments would have little to no value to the department. We were told, however, the assessment must occur regardless of the entirely new pedagogical revision taking place. No classes were taught in a hybrid or fully on-line format during our previous review.

In addition, per the WSU Graduate Council's requirement, this review is being conducted in Year Four, not Year Five. As such, Year Five data will not be available.

To-date, the graduate program in criminal justice was the university's first fully on-line graduate degree (initiated in the Summer of 2013) and is being marketed to potential candidates world-wide with the assistance of the university's marketing department. The majority of our professors have completed the WSU Master of On-line Teaching Certification (MOTC) and are assisted with technology funds through our program budget to ensure they are technologically up-to-date.

Since our previous review, all aspects of the program have been a work in progress and as such, all program application requirements, policies, and methods of delivery have gone through numerous revisions. Due to this transitional phase, most, if not all of our data are not reflective of the program in its current state. Within the last year, criminal justice faculty have approved a finalized version of all program application requirements, policies, and methods of delivery, and we feel confident that in conjunction with our new national marketing program, the Masters of Criminal Justice is moving in a positive direction.

B. Mission Statement

a. Description of Program Mission

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. Brief discussion of the alignment of the program mission with the mission, core themes, and strategic plans of Weber State University

The graduate program in criminal justice provides students world-wide with the opportunity to obtain a Masters of Criminal Justice from Weber State University's Department of Criminal Justice.

- 1) Access Theme – the move to a fully on-line program allows the graduate program in criminal justice to serve a student population without geographical boundaries. All qualified students are encouraged to apply without regard to demographic, legal, or personal challenges.
- 2) Learning Theme - taught by a diverse faculty with on-going technical support from WSU On-line, the graduate program in criminal justice allows students to explore a variety of topics relevant to today's modern criminal justice system. While engaged in a variety of modalities available through the university's Learning Management System (Canvas) and web-based testing platform (Chi-Tester), students are also challenged to explore the vast resources of the university library, as well as a number of web-based instructional tools.

- 3) Community Theme – the on-line structure of the graduate program in criminal justice extends our students' community and professional reach beyond the Watsach front.

C. Program and Curriculum

Program Description

Admission to the master's program is competitive and entrance restricted to well-qualified applicants. Applicants must possess an undergraduate degree in Criminal Justice or a related social or behavioral science area.

Each candidate is be evaluated on (1) past academic performance, (2) the quality of his/her personal statement, (3) letters of reference, and (4) 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
- A minimum overall GPA of 3.0
- 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
- Three letters of reference
- TOEFL scores for international students or students were English is not their first language

- i. Include a summary of degree requirements.

The Master of Criminal Justice degree requires the completion of 36 semester hours. A minimum GPA of 3.0 for all courses is required for graduation.

Students must complete the following four core courses and receive a grade of “B-“ or better in each course.

- MCJ6000 – Criminal Justice Statistics (3)
- MCJ6100 – Contemporary Criminal Justice (3)
- MCJ6110 – Research Methods in Criminal Justice (3)
- MCJ6120 – Theories of Crime and Delinquency (3)

In addition, students must complete an additional 24 semester hours of elective coursework. Students are allowed one "C" grade (C-, C, C+) during the course of completing their electives with all remaining coursework completed with a grade of "B-" or better.

Elective Courses

- MCJ 6130 - Law and Social Control (3)
- MCJ 6140 - Technology and Innovation in Criminal Justice (3)
- MCJ 6150 - Diversity Issues 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 6810 - Experimental Course (1-3)

ii. List the program level learning outcomes

- 1) Analyze the key issues affecting our criminal justice system
- 2) Synthesize and apply theoretical foundations
- 3) Discriminate between various methodological techniques and their use

iii. Include a list of course titles and numbers (combine ii and iii in a curriculum-grid like chart, example below)

Core Program Courses	Program Learning Outcomes		
	Analyze the key issues affecting our criminal justice system	Synthesize and apply theoretical foundations	Discriminate between various methodological techniques and their use
MCJ 6000 Criminal Justice Statistics	1	2	3
MCJ 6100 Contemporary Issues in Criminal Justice	3	2	1
MCJ 6110 Research Methods in Criminal Justice	1	2	3
MCJ 6120 Theories of Crime and Delinquency	2	3	1

1 = Introduced, 2 = Emphasized, 3 = Mastered

- iv. Web address for WSU catalog page AND any program webpages which provide a description of the program's curriculum, degree requirements, and course descriptions.

WSU Catalog Page: http://catalog.weber.edu/preview_program.php?catoid=9&poid=3432&returnto=1871

Graduate Program Curriculum: <http://www.weber.edu/mcj/courses.html>

Graduate Program Degree Requirements: <http://www.weber.edu/mcj/courses.html>

Graduate Program Course Descriptions: <http://www.weber.edu/mcj/courses.html>

b. Evidence of ongoing demand for the program

Academic Year	New applications	Admitted Applicants	Selectivity (%)	Applicants Enrolled	Yield (%)	Matriculated Students [IR]	Matriculated International Students [IR]	Number of Graduates (Sum, Fall, Spr) [IR]
2014-15	8	8	100	7	88	7	0	1
2013-14	22	15	68	10	67	10	0	8
2012-13	22	9	41	6	67	6	0	14
2011-12	12	11	92	10	91	10	0	12

i. Enrollment History:

Academic Year	Number of Majors
2014-15	22
2013-14	18
2012-13	21
2011-12	33

Academic Year	Faculty/Student ratios across program curr.
2014-15	n/a
2013-14	6.2
2012-13	7.73
2011-12	12.91

- ii. Number of 3 cr. Hr. graduate courses offered for the past five years:
(Data available in custom Crystal (Argos) Report – exclude all directed study, consulting project, thesis writing courses)

Academic Year	Summer	Fall	Spring
2014-15	4	5	4
2013-14	5	5	7
2012-13	6	5	7
2011-12	6	9	9

- iii. Mean 3 cr. Hr. course enrollment per semester:

Academic Year	Summer	Fall	Spring
2014-15	7.5	7.8	8.5
2013-14	6.4	8.2	8.4
2012-13	5.8	9.8	5.2
2011-12	10.5	8.4	6.7

- iv. Average time to degree completion (months): 15

- v. List any standardized test scores which are required for admission to the program (GRE, GMAT, etc.): None
Are these scores waived under certain circumstances? n/a Explain n/a

- vi. List all forms of English language competency tests or coursework (and minimum scores) required of international applicants: TOEFL (minimum score: acceptance by the WSU International Student and Scholar Center).
- vii. Enrollment projections – briefly describe enrollment patterns and factors influencing demand for the degree for the recent past and over the next few years.

In 2013, we began working with the WSU Marketing Department to increase the scope of our program's exposure. To-date, we are advertising with the Praetorian Group, based out of San Francisco, CA and Utah Digital Services, based out of Salt Lake City, UT. The Praetorian Group marketing campaign is designed to reach officers working in both corrections and law enforcement through their websites CorrectionsOne.com and PoliceOne.com (some of the largest websites focusing on the corrections and law enforcement communities). Utah Digital Services is a direct e-mail scheme used to reach a variety of academic outlets in various locations throughout the country. Since beginning these campaigns, we have seen steady growth in our enrollment and during the Fall, 2015 semester, we had our largest incoming class (11 students) since going fully on-line. Predictions at this point indicate enrollment figures will maintain stable growth as long as funds are available to continue these marketing campaigns.

c. Student profile:

i. Please provide information on the entering class for each of the past 5 years: (we do not collect these data)

Entering Class	Ave. GRE	Ave. GMAT	Ave. GPA (undergrad)	Ave. Age (years)	Ave. Post-Undergrad. Work Experience (months)
2014-15					
2013-14					
2012-13					
2011-12					

ii. Top five undergraduate majors represented in your program:

1. Criminal Justice
2. Sociology
3. Psychology
4. Criminology
5. Political Science

iii. Top five employers of your students pre- and/or post-graduation: (we do not collect these data)

1. _____
2. _____
3. _____
4. _____
5. _____

iv. *List the most common career fields represented among your students:*

Law Enforcement

Corrections

Legal

v. *Does your program provide career placement services: No. Describe: n/a*

vi. *List any recent awards, honors or recognition received by your students. (we do not collect these data)*

Summary Information (as needed)

D. Student Learning Outcomes and Assessment

Measureable Learning Outcomes

At the end of their study at WSU, students in this program will

1. Analyze the key issues affecting our criminal justice system
2. Synthesize and apply theoretical foundations
3. Discriminate between various methodological techniques and their use

Summary Information (as needed)

Evidence of Learning: Courses within the Major

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 1.A: "Analyze the key issues affecting our criminal justice system"	Measure 1: Standardized exams and quizzes	Measure 1: Overall score of 80 or better	Measure 1: Mean score: 86	Measure 1: Students successfully demonstrated the ability to analyze the key issues affecting our criminal justice system	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: Forum posts	Measure 2: Overall score of 80 or better	Measure 2: Mean score 84	Measure 2: Students successfully demonstrated the ability to analyze the key issues affecting our criminal justice system	Measure 2: No curricular or pedagogical changes needed at this time
Learning Outcome 2.A: "Synthesize and apply theoretical foundations"	Measure 1: Research papers	Measure 1: Overall score of 80 or better	Measure 1: Mean score 83	Measure 1: Students successfully demonstrated the ability to synthesize and apply theoretical foundations	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: Forum posts	Measure 2: Overall score of 80 or better	Measure 2: Mean score 84	Measure 2: Students successfully demonstrated the ability to synthesize and apply theoretical foundations	Measure 2: No curricular or pedagogical changes needed at this time

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 2.A: "Discriminate between various methodological techniques and their use"	Measure 1: Standardized exams and quizzes	Measure 2: Overall score of 80 or better	Measure 1: Mean score 89	Measure 1: Students successfully demonstrated the ability to discriminate between various methodological techniques and their use	Measure 1: No curricular or pedagogical changes needed at this time
	Measure 2: Research papers	Measure 2: Overall score of 80 or better	Measure 2: Mean score 83	Measure 2: Students successfully demonstrated the ability to discriminate between various methodological techniques and their use	Measure 2: No curricular or pedagogical changes needed at this time

*At least one measure per objective must be a direct measure. Indirect measures may be used to supplement evidence provided via the direct measures.

Summary Information (as needed)

Evidence of Learning: High Impact or Service Learning

* We do not offer any High Impact or Service Learning Courses

Summary Information (as needed)

E. Academic Advising

Advising Strategy and Process

Due to the on-line nature of our program, academic advising occurs in two primary ways:

1) Program notification e-mails – graduate students receive reminder e-mails at the beginning and end of each semester covering matters such as registration, course offerings, the Student Handbook/Policies, and other programmatic issues.

2) Informal advising with the Graduate Director done at the student’s request. Informal advising takes place either face-to-face, by e-mail, through phone conversations, or electronically via Google Hangouts.

Effectiveness of Advising

To-date, we are not aware of any issues concerning academic advising. Assessing the effectiveness of academic advising will be part of our program assessment once faculty feel program stability has been reached.

Past Changes and Future Recommendations

Integrate advising effectiveness component into our program assessment.

F. Faculty and Teaching

- a. Describe the minimum qualifications required of graduate faculty (e.g., degree, professional experience):

Minimum Qualifications: tenured or tenure-track criminal justice faculty with a field related doctoral degree.

All full-time faculty teaching in the graduate program have doctoral degrees. 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 Officer from Utah. Dr. Horn consults with a number of crime scene units throughout northern Utah. Dr. Denniston has worked in criminal prosecution, defense, and appeals.

Professor Michael Chabries, recently retired from full-time employment in the Department of Criminal Justice and has a Masters degree. Professor Chabries has been a law enforcement officer, Chief of Police for

a number of law enforcement agencies, and the Director of the Utah Department of Corrections (it is anticipated that Mike will be our last non-tenure track professor in the graduate program).

- b. Faculty Demographic Information – list all faculty who teach in the program:

Name	Home Dept	Title/Qual	Type (tenure, tenure track, contract or adjunct)	Gender	Ethnicity
David Lynch	CJ	Professor	Tenured	M	White
Scott Senjo	CJ	Professor	Tenured	M	Cauc.
Bruce Bayley	CJ	Professor	Tenured	M	N. Amer
Brent Horn	CJ	Associate Professor	Tenured	M	White
Bradford Reyns	CJ	Assistant Professor	Tenure Track	M	White
Molly Sween	CJ	Assistant Professor	Tenure Track	F	White
Mark Denniston	CJ	Assistant Professor	Tenure Track	M	White
Monica Williams	CJ	Assistant Professor	Tenure Track	W	White
Michael Chabries	CJ	Instructor	Contract: FT	DNI	DNI

M=Male, F=Female, W=Woman, N.Amer=Native American, Cauc.=Caucasian, DNI=Did Not Identify

- c. Faculty compensation:

- i. Overload per course: \$4500.00/\$3500.00

Is this adjusted for enrollment? No

Explain: If a professor/instructor is MOTC certified, he/she receives \$4500.00 per overload graduate course (MOTC = Master of On-line Teaching Certification – certification is offered through WSU-Online). If a professor/instructor is not MOTC certified, he/she receives \$3500.00 per overload graduate course.

- ii. Departmental cost per course (if any) associated with in-load teaching (e.g. supplemental pay, replacement adjunct hires, etc.):

Adjunct replacement: \$2760.00

- iii. Percentage of graduate courses taught in most recent AY:

in-load: 8

overload: 10

- iv. Describe the faculty compensation model for thesis advising, directed study, supervision of student consulting projects / internships, etc.

None – there is no additional compensation outside of the overload teaching described above. The only additional duties are committee service and such activities are considered departmental service.

d. Programmatic/Departmental Teaching Standards

Faculty Qualifications

<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
Bruce Bayley	Family and Human Development (Utah State)	Professor
Brent Horn	Chemistry (Brigham Young)	Associate Professor (Forensics)
Bradford Reynolds	Criminal Justice (U of Cincinnati)	Assistant Professor
Molly Sween	Sociology (Iowa State)	Assistant Professor
Mark Denniston	JD (University of Iowa) Ph.D. Political Science (U of Colorado)	Assistant Professor
Monica Williams	Sociology (University of California-Davis)	Assistant Professor

All of our tenured and tenure-track faculty are active in research 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

Finally, 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)
- Seven Deadly Sins: Constitutional Rights and the Criminal Justice System (Carolina Academic Press – in press)

Evidence of Effective Instruction

- i. Regular Faculty – due to the constant implementation and revision of program/course pedagogy since our last review, we did not collect aggregate data on this topic at this time as those data would not provide any substantive value - course evaluations are, however, available upon request
- ii. Adjunct Faculty - n/a

Mentoring Activities

All new faculty have as their mentor the Department Chair and Graduate Director during the first year teaching in the program. These relationships include the following:

1. An initial meeting with the Chair and 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. All graduate faculty are assessed through formal faculty course evaluations given at least once a year.

Diversity of Faculty

The diversity of the graduate program is directly related to the diversity of the department faculty. As such, we have six males and two females among the tenured/tenure-track professors. All graduate faculty are Caucasian (the department recently hired Heeuk D. Lee – Dr. Lee is a male of South Korean descent and will start teaching in the graduate program in the summer of 2016).

There is also diversity of thought among our graduate faculty with tenured and tenured-track professors possessing doctoral degrees in a variety of disciplines ranging from criminal justice and law to chemistry and family/human development (see table above).

Ongoing Review and Professional Development

Graduate faculty are reviewed by the Department Chair on an annually, as well as department/college/university reviews during their third year, sixth year, 12th year, and every five years upon making full professor.

Professional development is encouraged and funding through a variety of competitive department, college, and university options. To help encourage

professional development, the graduate program allocates \$750.00 annually to each professor who teaches in the program during any given academic year (this budget, however, may have to be curtailed as our annual program budget remains the same, but program demands grow and more funding is shifted to cover teaching costs).

G. Support Staff, Administration, Facilities, Equipment, and Library

Adequacy of 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 six 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. This includes the recent transfer of the graduate budget and accounting responsibilities from the Dean's office to the Department of Criminal Justice. 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.

- i. Ongoing Staff Development
Faye attends regular staff development that covers policy/procedures, system updates, and computer program reviews as part of her regular departmental training.

Adequacy of Administrative Support

The graduate program has an excellent relationship with Dean Harrold of the College of Social and Behavioral Sciences. Dean Harrold has been extremely supportive of the move to a fully-online format and has encouraged the new pedagogical structure and national marketing program. As such, administrative support is more than adequate.

Adequacy of Facilities and Equipment

Facilities – n/a

Equipment – all faculty have university supplied desktop and or laptop computers with a variety of software programs necessary to conduct a fully on-line course. In addition, faculty were provided with program sponsored laptop computers with video and audio capabilities so faculty could conduct their courses from any location at anytime. As such, program equipment is more than adequate.

Adequacy of Library Resources

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 such, library resources are more than adequate.

H. Relationships with External Communities

Description of Role in External Communities

See Appendix E

Summary of External Advisory Committee Minutes – n/a

I. Results of Previous Program Reviews

Problem Identified	Action Taken	Progress
Issue 1 – Scheduling and staffing	Previous 5 Year Program Review:	
	Year 1 Action Taken: Faculty were allowed to teach one graduate course in-load	Still in place
	Year 2 Action Taken: Due to the flux of the program’s enrollment and admissions, a set scheduling scheme was not possible	Until the program grew and enrollment stabilized, a set schedule was not possible
	Year 3 Action Taken: Due to the flux of the program’s enrollment and admissions, a set scheduling scheme was not possible	Until the program grew and enrollment stabilized, a set schedule was not possible
	Year 4 Action taken: Due to the flux of the program’s enrollment and admissions, a set scheduling scheme was not possible	Until the program grew and enrollment stabilized, a set schedule was not possible (this has changed as of this year and we now schedule courses one year in advance)
Issue 2 – Outcomes assessment	Previous 5 Year Program Review:	
	Year 1 Action Taken: Faculty discussed the possibility of having students take a cumulative exam, but rejected the idea given our focus on educating current professionals	Discussions continued on how best to assess the four core courses
	Year 2 Action Taken: Faculty continued discussions on best to assess the program, but seemed to be settling on a course-by-course review of the core	A tentative assessment plan was developed

	Year 3 Action Taken: A tentative assessment plan to assess the core courses was put in place – program assessment was to be done by the faculty member in charge of the department’s undergraduate assessment	Initial data collection and dissemination began
	Year 4 Action taken: Program assessment of the four core courses continued	Data collection and dissemination continued
Issue 3 – Major Changes to Graduate Curriculum	Previous 5 Year Program Review:	
	Year 1 Action Taken: Faculty discussed the direction and content of the program	Faculty began reviewing other graduate programs that focused on working professionals
	Year 2 Action Taken: Faculty voted to drop Diversity as a core course (moving the course to elective status) and per the review committee’s recommendation, added a graduate level statistics course in its place	The necessary program changes took place to drop diversity as a core course, move it to an elective course, and institute a graduate level statistics class
	Year 3 Action Taken: The new statistics core course was introduced	MCJ6000 – Criminal Justice Statistics was now part of the program’s core
	Year 4 Action taken: Faculty began discussing which elective courses to keep and which to drop so elective courses aligned with current faculty interests/expertise	Elective courses that no longer had someone to teach them were dropped – all core elective courses now have a designated faculty member assigned to teach them – core courses also have a designated backup faculty to in case the primary professor is unavailable

Issue 4 – High Teaching Loads	Previous 5 Year Program Review:	
	Year 1 Action Taken: Faculty were allowed to teach one graduate course in-load	Still in place
	Year 2 Action Taken: There was a discussion among faculty concerning the use of graduate funds to pay for course releases	Due to the costs of maintaining a marketing budget, the use of graduate funds to pay for course releases was not economically feasible
	Year 3 Action Taken: Faculty discussed various ways to reduce faculty workload so professors would have time for service and research	No action taken as it appeared university administration was not open to reducing faculty workloads at this time
	Year 4 Action taken: Faculty continued to discuss various ways to reduce faculty workload so professors would have time for service and research	No action taken as it appeared university administration was not open to reducing faculty workloads at this time
Issue 5 – Department Focus and M.S. Program Audience	Previous 5 Year Program Review:	
	Year 1 Action Taken: Faculty began discussions on what our program focus and target audience would be	Discussions were continued
	Year 2 Action Taken: Faculty decided our focus would be those currently working in a criminal justice related field and not as a feeder type program for those wishing to move onto doctoral work	Department focus and program audience was finalized
	Year 3 Action Taken: No action taken	No action taken
	Year 4 Action taken: No action taken	No action taken

Issue 6 – Budget Priorities	Previous 5 Year Program Review:	
	Year 1 Action Taken: Budget review	A better sense was acquired as to what the various program costs were and how money could be allocated to meet those demands
	Year 2 Action Taken: Budget review	A better sense was acquired as to what the various program costs were and how money could be allocated to meet those demands – Note: additional funding for department/program secretary Faye Medd was proposed to the college Dean, but we were told the program could not allocate funds from the program to help subsidize her additional duties and the college was not willing to increase her pay – it was suggested we use program funding to hire a part-time person to help cover additional program duties, but due to increased marketing costs, this is not possible
	Year 3 Action Taken: Marketing review	As the program went fully on-line, an annual marketing budget was explored and a tentative marketing budget was developed
	Year 4 Action taken: Marketing and program needs review	The realities of maintaining a robust marketing budget were realized and allocations were divided into teaching, marketing, and program support

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1: A more comprehensive assessment plan for the four core courses	Current 5 Year Program Review:
	Year 1 Action to Be Taken: Discuss whether or not the faculty want to continue using our current assessment plan
	Year 2 Action to Be Taken: If current assessment plan is deemed adequate by the faculty, discussions will begin on how best to revise our graduate assessment – if the faculty deems the assessment to be adequate, we will begin discussions on how best to align our data collection with the expectations of these larger assessments
	Year 3 Action to Be Taken: To be decided based upon the decisions made during Year 2
	Year 4 Action to Be Taken: To be decided based upon the decisions made during Year 3
Issue 2: Artifact collection	Current 5 Year Program Review:
	Year 1 Action to Be Taken: Collaborate with the university so clear guidelines are provided on what type of artifacts are required (for example, we’ve never heard of the artifact examples provided in this template)
	Year 2 Action to Be Taken: Design a plan for artifact collection
	Year 3 Action to Be Taken: Begin collecting required artifacts
	Year 4 Action to Be Taken: Continue collecting required artifacts

Summary Information (as needed)

K. Action Plan for Staff, Administration, or Budgetary Findings – See “Issue 6” under “Results of Previous Program Reviews”

Summary Information (as needed)

L. Summary of Artifact Collection Procedure

We do not collect program artifacts at this time.

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
(i.e. Final Project Rubric)		(i.e. end of semester)	(i.e. electronic copies)
(i.e. Chi Tester Outcome Report)		(i.e. 2-3 times per semester)	(i.e. electronic format, chi tester warehouse)

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Master of Criminal Justice	2010-11	2011-12	2012-13	2013-14	2014-15
Student Credit Hours Total ¹	609	629	360	399	309
Student FTE Total ²	25.38	26.21	15.00	16.63	12.88
Student Majors ³	25	33	21	18	22
Program Graduates ⁴	16	12	14	8	1
Student Demographic Profile ⁵					
Female	16	3	7	6	8
Male	9	12	14	13	15
Faculty FTE Total ⁶	1.64	2.03	1.94	2.68	n/a
Adjunct FTE	1.53	2.03	1.94	2.68	n/a
Contract FTE	0.11	0	0	0	n/a
Student/Faculty Ratio ⁷	15.47	12.91	7.73	6.20	n/a

Note: Data provided by Institutional Research

Summary Information (as needed)

Appendix B: Contract/Adjunct Faculty Profile - n/a

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise

Summary Information (as needed)

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Faye Medd	DNI	DNI	Secretary II	13	Office Management

DNI=Did Not Identify

Summary Information (as needed)

Appendix D: Financial Analysis Summary

Master of Criminal Justice					
Funding	10-11	11-12	12-13	13-14	14-15
Appropriated Fund	57,521	54,655	60,000	113,388	76,435
Other:					
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	15,726	14,942	16,404	31,000	20,897
Total	73,247	69,597	76,404	144,388	97,332

Note: Data provided by Provost’s Office

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Dr. David Lynch	Board Member – WSU Law Enforcement Academy Advisory Board
Dr. Brent Horn	Utah State Crime Lab
	Weber Metro Crime Scene Unit
	Layton City Crime Scene Unit
	Boy Scouts of America
	National Science Olympiad
	Utah State Science Olympiad
	Utah International Association for Identification
Dr. Bruce Bayley	Board Member – WSU Law Enforcement Academy Advisory Board
	Consults with Utah Peace Officers Standards and Training (POST) on ethics and ethics training
	Conducts research for the Utah Sheriff’s Association on alcohol and drug use among inmates, and officer/civilian job satisfaction
	Board Member – Utah Peace Officer Standards and Training (POST)
Dr. Molly Sween	Works with the Utah Board of Juvenile Justice on Disproportionate Minority Contact

Appendix F: External Community Involvement Financial Contributions – n/a

Organization	Amount	Type
		Grant
		Contract
		Donation