



Program Review Self-Study Template

Academic unit: School of Community Affairs (Criminal Justice and Forensic Science)

College: LAS

Date of last review December 2009

Date of last accreditation report (if relevant) N/A

List all degrees described in this report (add lines as necessary)

Degree: Master of Arts (MA) Criminal Justice _____ CIP code: 43.0104 _____

Degree: Bachelor of Science (BS) Criminal Justice _____ CIP code: 43.0104 _____

Degree: Bachelor of Science (BS) Forensic Science _____ CIP code: 43.0111 _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name _____ Signature _____

Ryan Alexander, Assistant Professor _____ Not Available

Andi Bannister, Professor _____ Andi Bannister

Jodie Beeson, Assistant Professor, _____ Jodie Beeson

Michael Birzer, Professor and Director _____ Michael Birzer

Alison McKenney-Brown, Fairmount Lecturer _____ Not Available

Delores Craig-Moreland, Associate Professor (phased retirement, 0.67) _____ Not Available

Ron Iacovetta, Associate Professor (phased retirement, 0.67) _____ Not Available

Michael Palmiotto, Professor and Undergraduate Coordinator _____ M. Palmiotto 6-29-11

Martha Smith, Associate Professor _____ M. Smith Read 6/28/2011

Submitted by: Michael Birzer Date 6-27-2011
Michael Birzer, Professor and Director

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

The School of Community Affairs, including the disciplines of Criminal Justice, Forensic Science, and Ethnic Studies, provides a unique combination of teaching, research, and service-oriented resources to the students of Wichita State University, regional governmental and service organizations, and the community of south-central Kansas. Through its interdisciplinary academic programs, the School promotes the highest levels of applied scholarship. Through its interdisciplinary research and service activities, the School furthers the exchange of knowledge and skills between the community and the University. Through its interdisciplinary public service efforts, the School provides knowledge and skills to assist in meeting the challenges of a constantly changing local, regional, and world community.

Specific Forensic Science Program Mission

The mission of the *forensic science program* is to develop professional, ethical graduates whose competence in problem-solving, quantitative reasoning, investigation, and scientific laboratory procedures can be applied to immediate employment or advanced graduate level study.

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

The mission statement of the university states, in part, "Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community." The School of Community Affairs (SCA) is a natural complement to the larger university mission. The academic programs and service centers in the SCA strive to maintain a balance between traditional liberal arts education, while at the same time providing the skills that graduates will need in the workplace and as citizens of a diverse and dynamic society. The SCA was organized in 1999 to enhance the University's urban serving mission. The SCA offers degree programs in Criminal Justice (BS & MA), Forensic Science (BS), as well as offering a field studies major in Ethnic Studies. Two service/research centers (Regional Community Policing Training Institute and the Midwest Criminal Justice Institute) provide community outreach designed to advance the university's urban serving mission.

Has the mission of the Program (s) changed since last review? Yes No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

The gerontology program (now called Aging Studies) was moved to the College of Health Professions. In light of this move, we no longer include the program in our mission.

Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes No

d. If yes, describe the changes in a concise manner.

Criminal Justice

The *Bachelor of Science in Criminal Justice* program has a strong social science orientation designed to assist students in understanding the causes of criminal behavior, the dynamics of criminal law and the judicial system, and the functions and organization of social control and the criminal justice system. Academic preparation coexists with opportunities for practical experience through internships and cooperative education. In terms of program goals, the BS in Criminal Justice seeks to:

- Prepare individuals for entry positions in the criminal justice field.
- Foster professional growth and a commitment to lifelong learning for students and faculty.
- Utilize an ethical framework and an understanding of legal constraints to make decisions as a criminal justice professional.
- Apply critical thinking skills and logic to analyze and solve a variety of complex problems in the criminal justice environment.

Main outcome measure of student learning:

- Students will demonstrate proficiency and a conceptual and comprehensive knowledge of the criminal justice system from both a historical perspective and from current and evolving themes and practices.
- Students will demonstrate an understanding of criminological theory and how it applies to social policy.
- Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature.

The *Master of Arts in Criminal Justice* is viewed as a broad, interdisciplinary study which encompasses the scientific study of crime, criminals, and the criminal justice system. The Master's program focuses on solid theory and criminal justice practice in the belief that neither stands alone. The integration of theory and practice prepares students for positions in criminal justice system practice, management, policymaking, and in preparation for further graduate study at the doctoral level. In terms of program goals, the MA in Criminal Justice seeks to:

- Foster an understanding of the conceptual and theoretical frameworks that inform the study of crime and justice
- Enable students to be informed consumers of criminal justice research knowledge
- Broaden students' knowledge of current and evolving trends in the criminal justice field (police, courts, and corrections)
- Prepare students' to assume leadership, policymaking, research, and instructional responsibilities in the criminal justice field.

Main outcome measure of student learning:

- Students will demonstrate advanced proficiency and a conceptual and comprehensive knowledge of the criminal justice system from both a historical perspective and from current and evolving themes and practices.
- Students will demonstrate an advanced understanding of criminological theory and how it applies to social policy.
- Students will demonstrate an advanced proficiency in writing skills and an understanding of how to explore criminal justice literature.

Forensic Science (BS). The Bachelor of Science in Forensic Science was approved by the Kansas Board of Regents in 2005 and the first courses were offered in the fall semester of 2005. The Forensic Science degree is designed to meet an increasing demand for trained forensic scientists and technicians. No other university in the State of Kansas offers an undergraduate degree in Forensic Science. Similar programs exist in only nineteen other universities throughout the United States. An individual with this degree can be assigned to virtually any aspect of a forensic investigation with less pre-service training and is therefore considered a more potentially viable employee within a typical crime laboratory setting. This program capitalizes on the diversity of academic resources available at WSU and produces forensic generalists, rather than narrowly focused specialists. In terms of program goals:

- The forensic science program aims to provide a solid foundation in the basic sciences which will allow graduates to follow a number of career paths including professional and graduate school.
- To promote partnerships with academic and operational forensic science organizations both locally and nationally.

Main outcome measure of student learning:

FS 498 & 499 represents the capstone courses for Forensic Science students. Students study the entire process of the scientific analysis of evidence from a crime scene, identifying evidence in the court room, and testifying in a court proceeding. Students are

evaluated on each component of the process by final papers for each course, i.e., the Crime Scene Report for FS498 and the Evidence Presentation for FS499. Students are also evaluated on their writing skills in these final papers.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

BS Forensic Science

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY									
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE												
			TTF	GTA	O												
Year 1→	*0(FL08)	*0(FL08)	0(FL08)	1	0(FL08)	23(08)	16 (07)	6 (08)									
Year 2→	*0(FL09)	*0(FL09)	0(FL09)	1	0(FL09)	57(09)	17 (08)	3 (09)									
Year 3→	*0(FL10)	*0(FL10)	0(FL10)	1	0(FL10)	62(10)	20 (09)	1 (10)									
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE									
Year 1→	*---SEE NOTE BELOW IN NARRATIVE SECTION---					---	*	*	*								
Year 2→						---	*	*	*								
Year 3→						---	*	*	*								
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	***	****	Juried	*****	Juried	Non-Juried				
Year 1→CY08																	
Year 2→CY09																	
Year 3→CY10																	

** Winning by competitive audition. ***Professional attainment (e.g., commercial recording). ****Principal role in a performance. *****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

*As FS is a part of Community Affairs with faculty serving different programs, indicate number of faculty (and instructional FTE) teaching in the undergraduate program.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

***Note: The Forensic Science program is facilitated completely utilizing adjunct lecturers who are content experts in the field of forensics.** Of the four adjuncts teaching in the program, three are forensic chemists currently employed by the Sedgwick County Regional Forensic Science Center (including the director of the Sedgwick County Regional Forensic Science Center). The other adjunct lecturer is employed by the Wichita Police Department as a supervising crime scene investigator. Each of these adjunct lecturers has requisite graduate degrees in chemistry, forensic science, and/or criminal justice.

2b. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

BS Criminal Justice

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY	
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE				
			TTF	GTA	O				
Year 1→	9 (FL 2007)	9 (FL 2007)	8.8	0	7.8	9,763 (08)	232 (07)	72 (08)	
Year 2→	7 (FL 2008)	7 (FL 2008)	8.6	0	9.9	10,266 (09)	208 (08)	66 (09)	
Year 3→	6 (FL 2009)	5 (FL 2009)	7.6	0	8.7	10,750 (10)	213 (09)	75 (10)	
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE	
						↓			
Year 1→						16.6	588	14	4
Year 2→						18.5	555	11	3
Year 3→						16.3	659	13	5

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	**	***	****	Juried	*****	Juried	Non-Juried				
	AWARDED																
Year 1→CY08	9	1		5										1	1	3	\$564,000
Year 2→CY09	6	6		8						1				3	2	2	\$675,000
Year 3→CY10	3	6		6										2	3	1	\$650,000

Winning by competitive audition. *Professional attainment (e.g., commercial recording). ****Principal role in a performance. *****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

*As CJ is a part of Community Affairs with faculty serving different programs, indicate number of faculty (and instructional FTE) teaching in the undergraduate program.

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

Scholarly activity is one measure of faculty quality. The scholarly achievements of the criminal justice faculty over their academic careers have been remarkable. Faculty publications have appeared in a wide variety of journals some of them top tiered, including but not limited to, *Deviant Behavior, European Journal of Criminal Policy and Research, Western Criminological Review, Criminal Justice and Behavior, Journal of Criminal Justice Education, Journal of Research in Crime and Delinquency, Journal of Criminal Justice, Law Enforcement Executive Forum, Police Practice and Research: An International Journal, International Journal of Comparative Criminology, Journal of Family Violence, Police Quarterly, Professional Issues in Criminal Justice: A Professional Journal, Criminal Justice Studies: A Critical Journal of Crime, Law and Society, Federal Probation, Security Journal, Free Inquiry in Creative Sociology, Journal of Offender Therapy, Comparative Criminology, and Psychological Reports.* Moreover, a group of researchers from Sam Houston State University recently ranked the criminal

justice faculty at WSU seventh in the United States for the most textbooks published by faculty members.¹ We are proud of this national ranking.

Collectively, the criminal justice faculty delivered invited papers internationally in England, Thailand, Germany, Poland, Japan and India. Several faculty serve in editorial roles with academic journals and university presses. Additionally, the majority of criminal justice faculty members are active members of professional and academic societies.

The criminal justice faculty demonstrates exceptional success in securing external grants and contracts. For example, from 2008 – 2010 the criminal justice faculty procured \$1,889,000 in external funding. Moreover, the School of Community Affairs has a long history of procuring external grants. Since the year 2000, faculty procured approximately \$10 million in external grants, consultancies, and contracts. It should be noted that a generous amount of this grant activity is the result of Dr. Andi Bannister who serves as director of the Regional Community Policing Training Institute. The institute is one of the service arms of the School of Community Affairs.

The majority of faculty in criminal justice program have been nominated at least once for the Academy for Effective Teaching Award (since 2007, there have been 22 nominations of criminal justice faculty). Student evaluations of faculty teaching, reflected in both the Student for Effective Teaching (SPE), and the IDEA diagnostic instrument are consistently high.

One faculty member, (Dr. Michael Palmiotto) was the 2006 and 2008 recipient of the prestigious Fulbright Scholar Award. Subsequently, he served as a Visiting Professor at the University of Belgrade Law School, and at the University of Kragujevac Law School in the city of Kragujevac, Serbia.

Efforts to recruit and retain faculty are ongoing. Faculty members as a matter of routine make contact with potential applicants at national and international conferences and secure vita's for potential applicant recruitment. We have found that this approach has been successful in the past. When a search is conducted, we advertise in the Chronicle of Higher Education, and professional societies, as well as sending notice of position(s) vacancy to minority and underrepresented group venues (including Historical Black Colleges and Universities).

Faculty members typically teach six courses per academic year (3 and 3). All criminal justice faculty teach in both the undergraduate and graduate program. The graduate coordinator (Dr. Michael Palmiotto) currently receives a one course reduction because of the added duties of the position. He is not only responsible for advising all undergraduate students, but he also is the cooperative education/internship coordinator. Strictly speaking, this is the equivalent to teaching a course (each semester there are between 15-20 students enrolled in coop/internships). Likewise, the director of the Regional Community Policing Training Institute has a total course buy out due to center's significant work and external grant funding.

(MA) Criminal Justice

2c. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates and scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE			
			TTF	GTA	O			
Year 1→	9 (2007)	9 (2007)	8.8	1	0	791	33 (07)	15 (08)
Year 2→	7 (2008)	7(2008)	8.6	1	0	1,346	52 (08)	20 (09)
Year 3→	6 (2009)	5 (2009)	7.6	1	0	1,421	52 (09)	27 (10)

¹ See Oliver, Willard M., Sam Swindell, John Marks Jr., and Ken Balusek (2009). "Book 'em Dano: The Scholarly Productivity of Institutions and Their Faculty in Criminal Justice Books." *Southwest Journal of Criminal Justice*, Vol. 6(1):59-78.

Total Number Instructional (FTE) – TTF+GTA+O										SCH/ FTE	Majors/ FTE	Grads/ FTE					
Year 1→										9.8	81	3.3	4.5				
Year 2→										9.6	140	5.4	3.7				
Year 3→										8.6	165	6.0	4.5				
—NOTE: SAME DATA REPORTED HERE AS ABOVE IN TABLE 2B— Criminal Justice Faculty teach in both BS and MA programs																	
Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non- Ref	Ref	Non- Ref	Ref	Non- Ref	**	***	****	Juried	*****	Juried	Non- Juried	AWARDED			
Year 1→CY08	9	1		5										1	1	3	\$564,000
Year 2→CY09	6	6		8						1				3	2	2	\$675,000
Year 3→CY10	3	6		6										2	3	1	\$650,000

** Winning by competitive audition. ***Professional attainment (e.g., commercial recording). ****Principal role in a performance. *****Commissioned or included in a collection. KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

*As CJ is a part of Community Affairs with faculty serving different programs, indicate number of faculty (and instructional FTE) teaching in the graduate program.

Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here: See BA Criminal Justice assessment above. Same applies to MA in Criminal Justice.

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester		ACT – Fall Semester (mean for those reporting)		
	CJ	FS	CJ	FS	All University Students
Year 1→	232 (07)	16 (07)	20.1	21.2	22.7
Year 2→	208 (08)	17 (08)	20.5	20.0	22.9
Year 3→	213 (09)	20 (09)	21.0	21.0	23.0

KBOR data minima for UG programs: ACT ≤20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Admitted - By FY	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with ≥54 hr reported) By FY		
			College GPA	University GPA
Year 1→	34 (08)	3.52	3.53	3.52
Year 2→	45 (09)	3.41	3.45	3.49
Year 3→	37 (10)	3.29	3.45	3.49

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

- c. Identify the principle learner outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e.

Criminal Justice (MA)

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Students will demonstrate an understanding of social science research methods and statistical analysis and their relevance in terms of research within the criminal justice system	Successful completion of CJ 802 w/ grade "B" or better CJ 897 with a grade of "B" or better in each.	07-08, n=11 (100% pass) 08-09, n=30 (100% pass) 09-10, n=25 (100% pass) 07-08, n=17 (100% pass) 08-09, n=22 (100% pass) 09-10, n=25 (100% pass)
Student will demonstrate a conceptual, comprehensive knowledge of the criminal justice system both from a historical perspective and from current and evolving practices. Students will also demonstrate an understanding of the elements of the CJ system that function properly as well as imperfections of the system.	Successful completion of CJ 894 with a grade of "B" or better. Successful completion of reflection/critique paper required in CJ894 (How should America deal with crime?)	07-08, n= 33 (100% pass) 09-09, n=25 (100% pass) 09-10, n=23 (100% pass) 07-08, n= 33 (100% pass) 09-09, n=25 (100% pass) 09-10, n=23 (100% pass)
Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature	Successful completion of library research paper with a grade of "B" or better.	07-08, n= 33 (100% pass) 09-09, n=25 (100% pass) 09-10, n=23 (100% pass)
Students will demonstrate an understanding of criminological theory and how it applies to social policy.	Successful completion of CJ893 with a grade of "B" or better Successful completion of major theory paper with a grade of "B" or better (part of CJ893)	07-08, n=16 (100% pass) 08-09, n=31 (100% pass) 09-10, n=22 (86% pass) 07-08, n=16 (100% pass) 08-09, n=31 (100% pass) 09-10, n=22 (86% pass)

Criminal Justice (BS)

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Students will demonstrate a proficiency a conceptual, comprehensive knowledge of the criminal justice system from both a historical perspective and from current and evolving themes and practices	Successful completion of CJ598 with the grade of "C" or better – including successful completion of an exploratory library paper as built into course curriculum	07-08, n=86 (100% pass) 08-09, n=62 (98% pass) 09-10, n=60 (100% pass)
Students will demonstrate an understanding of criminological theory and how it applies to social policy	Successful completion of CJ 593 with "C" or better	07-08, n=109 (98% pass) 08-09, n=70 (78% pass) 09-10, n=58 (95% pass)

Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature	Successful completion of an exploratory library research paper with a grade of "C" or better from CJ 598	07-08, n=86 (85% of papers passed) 08-09, n=62 (98% of papers passed) 09-10, n=60 (100 % of papers passed)
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Forensic Science (BS)

Learner Outcomes (most programs will have multiple outcomes)	Measurement (e.g., rubric, portfolios, rubrics, writing samples, exams)	Results
Students will be taken through the entire process of the scientific analysis of evidence from a crime scene, identifying evidence in the court room, and testifying in a court proceeding.	Students will be evaluated on each component of the process by their capstone final papers for each course, i.e. the Crime Scene Report for 498 & the Evidence Presentation for 499. Students will also be evaluated on their writing and communication skills on the final papers.	07-09, n=13 (100% pass) 08-09, n=2 (100% pass) 09-10, n= 4 (100% pass)

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). [*] If available, report by year, for the last 3 years			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison [±]
2007		See attached (internal assessment graduate students only)	1		N/A	N/A	N/A
2008		None (not done every year)	2		None		
2009		See attached (internal assessment graduate students only)	3		N/A	N/A	N/A

^{*}Available for graduate programs from the Graduate School Exit Survey. Undergraduate programs should collect internally. [±] If available.

- e. provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of:	Results	
	Majors	Non-Majors
-Oral and written communication		
-Numerical literacy		
-Critical thinking and problem solving		
-Collaboration and teamwork		
-Library research skills		
-Diversity and globalization		
---Not done at this time as this is a new reporting requirement ---		

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:
<http://www.aacu.org/value/rubrics/>

- f. Provide a brief assessment of the overall quality of the academic program using the data from tables in 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Also indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide assessment here:

The BA and MA programs in criminal justice appear to be sustaining enrollments and credit hour production, and the curriculum appears to be serving the needs of the students. Evaluation in the School of Community Affairs is utilized to make decisions about students' progress through the program, and to make decisions about the effectiveness of the program. The curriculum/program review committee within the SCA is tasked with studying the curriculum and reviewing data for all of degree programs offered by the School of Community Affairs. The committee makes recommendations about the adequacy of academic programs. The committee is made up of, three criminal justice faculty members. The Director of the SCA also discusses as needed with program faculty issues centering on curriculum, assessment, and evaluation.

On an annual basis, the SCA director, along with the Academic Coordinator examine aggregated data for the preceding year. This includes but is not limited to available surveys and anecdotal accounts of graduates, employers, number of admissions to each program, number of inquiries about our graduate program vs. actual applications and admissions, recruitment and marketing strategies, and external reviews if any occurred the previous year. Additionally, available student data in the undergraduate and graduate programs are examined to ensure that students are maintaining minimum course completion standards. Each program within the SCA is evaluated in-so-much that the students must meet specific standards some of which are embedded assessments within courses. In order to pass an assessment, students must achieve the specified criterion. To consider a program effective, 80% or more of the students should pass each assessment (i.e., standard criterion). As can be seen in the data reported above, all undergraduate and graduate programs indicate pass rates for each standard exceed the minimum percents (i.e., 70 or 80%) set for each proficiency. This indicates that the SCA programs are preparing students to meet the established parameters of learning. Of the 69 Criminal Justice Master's degree graduates since 2008, 12 students (17%) were admitted to Ph.D. or JD programs. Based on the available data, we believe our curriculum is effectively serving the needs of our students.

Forensic Science (BS): The BS in Forensic Science program was approved by the Kansas Board of Regents in 2005 and the first courses offered during the fall of 2005. The Forensic Science degree is designed to meet an increasing demand for trained forensic scientists and technicians. Currently there is an effort underway to develop a survey that students will complete during FS 499 in order to capture students' overall perceptions and experiences with the program. This data will be available for the next reporting period.

It is important to note that there is a pre-major designation for the Forensic Science program. Pre-majors are not depicted in the data reported in previously in this report. Students are designated a Pre-Forensic Science major until he or she successfully completes English 101 and 102, Communications 111, Math 111, Biology 210 and 211, and Chemistry 211 and 212. Once students complete these pre-major courses with a cumulative grade point average of 3.0, they may apply for admission into the Forensic Science Program. There are currently 46 Pre-Forensic Science majors.

The Forensic Science Program Coordinator meets a minimum of twice a year (once each semester) with the Forensic Science Coordinating Committee. The committee is comprised of representatives from the contributing departments (i.e., Biology, Anthropology, Chemistry, Criminal Justice, and Psychology). The primary purpose of these meetings is to make program admission decisions, and to review the forensic science curriculum in order to ensure that it reflects courses that best enhance student learning. The Forensic Science Program is not accredited by a special accrediting body.

4a. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Undergraduate (Combines FS and CJ)

Majors						Employment of Majors*						No. pursuing graduate or professional education	Projected growth from BLS**						
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % in state	Employment % in the field	Employment: % related to the field	Employment: % outside the field									
2007	128	128	Not available	Not available	78 (08)	See Below	See Below	See Below	See Below	See Below	33	Current year only ↓ 13%							
2008	119	119	Not available	Not available	69 (09)	See Below	See Below	See Below	See Below	See Below	52								
2009	138	138	Not available	Not available	76 (10)	See Below	See Below	See Below	See Below	See Below	52								
Race/Ethnicity by Major***										Race/Ethnicity by Graduate***									
	NRA	H	AI/AN	A	B	NH/PI	C	M R	UN K	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK	
2007	0	21	6	7	26	0	156	0	16	0	8	0	1	6	0	55	0	2	
2008	1	19	6	4	25	0	133	0	20	0	9	3	4	3	0	42	0	5	
2009	1	21	3	4	29	0	139	1	15	1	6	1	0	2	0	60	0	5	

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

Note: A plan will be put in place to collect missing data as required in the table above for the next reporting period.

However, the following commentary will provide some insight centering on the current reporting period.

Data collected on 2008 criminal justice graduates revealed that (n=26) accepted positions in a wide variety of criminal justice jobs within the state of Kansas (the majority in Sedgwick County). Data collected on 2009 criminal justice graduates, revealed that (n=18) accepted positions in criminal justice organizations. Once again, we recognize that there are gaps in these data and we are in the process of developing a system that more effectively will track criminal justice alumni. It is anticipated that additional data will be available for the next reporting period.

According to the U.S. Department of Labor, job opportunities for Criminal Justice professionals are predicted to increase between 10 and 22 percent by 2018. For example, judges, court clerks, police officers and criminal investigative positions, will experience a growth rate of 9 to 17 percent over this period. Private security professionals will see a significant growth rate of 18 to 26 percent. The Bureau of Labor Statistics reported that probation officers and correctional treatment specialists held about 93,000 jobs in 2004. According to the Department of Labor, in 2009 the median annual earnings of various occupations in the Criminal Justice field were as follows (not an exhaustive list):

- o Probation officers and correctional treatment specialists: \$45,910
- o Salaried private detectives: \$45,110
- o Police and sheriff's patrol officers: \$51,410
- o Police and detective supervisors: \$75,490
- o Detectives and criminal investigators: \$60,910
- o Correctional officers and detention personnel: \$38,380
- o First-line supervisors/managers of correctional officers: \$58,380
- o Court service officers (Bailiffs): \$38,570
- o Private detectives and security officers: \$41,,760
- o Fish and Game officers: \$48,930
- o FBI Special Agent (first year): Between \$61,100 - \$69,900 – depending on region
- o Special Agent - US Drug Enforcement Administration (Entry Level): \$55,483
- o Special Agent – US Secret Service (entry Level): Between \$43,964 and \$74,891

Forensic Science:

According to the Bureau of Labor Statistics, of all science technicians, forensic scientists currently earn the second highest annual salary. In 2004, the average pay rate for a forensic scientist was \$19.73 per hour, or approximately \$41,000 annually. The highest ten percent earned around \$31.49 per hour - \$65,500 annually. The pay range largely depends upon factors such as the type of specialty, years of experience, type of employment, and geographical location. The Bureau of Labor Statistics predicts that in the United States, the employment rate for the forensic scientist field is expected to grow steadily over the next decade. Current Nationwide trends estimate that job openings for forensic scientists will rise approximately 19 percent by 2012.

4b. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Utilize the table below to provide data that demonstrates student need and demand for the program.

Graduate (MA) in Criminal Justice

Majors						Employment of Majors*						No. pursuing graduate or professional education	Projected growth from BLS**						
Last 3 FYs – Su, Fl, and Sp	No. new applicants or declared majors	No. who enter or are admitted in the major	No. enrolled one year later	1 Year Attrition %	Total no. of grads	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field									
2008	36	34	Not available	“ “	15 (08)								Current year only						
2009	47	45	“ “	“ “	20 (09)								↓						
2010	37	37	“ “	“ “	27 (10)								13%						
Race/Ethnicity by Major***											Race/Ethnicity by Graduate***								
	NRA	H	AI/AN	A	B	NH/PI	C	M	U	N	NRA	H	AI/AN	A	B	NH/PI	C	MR	UNK
2007	1	0	0	0	6	0	24	0	2	0	0 (08)	0	0 (08)	2 (08)	0	12 (08)	0	0	1 (08)
2008	2	2	0	1	10	0	33	0	4	0	0 (09)	0	0 (09)	7 (09)	0	11 (09)	0	0	2 (09)
2009	1	4	1	3	6	0	32	2	3	1	1 (10)	0	2 (10)	4 (10)	0	18 (10)	0	0	1 (10)

* May not be collected every year

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

---See Above for BA Criminal Justice Narrative (same applies)---

.Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years) in the School of Community Affairs

Fall Semester	Year 1 -2007	Year 2 - 2008	Year 3 - 2009
UG Majors	39.0	39.2	37.2
Gr Majors	8.2	10.7	11.3
Non-Majors	52.8	50.1	48.5

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

Data from WSU Office of Institutional Research depict that tenured/tenure eligible faculty generates an average of 2,274 credit hours annually (five year average). The SCH/FTE ratio indicates that a single tenured/tenured track faculty member averages 258 credit hours per year based on the past five year average. Student credit hours per other instructional faculty reveal that an average of 326 credit hours is generated by other instructional faculty. Combining all SCH generated by both tenured/tenure track and other instructional faculty, there is an average of 266 credit hours that are being generated per instructor. The SCA total credit hour production is 10,410 per fiscal year (five year average). These data would seem to reflect that the School of Community Affairs is operating in a highly efficient and cost-effective manner. The SCA's 12 month Other Operating Expense (OOE) budget for FY2010-2011 was \$34,840, or \$2,903 per month.

The credit hour production of the SCA is 10,410 per fiscal year based on the past five year average. In essence, the School is operating with two vacant faculty positions, one academic coordinator vacancy, and two Criminal Justice faculty that are on phased retirement with reduced teaching assignments (both at 0.67). The ability to maintain a fairly stable level of enrollment as well as a high level of credit hour production is impressive. Equally impressive is the SCA's ability to procure nearly \$1,889,000 in external funding during the past three years. The recent national ranking of the Criminal Justice program in the area of published books exemplifies a productive faculty. It is also encouraging that the Director of the satellite campuses (Dr. Susan Norton) selected the BS Criminal Justice program as one program that she wishes to invest resources in order to offer a degree completion in criminal justice at the west campus. In all, the School of Community Affairs faculty serves on average 404 student majors, and produces an average of 10,410 credit hours each fiscal year based on a three year average annual OOE budget of \$39,690.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
	Increase online course offerings	Number of online courses	07-08 = 8 08-09 = 11 09-10 = 11
	Increase number of Hybrid course offerings	Number of Hybrid courses	07-08 = 7 08-09 = 6 09-10 = 7
	Increase graduate student majors in criminal justice by	Number of graduate students	07 = 33 08 = 52 09 = 52
	Design new brochure for forensic science program and criminal justice programs to be used for recruiting and marketing	Was brochure(s) designed	Yes all programs have new brochures (will be revised during next reporting period)
	Send letters to students who graduated with the BS in criminal justice and invite them to apply to the graduate program in criminal justice	Were letters mailed	Yes - 62 letters were mailed (with grad apps/inquiry program available through graduate school, the graduate program coordinator regular contacts prospective students who inquire about the MA program)
	Identify four year colleges and universities with a BS in criminal justice but do not have a graduate degree and mail information pertaining to WSU graduate program in criminal justice	Number of colleges identified and letters mailed	Yes - 52 colleges in Midwest region were identified and mailed informational brochures. This included 12 historically Black Colleges

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The BS and MA degrees in criminal justice appear to be maintaining stable enrollments. Regarding the forensic science program, if resources from the Fairmount College of Liberal Arts and Sciences are allotted to this program it has much promise. If not, it will be in jeopardy of sustaining quality. As pointed previously, the forensic science program has a pre-major designation. Pre-majors are not counted depicted in the data that reports number of majors. There are currently 46 forensic pre-majors. This is promising.

Strengths:

1. Productive faculty.
2. Proven effectiveness in procuring external funding.
3. Significant amount of consulting and contract work among faculty.
4. Increase interest in the MA program by BS graduates as reflected by a steady number of majors.
5. Significant and consistent credit hour production.
6. Impressive pass rates in undergraduate program (criminal justice and forensic science) usually 95 percent or higher.
7. The BS in criminal justice program was selected as one of four degree programs to be included in the WSU "Complete Program" which is being facilitated at the west campus.

Weaknesses

1. Courses in the forensic science program are currently being facilitated solely by adjunct lecturers.
2. The forensic science program lacks a full time faculty member trained in the forensic sciences to effectively sustain and coordinate the program.
3. No operating budget for forensic science program
4. Three vacant positions within the School of Community Affairs - (one academic coordinator and two faculty positions). Furthermore, two faculty members are on phased retirement.
5. Overreliance on adjunct lecturers (this is in part due to reduced teaching loads for two professors who are on phased retirement and two faculty vacancies).
6. Faculty increasingly being taxed with added responsibilities in large part due to academic coordinator's vacancy.

Plan/Goals – (to be met by the next review 2014/2015) Note: this will be a transparent process utilizing full input from faculty)

1. Enhance assessment plan to include additional outcome data currently not being collected.
2. Develop a strategic plan for the School of Community Affairs.
3. Offer Introduction to Criminal Justice courses to high school seniors in one or more area high schools – use this as a marketing and recruitment tool.
4. Increase student recruitment and retention efforts, especially from minority and underrepresented groups.
5. Develop a new alumni survey to collect employment data.
6. Work with LAS dean's office to fill vacant positions (if positions are authorized heavily recruit ethnic and racial minorities and other underrepresented groups).
7. Work with LAS dean's office in order to make a decision on the future of the forensic science program.
8. Continue to offer and enhance on-line delivery of courses.
9. Establish a Criminal Justice Coordinating Committee which will be comprised of criminal justice professionals.

ATTACHMENTS

- 1. Student survey results (MA in Criminal Justice Program, 2007, 2009)**
- 2. Assessment reports for last three years (BS Criminal Justice, BS Forensic Science, MA Criminal justice).**

Criminal Justice (MA) – Student Assessment upon Graduation
2007
N=15

1. Was the student handbook helpful to you?	%
Strongly agree	
Agree	
Neither agree nor disagree	
Strongly disagree	100
Not applicable	
Unanswered	

2. Information on degree requirements was clearly understandable	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

3. Faculty/staff were well-informed about program requirements	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

4. Faculty/staff were accessible	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

5. Rate your overall satisfaction with the criminal justice program	%
Very dissatisfied	
Dissatisfied	
Neither satisfied or dissatisfied	50
Satisfied	50
Very satisfied	
Unanswered	

6. What time day do you prefer to attend courses? Choose only one	%
Morning	
Afternoon	
Evening	100
No preference	
Unanswered	

7. Classes were offered at times convenient to my schedule	%
Strongly agree	
Agree	100
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

8. Course offerings enabled me to complete my degree in a timely manner	%
Strongly agree	
Agree	100
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

9. I received prompt feedback from faculty about my course work	%
Strongly agree	
Agree	100
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

10. Please rate your satisfaction with the feedback provided by faculty about your course work	%
Very dissatisfied	
Dissatisfied	
Neither satisfied or dissatisfied	
Satisfied	100
Very Satisfied	
Unanswered	

11. Please rate your satisfaction with the quality of instruction in the courses	%
Very dissatisfied	
Dissatisfied	
Neither satisfied or dissatisfied	
Satisfied	100
Very satisfied	
Unanswered	

12. My advisor was usually accessible for advising	%
Strongly agree	50
Agree	
Neither agree nor disagree	
Strongly disagree	50
Not applicable	
Unanswered	

13. My advisor was knowledgeable about program requirements	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

14. My advisor was knowledgeable about graduate school requirements	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

15. My advisor made the requirements of the program clear	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

16. My advisor helped to select courses	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

17. I was notified of graduate school deadlines	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

18. My advisor assisted me in preparing graduate school forms	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

19. Rate the overall satisfaction with the level of advising you received	%
Very dissatisfied	
Dissatisfied	50
Neither satisfied or dissatisfied	
Satisfied	50
Very satisfied	
Unanswered	

20. I knew the purpose of my plan of study	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

21. I knew the purpose of the application for degree card	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

22. I know the deadlines for degree completion requirements	%
Strongly agree	100
Agree	
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

Criminal Justice (MA) – Student Assessment upon Graduation
2009
N=27

1. Was the student handbook helpful to you?	%
Strongly agree	
Agree	50
Neither agree nor disagree	
Strongly disagree	50
Not applicable	
Unanswered	

2. Information on degree requirements was clearly understandable	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

3. Faculty/staff were well-informed about program requirements	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

4. Faculty/staff were accessible	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

5. Rate your overall satisfaction with the criminal justice program	%
Very dissatisfied	
Dissatisfied	
Neither satisfied or dissatisfied	50
Satisfied	50
Very satisfied	
Unanswered	

6. What time day do you prefer to attend courses? Choose only one	%
Morning	
Afternoon	
Evening	100
No preference	
Unanswered	

7. Classes were offered at times convenient to my schedule	%
Strongly agree	
Agree	100
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

8. Course offerings enabled me to complete my degree in a timely manner	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

9. I received prompt feedback from faculty about my course work	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

10. Please rate your satisfaction with the feedback provided by faculty about your course work	%
Very dissatisfied	
Dissatisfied	
Neither satisfied or dissatisfied	
Satisfied	100
Very Satisfied	
Unanswered	

11. Please rate your satisfaction with the quality of instruction in the courses	%
Very dissatisfied	
Dissatisfied	
Neither satisfied or dissatisfied	
Satisfied	50
Very satisfied	50
Unanswered	

12. My advisor was usually accessible for advising	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

13. My advisor was knowledgeable about program requirements	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

14. My advisor was knowledgeable about graduate school requirements	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

15. My advisor made the requirements of the program clear	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

16. My advisor helped to select courses	%
Strongly agree	
Agree	50
Neither agree nor disagree	
Strongly disagree	50
Not applicable	
Unanswered	

17. I was notified of graduate school deadlines	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

18. My advisor assisted me in preparing graduate school forms	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

19. Rate the overall satisfaction with the level of advising you received	%
Very dissatisfied	50
Dissatisfied	
Neither satisfied or dissatisfied	
Satisfied	
Very satisfied	50
Unanswered	

20. I knew the purpose of my plan of study	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

21. I knew the purpose of the application for degree card	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

22. I know the deadlines for degree completion requirements	%
Strongly agree	50
Agree	50
Neither agree nor disagree	
Strongly disagree	
Not applicable	
Unanswered	

Academic Year 2006/07 Assessment Report
Criminal Justice
Fairmount College of Liberal Arts and Sciences

Criminal Justice

Criminal Justice had 93 graduates for the 2006/07 school year. Out of those 93 graduates 97% passed CJ 191, 391, 392, 394 & 407 with a grade of "C" or better. In addition, 85% percent of the students who completed CJ 598 passed the course with a "C" or better (3 incompletes) and 98% of students who completed CJ 593 passed the course with a "C" or better.

By successfully completing all of the core classes the students demonstrated a conceptual, comprehensive knowledge of the criminal justice system from both a historical perspective and from current and current and evolving themes and practices. By successfully completing CJ 407 students demonstrated a proficiency in writing skills and research. CJ 593 serves as the demonstration of understanding criminological theory and how it applies to social policy. CJ 598 serves as the demonstration of understanding current issues in criminal justice.

At this time there appears to be no problems in the assessment or students demonstrated learning outcomes due to the high levels of achievement in the core courses. However, we are continually monitoring our curriculum and student outcomes in order to maintain that achievement. We are also considering having an outside agency, such as the American Academy of Criminal Justice, evaluate our curriculum every two to three years to ensure that it is relevant and consistent.

**2006-07 Undergraduate Program Assessment Plan and Report
Wichita State University**

Program: Criminal Justice
School/College: Liberal Arts & Sciences

Program Mission

The mission of the department of Criminal Justice at Wichita State University is to educate entry-level & in-service practitioners who work in a variety of settings. The educational program, through academic course work, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculty have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Objective To ensure curriculum remains current & relevant</p>	The department will conduct interim curriculum reviews every year.	Department faculty	Semester schedules Program sheets from similar programs		
<p>Student Outcome Students will demonstrate a conceptual, comprehensive knowledge of the criminal justice system from both a historical perspective & from current & evolving themes & practices.</p>	<p>Successful completion of all the core courses with a grade of "C" or better.</p> <p>Successful completion of CJ 598 with a grade of "C" or better.</p> <p>Successful completion of an exploratory library research paper with a grade of "C" or better from CJ 598.</p>	<p>Department faculty</p> <p>Course instructor</p> <p>Course instructor</p>	<p>Transcripts</p> <p>Student's graded papers</p>	<p>93 graduates 97% of graduates who took CJ 191, 391, 392, 394 & 407 at WSU had a grade of "C" or better.</p> <p>85% of students who took CJ 598 had a grade of "C" or better (3 incompletes)</p>	
<p>Student Outcome Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature.</p>	Successful completion of an exploratory library research paper with a grade of "C" or better from CJ 598	Course Instructor	Students' graded papers	85% of students had a grade of "C" or better (3 incompletes)	
<p>Student Outcome Students will demonstrate an understanding of criminological theory and how it applies to social policy.</p>	Successful completion of CJ 593 with a grade of "C" or better.	Department faculty	Transcripts	98% of graduates who took CJ 593 had a grade of "C" or better.	
<p>Feedback Loop: Throughout of the year the data will be collected, organized and analyzed by the Academic Coordinator for presentation at the annual meeting of the faculty. At this meeting, faculty will review assessment results and provide feedback into the program. In addition, faculty will review the program mission, objectives, outcomes and the assessment process. At the annual faculty meeting interim evaluations of curriculum needs will be reviewed. The director of the School of Community Affairs will assess the effectiveness of any and all changes to the curriculum, program mission, objectives, outcomes and assessment process.</p>					

2007-08 Undergraduate Program Assessment Plan and Report
Wichita State University

Program: Criminal Justice
School/College: Liberal Arts & Sciences

Program Mission

The mission of the department of Criminal Justice at Wichita State University is to educate entry-level & in-service practitioners who work in a variety of settings. The educational program, through academic course work, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculties have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Objective To ensure curriculum remains current & relevant</p>	<p>The department will conduct interim curriculum reviews every year.</p>	<p>Department faculty</p>	<p>Semester schedules Program sheets from similar programs</p>	<p>Curriculum review including course syllabi review conducted on all core courses and discussed at faculty meetings. Elective courses were also examined and three were added based on interest, need, and relevance.</p>	<p>Implemented crime mapping course as an elective. Implemented cybercrimes course as an elective. Implemented criminal typologies course as an elective.</p>
<p>Student Outcome Students will demonstrate a conceptual, comprehensive knowledge of the criminal justice system from both a historical perspective & from current & evolving themes & practices.</p>	<p>Successful completion of all the core courses with a grade of "C" or better. Successful completion of CJ 598 with a grade of "C" or better. Successful completion of an exploratory library research paper with a grade of "C" or better from CJ 598.</p>	<p>Department faculty Course instructor Course instructor</p>	<p>Transcripts Student's graded papers</p>	<p>86 graduates 96% of graduates who took CJ 191, 391, 392, 394 & 407 at WSU had a grade of "C" or better. 100% of students who took CJ 598 had a grade of "C" or better</p>	<p>No changes at this time</p>
<p>Student Outcome Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature.</p>	<p>Successful completion of an exploratory library research paper with a grade of "C" or better from CJ 598</p>	<p>Course Instructor</p>	<p>Students' graded papers</p>	<p>100% of students had a grade of "C" or better</p>	<p>No changes at this time</p>
<p>Student Outcome Students will demonstrate an understanding of criminological theory and how it applies to social policy.</p>	<p>Successful completion of CJ 593 with a grade of "C" or better.</p>	<p>Department faculty</p>	<p>Transcripts</p>	<p>97% of graduates who took CJ 593 had a grade of "C" or better.</p>	<p>No changes at this time</p>
<p>Feedback Loop: Throughout of the year the data will be collected, organized and analyzed by the Academic Coordinator for presentation at the annual meeting of the faculty. At this meeting, faculty will review assessment results and provide feedback into the program. In addition, faculty will review the program mission, objectives, outcomes and the assessment process. At the annual faculty meeting interim evaluations of curriculum needs will be reviewed. The director of the School of Community Affairs will assess the effectiveness of any and all changes to the curriculum, program mission, objectives, outcomes and assessment process.</p>					

**2008-09 Undergraduate Program Assessment Plan and Report
Wichita State University**

Program: Criminal Justice
School/College: Liberal Arts & Sciences

Program Mission

The mission of the department of Criminal Justice at Wichita State University is to educate entry-level & in-service practitioners who work in a variety of settings. The educational program, through academic course work, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculties have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Objective To ensure curriculum remains current & relevant</p>	<p>The department will conduct interim curriculum reviews every year.</p>	<p>Department faculty</p>	<p>Semester schedules Program sheets from similar programs</p>	<p>Curriculum review including course syllabi review conducted on all core courses and discussed at faculty meetings. Elective courses were also examined and three were added based on interest, need, and relevance.</p>	
<p>Student Outcome Students will demonstrate a conceptual, comprehensive knowledge of the criminal justice system from both a historical perspective & from current & evolving themes & practices.</p>	<p>Successful completion of all the core courses with a grade of "C" or better. Successful completion of CJ 598 with a grade of "C" or better. Successful completion of an exploratory library research paper with a grade of "C" or better from CJ 598.</p>	<p>Department faculty Course instructor Course instructor</p>	<p>Transcripts Student's graded papers</p>	<p>64 graduates 90% of graduates who took CJ 191, 391, 392, 394 & 407 at WSU had a grade of "C" or better. 98% of students who took CJ 598 had a grade of "C" or better</p>	<p>No changes at this time</p>
<p>Student Outcome Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature.</p>	<p>Successful completion of an exploratory library research paper with a grade of "C" or better from CJ 598</p>	<p>Course Instructor</p>	<p>Students' graded papers</p>	<p>98% of students had a grade of "C" or better</p>	<p>No changes at this time</p>
<p>Student Outcome Students will demonstrate an understanding of criminological theory and how it applies to social policy.</p>	<p>Successful completion of CJ 593 with a grade of "C" or better.</p>	<p>Department faculty</p>	<p>Student transcripts</p>	<p>78% of graduates who took CJ 593 had a grade of "C" or better.</p>	<p>No changes at this time</p>
<p>Feedback Loop: Throughout of the year the data will be collected, organized and analyzed by the Academic Coordinator for presentation at the annual meeting of the faculty. At this meeting, faculty will review assessment results and provide feedback into the program. In addition, faculty will review the program mission, objectives, outcomes and the assessment process. At the annual faculty meeting interim evaluations of curriculum needs will be reviewed. The director of the School of Community Affairs will assess the effectiveness of any and all changes to the curriculum, program mission, objectives, outcomes and assessment process.</p>					

**Academic Year 2006/07 Assessment Report
Forensic Science Program
Fairmount College of Liberal Arts and Sciences**

Forensic Science

The Forensic Science program has only been in existence for one full semester (Spring 2007) so data is a bit limited at the current time. We anticipate as word spreads via recruiting efforts about the availability of the forensic science program that enrollment will steadfastly increase. Anecdotally, this program appears to have attracted a great deal of interest from students.

The forensic science program currently has 10 students enrolled and 30 pre-major students. Pre-major students are defined as those students who are completing basic prerequisite course work to get accepted into the program. For example, pre-forensic science majors must complete English 101 and 102, Communications 111, and Math 111. Furthermore, pre-forensic science majors are required to complete Biology 101 and 211, and Chemistry 211 and 212. Other requirements of pre-majors are that they maintain a cumulative GPA of 3.0, and that they attend the Forensic science orientation (offered each semester) as well as completing the Forensic Science application form and the criminal history disclosure form.

During the next academic year assessment, we will have a larger data set for assessment purposes as students' progress through the program.

**2006-07 Undergraduate Program Assessment Plan and Report
Wichita State University**

Program: Forensic Science
School/College: Liberal Arts & Sciences

Program Mission

The mission of the department of Forensic Science at Wichita State University is to educate entry-level practitioners to work in a forensic science lab. The educational program, through academic course work and hands-on application, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculty have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Objective To ensure curriculum remains current & relevant</p> <p>Program Objective To ensure positive student experience</p> <p>Student Outcome Students will demonstrate a conceptual, comprehensive knowledge and practical application of forensic science and forensic science techniques</p>	<p>The department will conduct interim curriculum reviews every year as well as have an outside assessment of the curriculum.</p> <p>The department will conduct a survey during FS 499 on students overall perceptions & experiences with the program</p> <p>FS 498 & 499 which are the capstone courses for Forensic Science students will be taken through the entire process of analyzing evidence from a crime scene from the identifying of evidence to the court room experience of testifying. Students will be evaluated on each component of the process by their final papers for each course, i.e. the Crime Scene Report for 498 & the Evidence Presentation for 499. Students will also be evaluated on their writing and communication skills on the final papers. **</p>	<p>Department Faculty Course Instructors</p> <p>Department faculty Course instructors</p>	<p>Semester schedules Program sheets from similar programs</p> <p>Survey results</p> <p>Students final papers for both FS 498 & 499</p>	<p>Course will be taught for the first time in Sp 08.</p> <p>FS 498 is being taught for the first time this fall (07) and FS 499 will be taught in the spring.</p>	
<p>Feedback Loop: Throughout of the year the data will be collected, organized and analyzed by the Academic Coordinator for presentation at the annual meeting of the faculty. At this meeting, faculty will review assessment results and provide feedback into the program. In addition, faculty will review the program mission, objectives, outcomes and the assessment process. At the annual faculty meeting interim evaluations of curriculum needs will be reviewed. The director of the Forensic Science program will assess the effectiveness of any and all changes to the curriculum, program mission, objectives, outcomes and assessment process.</p>					

**** Forensic Science Student Assessment Criteria for FS 498 & FS 499**

FS 498 - students will be evaluated using their final Crime Scene reports on:

1. Their ability to recognize found substances as evidence within the context of the alleged crime
2. Their ability to properly collect the evidence
3. Their ability to record key information about the crime scene
4. Their ability to establish the chain of custody of the evidence
5. Their writing and communication skills

FS 499 - students will be evaluated using their final Evidence Presentation reports on:

1. The extent to which the evidence collected was maintained properly and legally
2. The appropriateness of the tests they performed
3. The extent to which they prepare the evidence for presentation
4. Their demeanor in a simulated courtroom presentation of their analysis of the evidence
5. Their writing and communication skills

**2007-08 Undergraduate Program Assessment Plan and Report
Wichita State University**

Program: Forensic Science
School/College: Liberal Arts & Sciences

Program Mission

The mission of the department of Forensic Science at Wichita State University is to educate entry-level practitioners to work in a forensic science lab. The educational program, through academic course work and hands-on application, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculty have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Objective To ensure curriculum remains current & relevant</p>	<p>The department will conduct interim curriculum reviews every year as well as have an outside assessment of the curriculum.</p>		<p>Semester schedules Program sheets from similar programs</p>	<p>During the first full year the curriculum review is within the scope of other accepted forensic science educational practices when compared to other universities with a forensic science program. Moreover, the Director of Sedgwick County Forensic Science Center is consulted on curriculum issues from an outside practitioner perspective.</p>	<p>None at this time</p>
<p>Program Objective To ensure positive student experience</p>	<p>The department will conduct a survey during FS 499 on students overall perceptions & experiences with the program</p>	<p>Department Faculty Course Instructors</p>	<p>Survey results</p>	<p>The forensic science committee is currently developing the survey. It should be ready to administer this semester.</p>	<p>To be determined from survey data.</p>
<p>Student Outcome Students will demonstrate a conceptual, comprehensive knowledge and practical application of forensic science and forensic science techniques</p>	<p>FS 498 & 499 which are the capstone courses for Forensic Science students will be taken through the entire process of analyzing evidence from a crime scene from the identifying of evidence to the court room experience of testifying. Students will be evaluated on each component of the process by their final papers for each course, i.e. the Crime Scene Report for 498 & the Evidence Presentation for 499. Students will also be evaluated on their writing and communication skills on the final papers. **</p>	<p>Department faculty Course instructors</p>	<p>Students final papers for both FS 498 & 499</p>	<p>13 students completed FS 488 and 499. Each student received a letter grade of A. Final capstone papers were submitted by all students which demonstrated a high order of competence based on the learning objectives.</p>	<p>None at this time.</p>
<p>Feedback Loop: Throughout of the year the data will be collected, organized and analyzed by the Academic Coordinator for presentation at the annual meeting of the faculty. At this meeting, faculty will review assessment results and provide feedback into the program. In addition, faculty will review the program mission, objectives, outcomes and the assessment process. At the annual faculty meeting interim evaluations of curriculum needs will be reviewed. The director of the Forensic Science program will assess the effectiveness of any and all changes to the curriculum, program mission, objectives, outcomes and assessment process.</p>					

**** Forensic Science Student Assessment Criteria for FS 498 & FS 499**

- FS 498 - students will be evaluated using their final Crime Scene reports on:
1. Their ability to recognize found substances as evidence within the context of the alleged crime
 2. Their ability to properly collect the evidence
 3. Their ability to record key information about the crime scene
 4. Their ability to establish the chain of custody of the evidence
 5. Their writing and communication skills

FS 499 - students will be evaluated using their final Evidence Presentation reports on:

1. The extent to which the evidence collected was maintained properly and legally
2. The appropriateness of the tests they performed
3. The extent to which they prepare the evidence for presentation
4. Their demeanor in a simulated courtroom presentation of their analysis of the evidence
5. Their writing and communication skills

**2008-09 Undergraduate Program Assessment Plan and Report
Wichita State University**

Program: Forensic Science
School/College: Liberal Arts & Sciences

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Mission The mission of the department of Forensic Science at Wichita State University is to educate entry-level practitioners to work in a forensic science lab. The educational program, through academic course work and hands-on application, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculty have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.</p> <p>Program Objective To ensure curriculum remains current & relevant</p>	<p>The department will conduct interim curriculum reviews every year as well as have an outside assessment of the curriculum.</p>		<p>Semester schedules Program sheets from similar programs</p>	<p>During the first full year the curriculum review is within the scope of other accepted forensic science educational practices when compared to other universities with a forensic science program. Moreover, the Director of Sedgwick County Forensic Science Center is consulted on curriculum issues from an outside practitioner perspective.</p>	<p>None at this time</p>
<p>Program Objective To ensure positive student experience</p>	<p>The department will conduct a survey during FS 499 on students overall perceptions & experiences with the program</p>	<p>Department Faculty Course Instructors</p>	<p>Survey results</p>	<p>The forensic science committee is currently developing the survey. It should be ready to administer this semester.</p>	<p>To be determined from survey data.</p>
<p>Student Outcome Students will demonstrate a conceptual, comprehensive knowledge and practical application of forensic science and forensic science techniques</p>	<p>FS 498 & 499 which are the capstone courses for Forensic Science students will be taken through the entire process of analyzing evidence from a crime scene from the identifying of evidence to the court room experience of testifying. Students will be evaluated on each component of the process by their final papers for each course, i.e. the Crime Scene Report for 498 & the Evidence Presentation for 499. Students will also be evaluated on their writing and communication skills on the final papers. **</p>	<p>Department faculty Course instructors</p>	<p>Students final papers for both FS 498 & 499</p>	<p>2 students completed FS 488 and 499. Each student received a letter grade of A. Final capstone papers were submitted by all students which demonstrated a high order of competence based on the learning objectives.</p>	<p>None at this time.</p>
<p>Feedback Loop: Throughout the year the data will be collected, organized and analyzed by the Forensic Science Program Coordinator for presentation at the annual meeting of the faculty. At this meeting, faculty will review assessment results and provide feedback into the program. In addition, faculty will review the program mission, objectives, outcomes and the assessment process. At the annual faculty meeting interim evaluations of curriculum needs will be reviewed. The director of the Forensic Science program will assess the effectiveness of any and all changes to the curriculum, program mission, objectives, outcomes and assessment process. Note: survey data was not gathered for the past year due to the program's personnel changes. Survey data will be collected for the forthcoming year.</p>					

**** Forensic Science Student Assessment Criteria for FS 498 & FS 499**

FS 498 - students will be evaluated using their final Crime Scene reports on:

1. Their ability to recognize found substances as evidence within the context of the alleged crime
2. Their ability to properly collect the evidence
3. Their ability to record key information about the crime scene
4. Their ability to establish the chain of custody of the evidence
5. Their writing and communication skills

FS 499 - students will be evaluated using their final Evidence Presentation reports on:

1. The extent to which the evidence collected was maintained properly and legally
2. The appropriateness of the tests they performed
3. The extent to which they prepare the evidence for presentation
4. Their demeanor in a simulated courtroom presentation of their analysis of the evidence
5. Their writing and communication skills

**2006-07 Graduate Program Assessment Plan and Report
Wichita State University**

Program: Criminal Justice
School/College: Liberal Arts & Sciences

Program Mission The mission of the department of Criminal Justice at Wichita State University is to educate entry-level & in-service practitioners who work in a variety of settings. The educational program, through academic course work, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculty have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.	Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Objective Each criminal justice student selected into the masters program will successfully graduate.</p>	<p>Students' satisfactory completion (cumulative GPA of 3.0 and no grades below C) in all required coursework.</p>	<p>Department Faculty Graduate School</p>	<p>Transcripts Graduation rate data from the Graduate School</p>	<p>Of the 13 students who were admitted, 12 are still enrolled and on schedule to complete the program.</p>	<p>More intensive retention efforts are needed. Department is currently considering the best means to achieve this goal.</p>	
<p>Program Objective To admit 15 well-qualified students into the program each academic year. Seven of these will be minority students.</p>	<p>Determine number of admitted students. Determine admission category of each student.</p>	<p>Graduate School Graduate School</p>	<p>Graduate School database Graduate School database</p>	<p>Admitted 13 students last year.</p>	<p>Keep recruiting efforts. Improve marketing strategies. Moving toward more online courses with eventually having a complete online degree</p>	
<p>Program Objective To hire & maintain a highly qualified faculty</p>	<p>Faculty actively engage in research and publication and possess terminal degrees Student evaluation of faculty teaching</p>	<p>Graduate School Department Chair</p>	<p>Faculty possess Graduate Faculty standing SPTe evaluations</p>	<p>All faculty possess Graduate faculty status</p>	<p>We have approval from the LAS Dean to conduct a search for a new faculty member who would begin in Fall 2008.</p>	
<p>Program Objective To ensure curriculum remains current & relevant</p>	<p>The department will conduct interim curriculum reviews every year and will have a final review every 3 years using data results from the CJ exit survey as part of that review.</p>	<p>Department faculty</p>	<p>Semester schedules Program sheets from similar programs CJ exit survey data results</p>		<p>Review of curriculum is ongoing.</p>	
<p>Program Objective To ensure the facilities & equipment are maintained and as current as possible</p>	<p>Equipment checks and maintenance Update software as it becomes available Purchase new equipment as necessary Provide proper training for instructors that use the equipment.</p>	<p>Technology committee & Department Chair</p>		<p>Equipment has been upgraded where necessary.</p>	<p>We not have the capacity for Pod Casting. We also have a new computer lab/master classroom specifically for our graduate classes.</p>	

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
Student Outcome Students will demonstrate an understanding of social science research methods and statistical analysis and their relevance in terms of research within the criminal justice system.	Successful completion of CJ 802 & 897 with a grade of "B" or better in each. Comprehensive exam	Course instructors Department faculty	Transcripts Comprehensive exam results	14 students completed CJ 802, all with a grade of A. 17 students completed CJ 897 all with a grade of A. All graduates (9) passed the exam	
Student Outcome The student will demonstrate a conceptual, comprehensive knowledge of the criminal justice system both from a historical perspective & from current & evolving themes & practices. Students will also demonstrate an understanding of the elements of the system that function properly as well as the imperfections of the system.	Successful completion of CJ 894 with a grade of "B" or better. Successful completion of the paper with a grade of "B" or better on a reflection/critique paper on "How Should America Deal with the Crime Problem" from CJ 894. Comprehensive Exam	Department faculty Course Instructor Department faculty	Transcripts Students' graded papers Comprehensive exam results	17 students completed CJ 894 all with a grade of A. 14 students received an A on their paper, 3 received a B All graduates (9) passed the exam	
Student Outcome Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature.	Successful completion of an exploratory library research paper with a grade of "B" or better from CJ 894	Course Instructor	Students' graded papers	15 students received an A on their paper, 2 received a B	
Student Outcome Students will demonstrate an understanding of criminological theory and how it applies to social policy.	Successful completion of CJ 893 with a grade of "B" or better. Successful completion of theory paper with a grade of "B" or better. Comprehensive exam	Department faculty Course Instructor Department faculty	Transcripts Students' graded papers Comprehensive exam results	12 students completed CJ 893, 11 with a grade of A and one with a grade of B 11 students received a grade of A on their papers, one student received a B. All graduates (9) passed the exam.	
<p>Feedback Loop: Throughout of the year the data will be collected by the Academic Coordinator and then forwarded to the Graduate Coordinator. The Graduate Coordinator will organize and analyze the data for presentation at the annual meeting of the graduate faculty. At this meeting, faculty will review assessment results and provide feedback into the program. In addition, faculty will review the program mission, objectives, outcomes and the assessment process. The Graduate Coordinator, with the assistance of the graduate faculty is responsible for administering the comprehensive exam and with curriculum review. The records of the exams and the curriculum review will be kept by the director of the School of Community Affairs. At the annual faculty meeting interim evaluations of curriculum needs will be reviewed. A final meeting every third year will determine the need for and implementation of major curriculum changes. The director of the School of Community Affairs will assesses the effectiveness of any and all changes to the curriculum, program mission, objectives, outcomes and assessment process.</p>					

**School of Community Affairs
Master of Arts in Criminal Justice
Graduate Enrollment Management Plan
2007-2008**

School of Community Affairs
Master of Arts in Criminal Justice
2007-2008

OVERVIEW

Successes

- Highly competent faculty with a vast diversity of research interests and specialties. This gives our graduate students an advantage of learning from expert researchers each specializing in a distinct area of the criminal justice enterprise. For example, some of the faculty members are recognized experts in police behavior and practices, juvenile justice, corrections and penology, racial profiling, legal issues, and crime theory and causation. All graduate faculty members hold earned doctorates, and the majority of them have worked as practitioners in the field. This gives faculty the unique opportunity to blend theory and practice.

- Many of our graduates have obtained employment in the Wichita area. Because of Wichita State University's geographic location, as well Wichita being the state's largest city, the employment opportunities for students holding criminal justice degrees appears to be great. For example, Sedgwick County is home to the two largest law enforcement agencies in the state, the largest municipal and district court systems, the largest jail facility, the largest probation and community corrections systems, the largest district attorney's and public defenders offices in the state. Furthermore, the unique size of the Wichita metropolitan area provides students with greater opportunities for internships.

Challenges

- Budget limitations: The ability to award only five graduate assistantships limit our ability to recruit students who desire to go on to doctoral programs, and where working in an academic environment as a graduate teaching/research assistant is desired.

- Continuing to expand the number of courses that we offer via the World Wide Web. We have survey results from our students that show web based courses would greatly enhance the criminal justice program. In light of the needs of today's student, and in order to remain competitive, it is imperative that we increasingly offer an alternative to the traditional classroom setting in the form of online courses.

MARKETING SEGMENTS

- Current Wichita State undergraduate students completing degrees in a related social science
- Four year liberal arts universities within the state of Kansas and surrounding states
- Historical Black Colleges and universities - aggressive mailing campaign to each HBC. (See Attached List)

GOALS 2007-2008

- To increase graduate enrollment by 10 graduate students during 2007-2008. We currently 35 students in the Master of Arts in Criminal Justice program.
- Continue to increase student minority enrollment. We currently have 9 minority students enrolled in the program. An increase of five minority students is our goal for the next academic year.

OBJECTIVES

Objective 1: To attend at least three career fairs.

Objective 2: Continue mailing campaign (graduate brochures) to other colleges and universities.

Action: Planned mailings to historical Black Colleges

Action: Planned mailings targeting 4 years institutions

OBJECTIVES

Objective 1: Encourage word of mouth recruiting by school of Community Affairs faculty members.

Action:

1. Disseminate information regarding recruitment goals at faculty meetings

Objective 2: Continue development of all Criminal Justice classes that can be facilitated as hybrid courses (i.e., at least 50% or more of class material available on Blackboard)

Action:

1. Provide technical support for faculty to ensure this objective gets achieved – relying on the School of Community Affairs web technology specialists and the Fairmount College of Liberal Arts and Sciences web technologist specialist.

Objective 5: Continue to increase and enhance the number of exclusively on-line graduate classes.

Actions:

1. Develop CJ897 (Advanced Research Methods) into a full online delivered class. Currently it is one of two criminal justice core course that not delivered solely via World Wide Web.

Objective 6: Increase minority student representation in the master of criminal justice degree.

Actions: Continue contact and rapport building with Historical Black Colleges.

Actions: Focus mailing campaigns to Historical Black Colleges

Actions: Encourage faculty to actively recruit members of minority/underrepresented groups.

FUNDING REQUEST

Summary of *projected* recruiting related expenses

Activity	Associated Costs	Total
College/University career fairs typically within driving distance targeting the following (we will make a goal to at least attend four recruiting fairs. Possible colleges/universities: Bethel College Emporia State University Northwestern State University (Alava, OK) McPherson College Langston University (Langston, OK) Northeastern Oklahoma State (Tahlequah, OK)	Projected Travel expense (Includes per diem and hotel expense when overnight stay is required.) Approximately \$250 per recruiting fair:	\$1000.00
	Total	\$1000.00

**2008-09 Graduate Program Assessment Plan and Report
Wichita State University**

Program: Criminal Justice
School/College: Liberal Arts & Sciences

Program Mission The mission of the department of Criminal Justice at Wichita State University is to educate entry-level & in-service practitioners who work in a variety of settings. The educational program, through academic course work, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculty have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.	Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Objective Each criminal justice student selected into the masters program will successfully graduate.</p>	<p>Students= satisfactory completion (cumulative GPA of 3.0 and no grades below C) in all required coursework.</p>	<p>Department Faculty Graduate School</p>	<p>Transcripts Graduation rate data from the Graduate School</p>	<p>22 students graduated the program and of the 37 admitted and enrolled, all are scheduled to graduate on time.</p>		
<p>Program Objective To admit 15 well-qualified students into the program each academic year.</p>	<p>Determine number of admitted students. Determine admission category of each student.</p>	<p>Graduate School Graduate School</p>	<p>Graduate School database Graduate School database</p>	<p>41 students were admitted into the program and 37 are still enrolled.</p>	<p>Keep up recruiting efforts. Improve marketing strategies. Moving toward more online courses with eventually having a complete online degree option.</p>	
<p>Program Objective To hire & maintain a highly qualified faculty</p>	<p>Faculty actively engage in research and publication and possess terminal degrees Student evaluation of faculty teaching</p>	<p>Graduate School Department Chair</p>	<p>Faculty possess Graduate Faculty standing SPTe evaluations</p>	<p>All faculty possess Graduate Faculty standing.</p>	<p>We have permission from the LAS Dean to conduct a search for a new faculty member who would begin Fall 2008.</p>	
<p>Program Objective To ensure curriculum remains current & relevant</p>	<p>The department will conduct interim curriculum reviews every year and will have a final review every 3 years using data results from the CJ exit survey as part of that review.</p>	<p>Department faculty</p>	<p>Semester schedules Program sheets from similar programs CJ exit survey data results</p>	<p>Review of curriculum is ongoing.</p>		
<p>Program Objective To ensure the facilities & equipment are maintained and as current as possible</p>	<p>Equipment checks and maintenance. Update software as it becomes available. Purchase new equipment as necessary. Provide proper training for instructors that use the equipment.</p>	<p>Technology committee & Department Chair</p>		<p>Equipment has been upgraded where necessary.</p>	<p>We now have the capability for PodCasting. We also have a new computer lab/master classroom specifically for our graduate classes.</p>	

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Student Outcome</p> <p>Students will demonstrate an understanding of social science research methods and statistical analysis and their relevance in terms of research within the criminal justice system.</p>	<p>Successful completion of CJ 802 & 897 with a grade of AB or better in each.</p> <p>Comprehensive exam</p>	<p>Course instructors</p> <p>Department faculty</p>	<p>Transcripts</p> <p>Comprehensive exam results</p>	<p>30 students completed CJ 802, all with a grade of A.</p> <p>25 students completed CJ 897 all with the grade of A.</p> <p>Comprehensive exam is no longer required.</p>	
<p>Student Outcome</p> <p>The student will demonstrate a conceptual, comprehensive knowledge of the criminal justice system both from a historical perspective & from current & evolving themes & practices. Students will also demonstrate an understanding of the elements of the system that function properly as well as the imperfections of the system.</p>	<p>Successful completion of CJ 894 with a grade of AB or better.</p> <p>Successful completion with a grade of AB or better on a reflection/critique paper How Should America Deal with the Crime Problem from CJ 894.</p> <p>Comprehensive Exam</p>	<p>Department faculty</p> <p>Course Instructor</p>	<p>Transcripts</p> <p>Students= graded papers</p>	<p>33 students completed CJ 894 4 with a grade of B and 29 with a grade of A.</p> <p>Comprehensive exam is no longer required..</p>	
<p>Student Outcome</p> <p>Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature.</p>	<p>Successful completion of an exploratory library research paper with a grade of AB or better from CJ 894</p>	<p>Department faculty</p> <p>Course Instructor</p>	<p>Comprehensive exam results</p> <p>Students= graded papers</p>		
<p>Student Outcome</p> <p>Students will demonstrate an understanding of criminological theory and how it applies to social policy.</p>	<p>Successful completion of CJ 893 with a grade of AB or better.</p> <p>Successful completion of theory paper with a grade of AB or better.</p> <p>Comprehensive exam</p>	<p>Department faculty</p> <p>Course instructor</p> <p>Department faculty</p>	<p>Transcripts</p> <p>Students= graded papers</p> <p>Comprehensive exam results</p>	<p>31 students completed CJ 893, 24 with a grade of A & 6 with a grade of B and one D.</p> <p>Comprehensive exam is no longer required.</p>	

Feedback Loop: Feedback Loop: Dr. Michael Birzer presented the outcomes from fall 2008 to the CJ faculty at the April 2009 faculty meetings. Faculty decided that learning should continue to be assessed in class on a continual basis through examinations and written papers and student presentations. The curriculum was also discussed at the April meeting where it was decided to add some of the experimental courses to the regular curriculum and to delete some of the courses that are not being taught. The CAPC has approved said changes. At the fall faculty meeting Dr. Birzer will query the faculty regarding the possibility of having the American Academy of Criminal Justice Sciences evaluate the curriculum. This has been debated for the past few years. We hope to have the ACJS do the evaluation sometime in the next couple of years. Dr. Birzer also continually enhances marketing strategies for the graduate program placing much emphasis on advertising through the World Wide Web. One of the most important strategies the CJ faculty has is to develop additional online courses with eventually having a complete online degree option. We are very close to accomplishing this objective (over 75% of all graduate courses can be taken online. We are also going to develop some retention strategies. Ideas will be discussed at the November fall 2009 meeting.

**2009-10 Graduate Program Assessment Plan and Report
Wichita State University**

Program: Criminal Justice
School/College: Liberal Arts & Sciences

Program Mission The mission of the department of Criminal Justice at Wichita State University is to educate entry-level & in-service practitioners who work in a variety of settings. The educational program, through academic course work, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise & ethical practice. Program faculty have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.					
Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Program Objective Each criminal justice student selected into the masters program will successfully graduate.</p>	<p>Students= satisfactory completion (cumulative GPA of 3.0 and no grades below C) in all required coursework.</p>	<p>Department Faculty Graduate School</p>	<p>Transcripts Graduation rate data from the Graduate School</p>	<p>26 students graduated the program and of the 20 admitted and enrolled, 19 are scheduled to graduate on time.</p>	
<p>Program Objective To admit 15 well-qualified students into the program each academic year.</p>	<p>Determine number of admitted students. Determine admission category of each student.</p>	<p>Graduate School Graduate School</p>	<p>Graduate School database Graduate School database</p>	<p>20 students were admitted into the program and 19 are still enrolled.</p>	<p>Keep up recruiting efforts. Improve marketing strategies. Moving toward more online courses with eventually having a complete online degree option.</p>
<p>Program Objective To hire & maintain a highly qualified faculty</p>	<p>Faculty actively engage in research and publication and possess terminal degrees Student evaluation of faculty teaching</p>	<p>Graduate School Department Chair</p>	<p>Faculty possess Graduate Faculty standing SPTe evaluations</p>	<p>All faculty possess Graduate Faculty standing.</p>	<p>We have permission from the LAS Dean to conduct a search for a new faculty member who would begin Fall 2008.</p>
<p>Program Objective To ensure curriculum remains current & relevant</p>	<p>The department will conduct interim curriculum reviews every year and will have a final review every 3 years using data results from the CJ exit survey as part of that review.</p>	<p>Department faculty</p>	<p>Semester schedules Program sheets from similar programs CJ exit survey data results</p>		<p>Review of curriculum is ongoing.</p>
<p>Program Objective To ensure the facilities & equipment are maintained and as current as possible</p>	<p>Equipment checks and maintenance. Update software as it becomes available. Purchase new equipment as necessary. Provide proper training for instructors that use the equipment.</p>	<p>Technology committee & Department Chair</p>		<p>Equipment has been upgraded where necessary.</p>	<p>We now have the capability for PodCasting. We also have a new computer lab/master classroom specifically for our graduate classes.</p>

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Student Outcome Students will demonstrate an understanding of social science research methods and statistical analysis and their relevance in terms of research within the criminal justice system.</p>	<p>Successful completion of CJ 802 & 897 with a grade of A@ or better in each. Comprehensive exam</p>	<p>Course instructors Department faculty</p>	<p>Transcripts Comprehensive exam results</p>	<p>31 students completed CJ 802, 29 with a grade of A, one B and one incomplete. 26 students completed CJ 897 all with the grade of A. Comprehensive exam is no longer required.</p>	
<p>Student Outcome The student will demonstrate a conceptual, comprehensive knowledge of the criminal justice system both from a historical perspective & from current & evolving themes & practices. Students will also demonstrate an understanding of the elements of the system that function properly as well as the imperfections of the system.</p>	<p>Successful completion of CJ 894 with a grade of A@ or better. Successful completion with a grade of A@ or better on a reflection/critique paper How Should America Deal with the Crime Problem@ from CJ 894. Comprehensive Exam</p>	<p>Department faculty Course Instructor Department faculty</p>	<p>Transcripts Students= graded papers Comprehensive exam results</p>	<p>23 students completed CJ 894 all with a grade of A. Comprehensive exam is no longer required..</p>	
<p>Student Outcome Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature.</p>	<p>Successful completion of an exploratory library research paper with a grade of A@ or better from CJ 894</p>	<p>Course Instructor</p>	<p>Students= graded papers</p>		
<p>Student Outcome Students will demonstrate an understanding of criminological theory and how it applies to social policy.</p>	<p>Successful completion of CJ 893 with a grade of A@ or better. Successful completion of theory paper with a grade of A@ or better. Comprehensive exam</p>	<p>Department faculty Course instructor Department faculty</p>	<p>Transcripts Students= graded papers Comprehensive exam results</p>	<p>22 students completed CJ 893, 16 with a grade of A & 3 with a grade of B= and 2 incompletes and one F. Comprehensive exam is no longer required.</p>	
<p>Feedback Loop: Feedback Loop: Dr. Michael Birzer presented the outcomes from fall 2009 to the CJ faculty at the April, 2010 faculty meeting. The faculty opened discussions about reinstituting the comprehensive exam. However, it was decided not to because the general consensus is that the comprehensive exam is deemed not to be an effective measurement of student learning. It was decided to continue with the existing assessment. That is, learning assessed in class on a continual basis through examinations, written papers and student presentations. The curriculum was also discussed at the April meeting where it was decided to add some of the experimental courses to the regular curriculum to give graduate students a broader range of electives. It was also decided that we should continue multiple course facilitation methods (i.e., online, classroom, and hybrid). The faculty recognizes that it is critical to remain competitive in the education market that we continue to develop additional online courses as an option for students. We are very close to accomplishing this objective (currently about 50% of all graduate courses can be taken online).</p>					

**Master of Arts Criminal Justice
Assessment Plan
September 22, 2010**

Overview:

The Master of Arts in Criminal Justice (MACJ) program currently has 55 majors. Since 2004, we have experienced a 50 percent increase in the number of graduate students. The Master of Arts in Criminal Justice is viewed as a broad, interdisciplinary study which encompasses the scientific study of crime, criminals, and the criminal justice system. The MACJ focuses on solid theory and criminal justice practice in the belief that neither stands alone. The integration of theory and practice prepares students for positions in criminal justice system practice, management, policymaking, as well as in research and teaching, and in preparation for law school or further graduate study at the Ph.D. level.

A. Mission Statement:

The mission of the Department of Criminal Justice at Wichita State University is to educate entry-level and in-service practitioners who work in a wide variety of settings. The educational program, through academic course work, requires each student to assimilate knowledge, acquire skills, and develop professional judgment and behaviors appropriate for wise and ethical practice. Program faculty members have the responsibility to graduate fully competent, skilled practitioners while remaining sensitive and responsive to the educational needs of each student.

B. Program Constituents

The SCA with its emphasis upon community service and professional programs provides several important venues to meet our **program's constituents (students, employers, and community)**. These important venues are briefly detailed below.

Internship Programs

Internships and cooperative educational experiences are encouraged, where appropriate. Internships provide a unique opportunity for immediate contact between students and the professional setting under close academic supervision. Internships provide both relevance to course work and the opportunity to identify areas where additional course work is needed. Moreover, new course development can result from identified gaps in relevant course work. Internships also provide an opportunity for potential employers to provide feedback on what knowledge and skills students need. The importance and utility of internships are perhaps best demonstrated by the fact that on many occasions' internships with an agency lead directly to employment upon graduation.

In-service Training and Continuing Education Programs

In-service training and continuing education are important indicators of student needs and employer demands in three ways. First, since these activities are generated based upon community need, they indicate areas where additional education and perhaps formal courses should be developed. Second, since employers often pay for the educational experience, they provide important feedback about the areas they think are important and where additional education is needed. Third, they provide an opportunity for interaction with both former students and employers in a setting which encourages discussion about educational needs of students.

Various institutes within the School of Community Affairs provide a significant amount of professional continuing education. During the past six years the Midwest Criminal Justice Institute and the Regional Community Policing Training Institute have conducted a variety of continuing education programs for criminal justice personnel. An example of some of these programs include: Train-the-Trainer workshops, Executive Issues seminars, Community Policing Conferences, Domestic Violence workshops, Stress Management workshops, Crime Prevention Workshops, Racial Profiling, Cultural Awareness workshops, and Criminal Law Updates.

Applied Research

Faculty and student activities in applied research provide an important opportunity to assess academic research training and scientific knowledge and information in a real world context. Faculty members participate in a large number of individual and cooperative research efforts in the community. This research provides knowledge which is brought back into the classroom and enhances the classroom experience. In response to students need, the MACJ program offers an optional applied research paper course.

Students

The information from the aforementioned sources provides a comprehensive view of students and employer needs. One of the major needs identified by students is that the requirements for the various programs need to be clear and coherent and courses need to be offered at times and locations accessible to students, including online delivery. The MACJ program has conducted major curriculum revisions with the goal of simplifying the programs' requirements and structure. Courses are offered in the evenings and weekends to meet the needs of working students. The department makes great effort to offer courses during pre-session terms based on the needs of the students. We recently began to offer Saturday courses and the feedback from students has been very positive. We also offer graduate level courses on a regular basis at both satellite campuses.

C. Program Objectives

1. To admit ten well qualified students into the program each academic year.
Assessment: Review of admission data. Maintain quality standards in admission (i.e., GPA of 3.0 based on last 60 hours, performance in major course work, review of letters of reference, review of applicant interest statement).
2. Each criminal justice student selected into the master's program will successfully graduate.
Assessment: Determine number of admitted students and determine admission category of each student. Track proportion of admitted students to number of graduates.
3. To hire and maintain a highly qualified faculty
Assessment: Faculty actively engage in research and publication and possess terminal degrees. Student evaluation of faculty will also be examined.
4. To ensure curriculum remains current and relevant

Assessment: The department will conduct interim curriculum reviews every year and have a final review every 3 years using data from the CJ exit survey which is administered to criminal justice master's students as part of that review.

5. To ensure the facilities and equipment are maintained and as current as possible.
Assessment: Equipment checks and maintenance. Update software as it becomes available. Purchase new equipment as necessary. Provide proper training for instructors that use the equipment.

D. Assessment and Program Objectives

---SEE SECTION C ABOVE---

E. Educational Student Outcomes

1. Students will demonstrate an understanding of social science research methods and statistical analysis and their relevance in terms of research within the criminal justice system
Assessment: Successful completion of CJ 802 & 897 with a grade of A or B in each.
2. The student will demonstrate a conceptual, comprehensive knowledge of the criminal justice system both from a historical perspective & from current & evolving themes & practices. Students will also demonstrate an understanding of the elements of the system that function properly as well as the imperfections of the system.
Assessment: Successful completion of CJ 894 with a letter grade of A or B. Successful completion with a grade of A or B on a reflection/critique paper required in CJ 894 – Pro-seminar in Criminal Justice.
3. Students will demonstrate a proficiency in writing skills and an understanding of how to explore criminal justice literature.
Assessment: Successful completion of an exploratory library research paper with a grade of A or B as required in CJ 894 – Pro-seminar in Criminal Justice
4. Students will demonstrate an understanding of criminological theory and how it applies to social policy.
Assessment: Successful completion of CJ 893 with a grade of A or B. Successful completion of theory paper with a grade of A or B. Passing score of comprehensive exam of at least 80%.

F. Assessment of Student Outcomes

---SEE SECTION E ABOVE---