WICHITA STATE UNIVERSITY

Academic unit: _____ College: _____

Date of last review _____ Date of last accreditation report (if relevant) _____

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

Degree: _____ CIP* code: _____

Degree: _____ CIP* code: _____

Degree: _____ CIP* code: _____

Degree: _____ CIP* code: _____

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

Certificate (s): _____

Faculty of the academic unit (add lines as necessary)

(If interdisciplinary, please list your core teaching faculty and department name if external to academic unit)

NAME (List department –if external to unit)	SIGNATURE	TENURE OR NON-TENURE TRACK

Submitted by: _____ Date _____
                     (Name and title)   (Date)

In yellow highlighted areas, data will be provided

Part 1: Departmental Purpose, Relationship to the University Mission and Strategic Plan engagement

Please list the program purpose statement. Explain in 1-2 concise paragraphs the role of the program and tie them to the University mission (printed below) and strategic plan.

*The mission of Wichita State University is to be an essential **educational, cultural and economic driver** for Kansas and the greater public good.*

A. Program Purpose Statement - formerly Mission

(If more than one program, list each purpose statement):

The Purpose of the School of Criminal Justice at Wichita State University is to educate students through academic and applied course work, requiring each student to assimilate knowledge acquire skills, and develop professional judgment and behaviors appropriate for wise and ethical practice.

The purpose of the Undergraduate Bachelor of Science in Criminal Justice program is for students to gain knowledge, acquire skills and develop professional judgement and behaviors that provide for wise and ethical practice in the field of Criminal Justice.

The purpose of the Forensic Science program is to develop professional, ethical graduates whose competence in the scientific method of investigation, problem-solving, quantitative reasoning, and scientific laboratory procedures can be applied to immediate employment or advanced graduate level study to provide unbiased accurate analytical collaboration to the criminal justice system.

The purpose of the Homeland Security program is to prepare graduates for employment or further study within the homeland security enterprise by offering a broad based yet in depth education covering the many facets of this unique, diverse, and evolving field.

The purpose of Master of Arts (MA) in criminal justice is to provide knowledge and skills related to criminal justice system practice, management, and policymaking, as well as in research, teaching and further study in law and other areas.

B. The role of the Program(s) and relationship to the University mission:

The School of Criminal Justice, including the undergraduate programs of Criminal Justice, Forensic Science, Homeland Security and the graduate Criminal Justice program provides teaching, research and service-oriented resources to the students of Wichita State University as well as for regional governmental and service organizations and the community of south-central Kansas. The School of Criminal Justice through these partnerships and projects provides knowledge and skills to our community and regional partners for the greater public good.

C. Has the purpose of the Program(s) changed since last review? ☐ *Yes* ☐ *No*

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

D. How does the Program support the university strategic plan?

Describe in 1-2 concise paragraphs.

E. Provide an overall description of your program (s) including any changes made since the last review?

Part 2: Faculty Quality and Productivity as a Factor of Program Quality

The quality of the program/certificate as assessed by the strengths, productivity, and qualifications of the faculty in terms of scholarly/creative activity and service. (Refer to instructions in the WSU Program Review Instructions for more information on completing this section. ==Tables 4 (Instructional FTE), 6 (Program Majors) and 7 (Degree Production) from OPA can be used to help with this section.)==

Complete the table below for the faculty who support the program (all faculty who signed or should have signed the coversheet).

Table 1 Departmental Outputs																	
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				
2016-2017																	
2017-2018																	
2018-2019																	
2019-2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

*Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

A. *Briefly explain the standards in place in your college/department for the evaluation of your faculty research/scholarship/creative activity.* **If an interdisciplinary program, please report on the program where faculty research has been recorded and provide narrative related to productivity.**

B. *Provide a brief assessment of the quality of the faculty/staff using the data from the table above. Include details related to productivity of the faculty including scholarship/research and creative activity and services. (i.e., some departments may have a few faculty producing the majority of the scholarship), service, efforts to recruit/retain faculty, departmental succession plans, etc.*

Part 3: Academic Program(s) and Emphases

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

A. Undergraduate programs:

1. Please review Table 8 provided by the Office of Planning and Analysis. Is the program ACT below 20 (triggered by KBOR defined Minima)? ☐ Yes ☐ No

   If yes, please explain the average ACT scores for your students.

B. Graduate programs:

1. Please review Table 9 provided by the Office of Planning and Analysis. Is the program GPA below the university average? ☐ Yes ☐ No

If yes, please explain the average GPA of your graduate students.

C. Accreditation status: If accreditation is previously noted, please add:

Accrediting Body:

Next Review Date:

Commendations and concerns from the last review:

D. Assessment of Learning Outcomes

1. Complete the table below with program level data. Identify the principal learning outcomes (i.e., with what skills does your Program expect students to graduate) and provide aggregate data on how students are meeting those outcomes

You may add an appendix to provide more explanation/details. (If specialty accreditation has been conferred within 18 months of this process, programs can append the information from the accreditation document to this self-study and cite, with page number, the appropriate information. If specialty accreditation has not been affirmed within 18 months, please complete the table or submit an updated version of your accreditation information. If not accredited, please complete the table below.)

Table 2 Learning Outcome Assessment					
Learning Outcomes (most programs will have multiple outcomes)	Assessment Type (e.g., portfolios, exams)	Assessment Tool (e.g. rubrics, grading scale)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will have a basic understanding of human anatomy.	*Comprehensive Exam*	*Rubric*	*80% of students will score 80% Or <*	*90% of students scored 80% or better.*	*Proficient knowledge of anatomy has been demonstrated.*
Definitions: *Learning Outcome: Learning that should result from instruction.* *Assessment Type: Type of assessment used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).* *Assessment Tool: Instrument used to evaluate the achievement of learning outcomes.* *Criterion/Target: Percentage of students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).* *Result: Actual achievement on each learning outcome measurement (e.g., 95%).* *Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised*					

2. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results listed in Table 2. Data should relate to the goals and objectives of the program as listed in Part 1.

E. Assessment of Student Satisfaction

Table 3 Student Learning Outcomes Comparison

Aggregate data supporting student success, by year, for the last three years (e.g., capstone, licensing/certification exam pass-rates)				
Year	N	Name of Exam	Program Result	National Comparison±
Ex. 1	*225*	*Praxis*	*80% of 225 were proficient*	*75% of testers are proficient*
2017				
2018				
2019				
2020	NA	NA	NA	NA

3. Use Table 3 and OPA Table 10 to provide analysis and evaluation using student majors' satisfaction (e.g., exit surveys from the Office of Planning and Analysis), capstone results, licensing or certification examination results (if applicable), 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 outcomes of the program as listed in 3d) to illustrate student satisfaction with the program and perceptions of program value.

F. General Education

1. Does your program support the university General Education program? ☐ Yes ☐ No

   If yes, please complete the table below by listing the general education courses and noting which of the general education outcomes are addressed in the class. If no, skip this question.

Table 4 General Education Outcomes

Course	Results	Assessment Type	General Education Outcomes			
			Have acquired knowledge in the arts, humanities, and natural and social sciences	Think critically and independently	Write and speak effectively	Employ analytical reasoning and problem-solving techniques
Math 242: Calculus I	2015: 96% passed 2016: 87% passed 2017: 96% passed			x		x

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/

2. Use Table 4 to further explain which goals of the *WSU General Education Program* are assessed in undergraduate programs (optional for graduate programs) and the results.

G. Concurrent Enrollment

1. Does the program offer concurrent enrollment courses? ☐ Yes ☐No

If yes, provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

If no, skip to next question.

H. *Credit Hours Definition*

1. Does the Program assign credit hours to courses according to Wichita State University Policy 2.18?
   ☐ Yes ☐No

   If no, provide explanation.

I. *Overall Assessment*

1. Define the overall quality of the academic program based on the above information 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).

Part 4: Student Need and Employer Demand

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

Complete the table below.

	Avg. Salary	Employment In state (%)	Employment in the field (%)	Employment related to the field (%)	Employment outside the field (%)	Pursuing graduate or professional education (N)	Projected growth from BLS**
Table 5 Employment of Majors							
2016 - 17							
2018 - 19							

* https://ksdegreestats.org/program_search.jsp and U.S. Bureau of Labor Statistics Website: http://www.bls.gov/oco/ are good resources to view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

A. *Provide a brief assessment of student need and demand using the data from Tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find. Also address students enrollment, degree production and employment outcomes for diverse students.*

Part 5: Program Service

*Analyze the service the Program/certificate provides to the **discipline, other programs at the University, and beyond**. Complete for each program if appropriate.* ==**Data tables 1, 2, 3 and 5a, b and c provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production)**== ***can be used to partially address this section.*** *(Refer to instructions in the WSU Program Review document for more information on completing this section).*

A. *Provide a brief assessment of the service the Program provides using SCH by majors and non-majors.*

B. *Provide a brief assessment of the service the Program/certificate provides to other university programs.*

C. *Provide a brief assessment of the service the Program/Certificate provides to the institution and beyond.*

Part 6: Graduate Enrollment Management (GEM)

For each graduate program, summarize and reflect on the progress you have made toward your GEM plan following the (a)-(d) template.

A. *Briefly summarize the GEM plan, paying particular attention to the vision, actions, and GEM evaluation.*

B. *Discuss how graduate assistantships are being used to advance the GEM goals.*

C. *Provide an assessment of successes, challenges, and deficiencies with the GEM plan.*

D. *Summarize how the GEM plan is being updated going forward based on the findings above.*

Part 7: Undergraduate Enrollment Management

For each undergraduate program, summarize and reflect on the progress you have made toward your colleges enrollment goals.

A. *Briefly describe how the department and faculty have engaged in undergraduate strategic enrollment management including both recruitment and retention initiatives and activities.*

B. *Provide an assessment of successes, challenges, and deficiencies with departmental activities.*

Part 8: Impact of Previous Self-Study Recommendations

At the conclusion of the last program self-study performed, the committee provided recommendations for improvement for the department. Please list those recommendations and note your progress to date on implementation.

Complete the table.

Table 6 Changes made based on Previous Recommendations

Recommendation	Activity	Outcome

Part 9: Program Goals from Last Review

Report on the Program's/certificate'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).

Complete the table.

Table 7 Results of Goals from Last Review

(For Last 4 FYs)	Goal(s)	Assessment Data Analyzed	Outcome	Status (Continue, Replace, Complete)

Part 10: Forward-facing Goals

Identify goal(s) for the Program to accomplish in time for the next review. Goals must be **Specific, Measurable, Attainable, Realistic and Time-bound (SMART)** and should be tied to the university and college strategic plans.

Complete the table.

Table 8 Forward Facing Goals for Program Review Period

Program/Certificate Goal	Specific	Measurable	Attainable	Realistic	Time-bound
Ex. To improve student learning outcomes (exam scores) by supporting Supplemental Instruction from four sections to seven by fall 2020.	*Yes – Exam Scores*	*Yes – How many sections.*	*Yes – budget approved. Discussed with OSS.*	*Yes – Within the scope of responsibility.*	*Yes – Fall 2020*

Provide any additional narrative covering areas not yet addressed.