



Program Review Self-Study Template

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

College: Fairmount College of Liberal Arts and Sciences

Date of last review: June 2011

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
Andi Bannister, Professor	
Jodi Beeson, Assistant Professor,	
Michael Birzer, Professor and Director	
Alison McKenney Brown, Fairmount Lecturer	
Michael Palmiotto, Professor and Undergraduate Coordinator	
Martha Smith, Associate Professor	
Szde Yu, Assistant Professor	

Submitted by: Michael Birzer, Director Date 7 April 2014
 (name and title)

In yellow highlighted areas,
data will be provided

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:

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

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 is to be an essential educational, cultural, and economic driver for Kansas and the greater public good. 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. Two service/research centers (Regional Community Policing Training Institute and the Midwest Criminal Justice Institute) provide community outreach that compliments the university's mission.

d. 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?

We don't believe there is a need to change at this time. What is salient is the congruent alignment of our mission to the university's new mission.

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

Yes No

If yes, describe the changes in a concise manner.

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. and
- 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 represent the capstone courses for Forensic Science students. Students study the entire process of the scientific analysis of evidence from a crime scene, through 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.

2. 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/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

Complete the table below and utilize data tables 1-7 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).

BS Criminal Justice

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 (2011)	1	2		10										3	2	1 awarded	\$650,000
Year 2 (2012)	7	6		6										3	1	1 awarded	\$1500
Year 3 (2013)	8	4		5										4	3	1 awarded	\$23,350

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

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis as well as any additional relevant data. 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 in the field, 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 WSU Criminal Justice publications were weighted by contribution, prestige, and edition. The criminal justice faculty are proud of this national ranking.

In terms of grant awards, the School of Community Affairs during this review was awarded three external grants for a total of \$674,850. The majority of this grant funding was the result of the Regional

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.

Community Policing Institute, a service arm of the School of Community Affairs. The School of Community Affairs has a long history of procuring external grants. For example, 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.

Collectively, the criminal justice faculty delivered invited papers internationally in England, Sweden, 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. Faculty have local/regional, nationally and/or international reputations in their specialization areas. These include: transportation crime, racial profiling, and the intersection of race in the criminal justice system, police behavior, program evaluation, criminal justice training and education strategies, computer forensics, and juvenile justice and correctional programming outcome assessment. They are often called upon for consultation services to a broad variety of criminal justice and other related organizations. One faculty member (Dr. Michael Palmiotto) is a two time Fulbright Scholar. 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 visas 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 a notice of position(s) vacancy to minority and underrepresented group venues (including Historical Black Colleges and Universities).

3. Academic Program: 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. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

Year	ACT Scores – Criminal Justice	ACT Scores – Forensic Science	ACT Scores – University Level
2010	20.7	23.4	22.7
2011	21.1	24.6	22.8
2012	21.0	24.2	23.0

Note: In 2010 only 54.8% reporting ACT Scores, 2011 only 56.3% reporting, 2012 only 60% reporting

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Year	GPA Admitted Graduate Students – Criminal Justice	GPA Admitted Graduate Students – University Level
2011	3.4	3.5
2012	3.4	3.5
2013	3.3	3.5

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program 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.

Criminal Justice (MA)

Learner Outcomes (most programs will have multiple outcomes)	Assessment (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
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.	As part of CJ802 - successful completion of data analysis project	Minimum of 80% passing score	07-11, n=22 (95% pass) 08-12, n=22 (95% pass) 09-13, n=24 (96% pass)	These pass rates are acceptable (pre and posttest to be administered to all graduate students effective fall 2014)
	As part of CJ897 students complete a major critique of a research report	Minimum of 80% passing score	07-11, n=not offered 08-12, n=25 (100% pass) 09-13, n=25 (100% pass)	These pass rates are acceptable (pre and posttest to be administered to all graduate students effective fall 2014)

Criminal Justice MA Continued				
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 reflection/critique paper required in CJ894 (How should America deal with crime?)	Minimum 80% passing score	07-11, n= 21 (90% pass) 09-12, n=20 (100% pass) 09-13, n=28 (100% pass)	Pass rates acceptable (pre and posttest to be administered to all entering and graduating MA students effective fall 2014)
Students will demonstrate an understanding of criminological theory and how it applies to social policy.	Successful completion of theory paper (part of CJ893)	Minimum 80% passing score	07-11, n=31 (93% pass) 08-12, n=21 (95% pass) 09-19, n=21 (90% pass)	Pass rates acceptable (pre and posttest to be administered to all entering and graduating MA students effective fall 2014)

Criminal Justice (BS)

Learner Outcomes (most programs will have multiple outcomes)	Assessment (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Students will demonstrate proficiency and conceptual, comprehensive knowledge, of the criminal justice system from both a historical perspective and from current and evolving themes and practices.	Criminal justice library paper built into CJ598	Minimum 70% passing score	07-11, n=59 (98% pass) 08-12, n=86 (100% pass) 09-13, n=86 (97% pass)	Pass rates acceptable (pre and posttest to be administered to all entering and graduating undergrad students effective fall 2014)
Students will demonstrate an understanding of criminological theory and how it applies to social policy.	Three papers - library skills assignments: find a research study on a theory and summarize it and discuss its policy relevance. Built into CJ593.	Minimum passing score 70%	07-11, n=53 (95%) of papers passed) 08-12, n=62 (98% of papers passed) 09-13, n=60 (100 % of papers passed)	Pass rates acceptable (pre and posttest to be administered to entering and exiting undergrad students effective fall 2014)

Forensic Science (BS)

Learner Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
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 FS499 (FS Seminar II).	Minimum passing score 70%	07-11, n=4 (100% pass) 08-12, n=4 (100% pass) 09-13, n= 11 (100% pass)	No problems with this outcome assessment. We are discussing a pre-post-test for FS students. This discussion is ongoing.

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), 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 3c).

Evaluate table 10 from the Office of Planning and Analysis regarding student satisfaction data.

Satisfaction with Program Upon Exit - Undergraduate

Year	Undergraduate Criminal Justice Program Satisfaction	College Division Undergraduate Satisfaction	University Undergraduate Satisfaction
2012	90.6% satisfied or very satisfied - n=53	83.7% satisfied or very satisfied	89% satisfied or very satisfied
2013	91.5% satisfied or very satisfied – n=94	75.9% satisfied or very satisfied	82.9% satisfied or very satisfied

Satisfaction with Criminal Justice Program Upon Exit – Graduate

Year	Graduate Criminal Justice Program Satisfaction	College Division Graduate	University Graduate
2012	83.3% satisfied or very satisfied - n=53	77.0% satisfied or very satisfied	80% satisfied or very satisfied
2013	84.2% satisfied or very satisfied – n=94	75.5% satisfied or very satisfied	82.5% satisfied or very satisfied

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
1		N/A	N/A	N/A
2				
3				

- 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).

The criminal justice program offers one General Education Introductory Course (CJ191 – Introduction to Criminal Justice). This course does contain a writing and critical thinking component. At this time there are no data to report. However, we have a tentative standard rubric (see attached) that each professor will complete when evaluating written papers in this course. The criminal justice program also offers four General Education Introductory further study courses (CJ351 Victim and CJ; CJ355 Special Populations in CJ; CJ394 Courts and Judicial System; and, CJ453 Crime Prevention, and CJ593 Crime Causation and Criminal Justice Policy). No data has been collected on these courses as at this time.

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> o Have acquired knowledge in the arts, humanities, and natural and social sciences o Think critically and independently o Write and speak effectively o Employ analytical reasoning and problem solving techniques 		
See Narrative Above		

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. For programs/departments with concurrent enrollment courses (per KBOR policy), 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.
Provide information here: **N/A**
- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.
Provide information here: **N/A**
- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.
Provide information here:
- As matter of department policy we insert the assignment of credit hours on all syllabi (regular and adjunct faculty). The department’s administrative assistant each semester requests copies of syllabi from all regular and adjuncts to ensure the statement is included on their syllabi.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 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).

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 meets, as needed, and 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 as needed.

On an annual basis, the SCA director, along with the faculty examine aggregated data for the preceding year. This includes but is not limited to anecdotal accounts of graduates, employers, number of admissions to each program, number of inquiries about our graduate program verses actual applications and admissions, recruitment and marketing strategies. 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 that exceed the minimum percent (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.

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 the demand for trained forensic scientists and technicians.

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 Pre-Forensic Science majors 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.

4. 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).

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.
- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							Projected growth from BLS** Current year only.
	Average Salary	Employment % In state	Employment % in the field	Employment % related to the field	Employment % outside the field	No. pursuing graduate or professional education	
Year 1	See below	See below	See below	See below	See below		↓
Year 2							
Year 3							

* 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)

- 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.

Provide assessment here:

BS Criminal Justice: In 2011 there were 172 applicants for the criminal justice program, 154 (89.5%) were admitted. In 2012 there were 179 applicants to the criminal justice program, 157 (87.7%) were admitted. In 2013 there were 206 applicants to the criminal justice program, 196 (95%) were admitted.

In regards to Under-represented Minorities (URM) in the BS Criminal justice program, URM representation in the freshman/sophomore class in 2010 was 23.7%, and in the junior/senior class was 27.7%. In 2011, URM composed 33% in the freshman/sophomore classes and in junior/senior class were 28.2%. In 2012, URM representation in the freshman/sophomore class was 29%, and in the junior/senior class was 25.5%. In all three years reported here, URM representation in the undergraduate criminal justice program exceeds their representation when compared to the university and college level.

MA Criminal Justice: In 2011 there were 37 applicants to the MA program, 33 (89%) of these applicants were admitted. In 2012 there were 39 applicants to the MA program, 33 (84.6%) were admitted. In 2013 there were 34 applicants to the MA program, 34 (100%) were admitted.

In regards to URM in the MA program, in 2010 there were 18.9% URM in the MA program. In 2011 URM represented 20% of students in the MA program. In 2012 URM represented 25.9% of students in the MA program. In all three years reported in this program review, URM in the MA Criminal Justice program exceed their representation when compared to the college and university.

BS Forensic Science: In 2011 there were 38 applicants for the forensic science program, 35 (92%) were admitted. In 2012 there were 32 applicants to the forensic science program, 30 (93.75%) were admitted. In 2013 there were 35 applicants to the forensic science program, 30 (85.7%) were admitted.

In regards to URM in the forensic science program, URM in the freshman/sophomore class in 2010 were 13.9%, and in the junior/senior class were 9.7%. In 2011, URM were 8.7% in the freshman/sophomore classes and in junior/senior class were 15.6%. In 2012, URM representation in the freshman/sophomore class was 19%, and in the junior/senior class was 22.9%. In all three years reported here, URM representation in the forensic science program was either slightly lower or very close to their representation when compared to the university and college level.

Positions and Employment: Note: We are currently working on a system to capture the data as required for “Employment of Majors” and we hope to have data to report during the next review.

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. Criminal justice majors can work in a wide variety of careers. Though the criminal justice field does include police and detective positions, it expands far beyond that to many other career options. According to the U.S. Bureau of Labor Statistics (BLS), other criminal justice jobs are growing at a rapid rate. In particular, probation officer positions are expected to grow by 18% by 2020. Private security positions are expanding at an even faster rate, with growth projected at 21% by 2020, according to the BLS. 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. According to the Department of Labor, in January 2014 the median annual earnings of various occupations in the Criminal Justice field were as follows (not an exhaustive list):

- o Probation officers: \$48,190
- o Parole officers: \$51,529
- o Salaried private detectives: \$45,740
- o Police and sheriff's patrol officers: \$56,980
- o Police and detective supervisors: \$75,490
- o Detectives and criminal investigators: \$60,910
- o Correctional officers and detention personnel: \$39,040
- o First-line supervisors/managers of correctional officers: \$58,380
- o Court service officers (Bailiffs): \$38,970
- o Private detectives and security officers: \$41,,760
- o Fish and Game officers: \$56,980
- o FBI Special Agent: Range between \$54,326 - \$106,922
- o Special Agent - US Drug Enforcement Administration (Entry Level): \$56,980
- o Special Agent – US Secret Service (entry Level): Between \$43,964 and \$74,891
- o Homeland Security career: Starting salary range \$54,880 – 82,320
- o Correctional treatment specialist: \$67,000
- o Juvenile service officer: \$39,040

Forensic Science:

According to the Bureau of Labor Statistics, of all science technicians, forensic scientists currently earn the second highest annual salary. In 2012, the average pay rate for a forensic scientist was \$52,840 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, employment of forensic science technicians is projected to grow 6 percent from 2012 to 2022, slower than the average for all occupations. Competition for jobs will be strong because of substantial interest in forensic science.

5. **Analyze the 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).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.

- a. Provide a brief assessment of the 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:

Each semester approximately 44-47% percent of our credit hours are generated by non-majors. This most likely is a result of several popular general education further studies course that are offered along with Introduction to

Criminal Justice which is an introductory general education course that undergraduate student may elect to take to fulfil a social science requirement.

The criminal justice faculty engages in a fairly significant amount of external research with criminal justice organizations. For example, the Regional Community Policing Institute works with police agencies in applied research endeavors that are geared toward enhanced service delivery to the general citizenry and improved police operations. Other research partners include the City of Wichita (traffic ticket analysis regarding racial profiling indicators), and Sedgwick County for correctional outcomes assessment and disproportionate minority confinement.

The criminal justice program procured nearly \$674,850 in external funding during the past three years. The source of this external funding is the US Department of Justice for operation of the Regional Community Policing Institute, and Sedgwick County for service rendered for program assessment of juvenile and correctional outcomes in Sedgwick County.

The criminal justice program appears to be consistent in SCH. The five-year rolling average SCH (2006-2012) is 3,783 per semester.

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
	Enhance assessment plan to include outcome data	Pre and post-test has just recently been developed and will be launched fall 2014. See three year goals below. This is an area that we will continue to work on and perfect.
	Offer CJ191 course in High Schools	Not accomplished as of yet
	Increase student retention efforts, especially URM	The number of URM in the BS and MA Criminal Justice programs is well above college and university level.
	Work w/ LAS dean's office to fill vacant positions. Heavily recruit racial/ethnic minority or faculty positions.	One criminal justice faculty position is still vacant as the result of a May 2013 retirement. One position was filed with a Japanese-American female.
	Develop a new alumni survey to collect employment data	Ongoing. Will be reported next assessment period.
	Work with LAS dean regarding future of forensic science program	Director has met with dean on several occasions. Pending.
	Continue to enhance online delivery of courses	Seven courses have been converted to online and are currently being offered on a regular basis (CJ394, CJ391, CJ610, CJ692, CJ783S, CJ894, CJ802). Effective spring 2015 – online MA in criminal justice will roll-out.
	Establish a Criminal Justice Coordinating Committee which will be comprised of criminal justice professionals.	Committee formed. Will meet twice a year or as needed

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:

Strengths:

1. Credit hour production and consistency.
2. Good student major numbers (as of February 2, 2014)

Degree Program	Number of Student Majors
MA Criminal Justice	63
BS Criminal Justice	350
BS Forensic Science	62 (pre-forensic science and/or full majors)

3. Productive faculty:
 - Approx. \$3 million in external funding, consultancies, and contracts (2006-2014)
 - Fifty-one (51) refereed journal publications (2006-2014)
 - Productive record of writing text books (10 books published since last review)
 - Fifty-eight (58) paper presentations and/or round table discussions at national and/or international conferences (since 2006)
 - Faculty have national and/or international reputations for their work. One faculty member is a two-time Fulbright Scholar.
4. Growth will occur with the online MA and with additional undergraduate courses being facilitated online.
5. The Midwest Criminal Justice Institute has a strong potential for growth as a service arm, revenue sources, and a bridge for applied research with criminal justice organizations.

Concerns:

1. The forensic science program is facilitated entirely by adjunct professors and resources (when needed) are purchased from the School of Community Affairs' OOE budget. The program is the only one of its kind in the state and the potential for growth is strong. Feedback for the last self-study review recommended that we work with the LAS dean to hire a professor(s) for the FS program. The current interim dean has been made aware of the program's needs. The faculty recommends discontinuing the program if resources are not available for the future.
2. Because the MA criminal justice program will be offered entirely online as an option starting in the spring 2015, it's imperative that the recent vacancy that was created as the result of a retirement be filled as soon as possible. In order to operate both an online MA program and traditional in class MA program, having full staffing is critical.

Three year Goals:

1. Implement Pre and posttest for assessment purposes. A committee was formed to develop a pre and post-test to be administered to all incoming and existing graduate students. Furthermore, a test has also been developed to be administered to all incoming and exiting undergraduate criminal justice majors. We will begin administering the testing during the fall 2014 semester. Data will be reported in the next program review.
2. Explore the expansion of assessment activities across the curriculum.
3. Align assessment goals as much as possible with university general education goals (writing, critical thinking, etc.).
4. Enhance existing assessment – applying/enhance the rubrics to papers collected from various classes.

**2011 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
Program Objective To admit 15 well-qualified students into the program each academic year.	Determine number of admitted students. Determine admission category of each student.	Office of Planning and Analysis (OPA) Office of Planning and analysis	OPA database OPA database	27 students were admitted into the program	None at this time
Maintain at least 25% Underrepresented minority students in program (URM)	Determine number of URM	OPA	OPA Data	17 (28.2%) URM students	None at this time
Program Objective To hire & maintain a highly qualified faculty	Faculty actively engage in research and publication and possess terminal degrees Student evaluation of faculty teaching	Graduate School Director	Faculty possess Graduate Faculty standing SPTe & IDEA evaluations	All faculty possess Graduate Faculty standing.	None at this time
Program Objective To ensure curriculum remains current & relevant	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.	Department faculty	Semester schedules Program sheets from similar programs CJ exit survey data		Review of curriculum is ongoing.
Program Objective To ensure the facilities & equipment are maintained and as current as possible	Equipment checks and maintenance. Update software as it becomes available. Purchase new equipment as necessary. Provide proper training for instructors that use the equipment.	Technology committee & Department Chair		Equipment has been upgraded where necessary.	None at this time

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>As part of CJ802 - successful completion of data analysis project (see attached criteria) minimum of 80% passing score</p> <p>As part of CJ897 students complete a major critique of a research report. Minimum of 80% passing score.</p>	<p>Faculty and grad coordinator</p> <p>Course instructor</p>	<p>Course grade records</p> <p>Course grade records</p>	<p>22 students completed the data analysis project. 95% of these students passed with a minimum of 80%</p> <p>CJ897 not offered in 2011</p>	<p>None at this time</p> <p>None at this time</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 reflection/critique paper required in CJ894 (How should America deal with crime?) minimum passing score of 80%</p>	<p>Course Instructor & Graduate Coordinator</p>	<p>Course paper</p>	<p>21 students completed paper and 90% passed with a minimum of 80% score</p>	<p>None 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 theory paper with a passing score of 80% or better. Administered as part of CJ893</p>	<p>Course instructor and Graduate coordinator</p>	<p>Students= graded papers</p>	<p>31 students completed paper. 93% passed.</p>	<p>None at this time</p>

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Feedback loop: Feedback Loop: Dr. Michael Birzer presented the outcomes at regularly scheduled faculty meetings in both fall and spring semesters. The faculty opened discussions about the possibility of reinstituting a comprehensive completion exam that students would be required to pass at a certain level. There is some concern that a comprehensive exam is a poor way to assess student learning. The curriculum was also discussed at faculty meetings where it was decided to add some of the experimental courses to the regular curriculum to give graduate students a broader range of electives. 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 75% of all graduate courses can be taken online and/or as a blended course).</p>					

2012 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
Program Objective To admit 15 well-qualified students into the program each academic year.	Determine number of admitted students. Determine admission category of each student.	Office of Planning and Analysis (OPA) Office of Planning and analysis	OPA database OPA database	29 students were admitted into the program	None at this time
Maintain at least 25% Under represented minority students in program (URM)	Determine number of URM	OPA	OPA Database	18 (25.9%) students were URM status	Continue aggressive recruiting in minority venues
Program Objective To hire & maintain a highly qualified faculty	Faculty actively engage in research and publication and possess terminal degrees Student evaluation of faculty teaching	Graduate School Director	Faculty possess Graduate Faculty standing SPT&E & IDEA evaluations	All faculty possess Graduate Faculty standing.	None at this time
Program Objective To ensure curriculum remains current & relevant	The department will conduct interim curriculum reviews every year and will have a final review every 3 years using data results from the <input type="checkbox"/> exit survey as part of that review.	Department faculty	Semester schedules Program sheets from similar programs <input type="checkbox"/> exit survey data		Review of curriculum is on-going.
Program Objective To ensure the facilities & equipment are maintained and as current as possible	Equipment checks and maintenance. Update software as it becomes available. Purchase new equipment as necessary. Provide proper training for instructors that use the equipment.	Technology committee & Department Chair		Equipment has been upgraded where necessary.	None at this time

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>As part of CJ802 - successful completion of data analysis project (see attached criteria) minimum of 80% passing score</p>	<p>Faculty and grad coordinator</p>	<p>Course grade records</p>	<p>22 students completed the data analysis project. 95% of these students passed with a minimum of 80%</p>	<p>None at this time</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>As part of CJ897 students complete a major critique of a research report. Minimum of 80% passing score.</p>	<p>Course instructor</p>	<p>Course grade records</p>	<p>25 students completed major critique of research and 100% received a minimum of 80% on critique</p>	<p>None 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 reflection/critique paper required in CJ894 (How should America deal with crime?) minimum passing score of 80%</p>	<p>Course Instructor & Graduate Coordinator</p>	<p>Course paper</p>	<p>20 students completed paper and 100% passed</p>	<p>None 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 theory paper with a passing score of 80% or better. Administered as part of CJ893</p>	<p>Course instructor and Graduate coordinator</p>	<p>Students= graded papers</p>	<p>21 students completed paper. 95% passed</p>	<p>None at this time</p>

Program Objectives & Student Outcomes	Assessment Activities	Data Gathered & Analyzed by:	Documentation	Assessment Results	Program Changes
<p>Feedback Loop: Feedback Loop:</p> <p>Dr. Michael Binzer presented the outcomes at regularly scheduled faculty meetings in both fall and spring semesters. The faculty opened discussions about online learning for graduate students. Some faculty believed that WSU needs to have more online options for students and that criminal justice is in a good position to significantly enhance and increase online learning. Several faculty members have attended workshops on online learning and facilitation strategies. It was agreed that criminal justice master degree admissions and enrollment will go up by 50% in a matter of a year or two if we implement a fully online master's degree. Faculties were encouraged by the Director (Binzer) to think more openly about online learning.</p>					

**2013 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
Program Objective To admit 15 well-qualified students into the program each academic year.	Determine number of admitted students. Determine admission category of each student.	Office of Planning and Analysis (OPA) Office of Planning and analysis	OPA database OPA database	32 students were admitted into the program	None at this time
Maintain at least 25% Under represented minority students in program (URM)	Determine number of URM	OPA	OPA Database	Data not available as of the time of this report	---
Program Objective To hire & maintain a highly qualified faculty	Faculty actively engage in research and publication and possess terminal degrees Student evaluation of faculty teaching	Graduate School Director	Faculty possess Graduate Faculty standing SPTE & IDEFA evaluations	All faculty possess Graduate Faculty standing.	None at this time
Program Objective To ensure curriculum remains current & relevant	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.	Department faculty	Semester schedules Program sheets from similar programs CJ exit survey data		Review of curriculum is on-going. No changes needed at this time.
Program Objective To ensure the facilities & equipment are maintained and as current as possible	Equipment checks and maintenance. Update software as it becomes available. Purchase new equipment as necessary. Provide proper training for instructors that use the equipment.	Technology committee & Department Chair		Equipment has been upgraded where necessary.	None at this time

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>As part of CJ802 - successful completion of data analysis project (see attached criteria) minimum of 80% passing score</p> <p>As part of CJ897 students complete a major critique of a research report. Minimum of 80% passing score.</p>	<p>Faculty and grad coordinator</p> <p>Course Instructor</p>	<p>Course grade records</p> <p>Course grade records</p>	<p>24 students completed the data analysis project. 95% of these students passed with a minimum of 80%</p> <p>25 students completed major critique of research and 100% received a minimum of 80% on critique</p>	<p>A pre and posttest will be administered to all incoming graduate students and all graduating graduate students effective fall 2014 (for assessment purposes only)</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 reflection/critique paper required in CJ894. (How should America deal with crime?) minimum passing score of 80%</p>	<p>Course Instructor & Graduate Coordinator</p>	<p>Course paper</p>	<p>28 students completed paper and 100% passed</p>	<p>A pre and posttest will be administered to all incoming graduate students and all graduating graduate students effective fall 2014 (for assessment purposes only)</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 criminological theory and how it applies to social policy.</p>	<p>Successful completion of theory paper with a passing score of 80% or better. Administered as part of CJ893</p>	<p>Course instructor and Graduate coordinator</p>	<p>Students= graded papers</p>	<p>21 students completed paper. 90% passed</p>	<p>A pre and posttest will be administered to all incoming graduate students and all graduating graduate students effective fall 2014 (for assessment purposes only)</p>
<p>Feedback Loop: Feedback Loop: Dr. Michael Birzer presented the outcomes at regularly scheduled faculty meetings in both fall and spring semesters. The faculty opened discussions about coming up developing a more effective assessment process. A committee was formed early in 2013 and as a result a pre and posttest was developed. This test will be administered to all incoming MA students and all exiting (graduating) MA students. Some faculty discussed the possibility of returning to a comprehensive exam that MA student would be required to pass in order to graduate. However, a majority of the faculty did not think we should bring back the comprehensive exam. As we get into the next assessment year the assessment committee within the department will be charged with investigating what other MA program in criminal justice are doing for assessment. It was generally agreed in faculty meetings that this is challenging and that it would be nice to have a full time person to devote attention to assessment. That's not possible at this time. We also discussed the university's decision that effective fall 2015 the MA in Criminal Justice degree will be offered 100% online as an optional track. Faculty welcome this opportunity but are concerned about having enough faculty to run program. The director (Dr. Birzer) will continue to discuss with the LAS Interim Dean Ron Matson filling a faculty position as the result of a recent (May 2013) retirement. That position remains open. Five graduate faculty members have attended the WSU Re-Boot Camp which is a 40 hour extensive online facilitation training workshop. All of the graduate core courses are now fully online and we currently have 9 elective courses (27 Hours) that have been developed online. Faculty at the spring 2013 meeting discussed the manner in which we will now conduct assessment of the online MA degree. The director (Dr. Birzer) has started preliminary discussions with Rick Murnu and Mark Porcaro, Director of online learning.</p>					

Kansas Board of Regent Program Review

Academic Year 2011-2012

School of Community Affairs

Criminal Justice MA, BS

Forensic Science BS

Fairmount College of Liberal Arts and Sciences

Wichita State University

Dean's Evaluation

Mission and Role: The School of Community Affairs shares many of the mission and role elements of the Fairmount College of Liberal Arts and Sciences:

1. Significant participation in liberal, or general, education in the social sciences (criminal justice) for all students at the university.
2. Advanced undergraduate education for students pursuing criminal justice or forensic science as a career.
3. Graduate education through the MA in criminal justice.
4. Advanced research in criminal justice and criminology
5. Outreach service for community policing and professional continuing education through the Midwest Criminal Justice and Regional Community Policing Training Institutes.

Program Faculty: The diverse mission and role of the school is accomplished through tenured, tenure-track, and temporary (lecturers) faculty and unclassified professionals in criminal justice. The faculty for forensic science includes anthropologists, psychologists, chemists and biologists. Courses from each of these departments are required for the forensic science program. For the most part, temporary faculty are experts from the community who hold other jobs, but can contribute significantly to the education of students within the criminal justice and forensic science programs. The tenured and tenure-track faculty of the School of Community Affairs are notably excellent teachers, having been awarded a variety of teaching commendations and recognitions. Research publication in criminal justice is especially notable; one analysis ranks the criminal justice program as seventh in the nation for publication of research and scholarly books and textbooks. Criminal justice faculty also are very successful in generating external funds for research and training grants, which support their highly commendable efforts in community outreach.

Outcomes and Student Needs: Assessment of student learning outcomes for the criminal justice and the forensic science programs are similar. Both programs include capstone courses in which students prepare research papers or reports. For forensic science, an oral presentation also is included. For the graduate program in criminal justice student learning outcomes are assessed through research papers and critiques. Results of student learning outcome assessment in all three

programs show that most students achieve learner outcomes in all measures. In all cases where some students did not meet the designated outcome, at least 75 percent did achieve the designated outcome.

The school also assesses its educational efforts primarily through student experiences in internships and its cooperative education program. The internships provide students the opportunity to assimilate knowledge from prior coursework and to identify future coursework that will strengthen their employability upon graduation. In fact, many of the connections developed through internships result in employment by the agency when students graduate.

Summary: The School of Community Affairs is a vital unit of the college with effective faculty, abundant students, and strong community ties. Of the two programs within the school, criminal justice is clearly the strongest.

Recommendations:

1. The college is committed to maintaining the strong program recently developed in criminal justice. The college has recently added a faculty member and commits to further increasing current faculty numbers within the criminal justice program of the school. Provided that increases in student enrollments are maintained, at least one additional faculty position will be authorized for the program within the next five years and probably sooner.

2. The forensic science program was triggered by program review for insufficient numbers of majors and graduates. However, the numbers have increased in the program and it is expected they will continue meet the regents minimum for those enrolled by the time 5 years of data are included (FY 2012). I expect the number of graduates from the program to exceed the minimum by FY 2014.

**Kansas Board of Regents Program Review
Academic Year 2011-2012**

**Elliott School of Communication
Communication, MA, BA
Fairmount College of Liberal Arts and Sciences
Wichita State University**

Dean's Evaluation

Mission and Role: The Elliott School of Communication shares almost all of the mission and role elements of the Fairmount College of Liberal Arts and Sciences:

1. Provision of the general education basic skill course in public speaking for all university students.
2. Participation in liberal, or general education in the humanities for all university students.
3. Participation in 6-12 teacher licensure program in speech-theater.
4. Advanced undergraduate education for students pursuing integrated communication as a major with emphases in journalism (integrated broadcast, print, and new media) integrated marketing communications, and strategic communication.
5. Graduate education in communication.
6. Advanced scholarship/creative activity in broadcast, print, and new media journalism, strategic communication, rhetoric, and communication history

Program Faculty: The departmental mission and role is accomplished primarily through a mix of tenured and tenure-track faculty, unclassified professionals, professional adjuncts, and teaching assistants pursuing the MA degree. The tenured and tenure-track faculty are active in research and/or creative activity as demonstrated by number of publications, presentations at conferences, grant proposals, and juried and non-juried creative projects. They regularly receive state and national awards for their work. Since the last program review, one senior faculty member (Dooley) was named the Betty and Oliver Elliott Distinguished Professor of Communication and another (Ballard-Reisch) was recruited to fill the Kansas Health Foundation Distinguished Chair in Strategic Communication. Recently, faculty members were awarded the WSU Excellence in Community Research Award, the John R. Barrier Distinguished Teaching Award, and the WSU Excellence in Teaching Award. The faculty and school are highly engaged in the community and their professional associations. The school has an especially active advisory board, a testament to the school's reputation and engagement in the community.

Outcomes and Student Needs: The department assesses undergraduate student learning outcomes and satisfaction through an exit survey and senior portfolio that is judged by

professional members of the community. Students perceive that they receive a quality education for the Elliott School, and high average marks from the community for their portfolios. At the graduate level assessment of student outcomes is accomplished by the use of an exit survey and through the results of a comprehensive exam. In recent years, the graduates of the MA program agree that they received a quality education and 100% passed the comprehensive exam.

Upon the recommendation of the advisory board the school collaborated with the School of Art and Design to develop communication minors for graphic arts majors, and graphic arts minors for communication majors. Similar plans are underway to develop closer interdisciplinary ties with the Barton School of Business.

Summary: The Elliott School of Communication is a vital unit of the college serving many mission and role elements of the college and the university. It is the only integrated communication school in Kansas, and well serves the community.

Recommendations:

I concur with the recommendations proposed in the self-study, but am also considering alternative models for the implementation of a fee to support technology demands.

**Kansas Board of Regents Program Review
Academic Year 2011-2012**

**English Language and Literature, MA, BA
Creative Writing, MFA, BA
Fairmount College of Liberal Arts and Sciences
Wichita State University**

Dean's Evaluation

Mission and Role: The Department of English shares almost all of the mission and role elements of the Fairmount College of Liberal Arts and Sciences:

1. Provision of remedial course work to prepare students to enter general education basic skills composition courses
2. Provision of general education basic skills courses in composition for all university students.
3. Participation in liberal, or general education in the Humanities for all students at the university.
4. Provision of a variety of literature courses to fulfill the literature requirement of all LAS majors.
5. Advanced undergraduate education for students pursuing English Language and Literature and also Creative Writing majors
6. Graduate education in its MA in English Language and Literature and the MFA in Creative writing.
7. Advanced scholarship/creative activity in literature, linguistics, and creative writing.

Program Faculty: The departmental mission and role is accomplished primarily through a mix of tenured and tenure-track faculty, teaching unclassified professionals, adjuncts, and teaching assistants pursuing the MA or MFA degrees. The tenured and tenure track faculty have specialties in composition, literature, linguistics, and creative writing. Accordingly, they teach at both the undergraduate and graduate levels in the respective programs. As a whole, the faculty publish while nearly half also serve in administrative positions within the department (for the composition, BA and graduate programs), and their scholarship is recognized internationally. Recently, one senior faculty member (Woods) was named the M.V. Hughes Distinguished Professor of English, and another (Goldbarth) maintains the Adele M. Davis Distinguished Professor in Humanities. The faculty show exemplary service to the college and university.

Outcomes and Student Needs: The department assesses student outcomes of the undergraduate major by analysis of essay examinations, and critical and research papers. They observe that 90%

of students passed these measures with a C or better. They also report that a survey of alumni graduating 2008-2010 rated the program 4.5 out of a possible 5.0 scale. The department, in Spring 2011 introduced a research-oriented capstone course for its majors; results from the new measure will be included in the next review.

Summary: The Department of English is a vital unit of the college serving many mission and role elements of the college and the university. It provides composition skills courses required of all students, and literature courses for the general education requirements. English language/literature is a core-discipline of a liberal arts education.

Recommendations:

1. I generally concur with the program recommendations as proposed in the self-study, but hiring of new faculty will depend on available budget.

**Kansas Board of Regents Program Review
Academic Year 2011-2012**

**Bachelor of General Studies
Fairmount College of Liberal Arts and Sciences
Wichita State University**

Dean's Evaluation

Mission: The Bachelor of General Studies (BGS) degree is an interdisciplinary program that serves students who are interested in pursuing the breadth of the liberal arts and sciences, and who wish to emphasize the transferable skills and knowledge of a liberal arts education over the depth of a disciplinary major.

Structure: Students pursuing a BGS degree develop with a generalist or departmental advisor a plan of study which outlines an area of concentration incorporating a minimum of 33 hours. No fewer than 15 and no more than 21 of these hours will be taken in a focal, or primary department. The remaining twelve to eighteen hours must be divided between at least two other departments. Concentrations may cross departmental or college lines...but the first two departments of the area of concentration must be LAS. A minimum of 12 upper-division LAS hours must be included in the concentration. All other college requirements for BA degrees must be met, except for the foreign language requirement.

Program Faculty: There are no faculty assigned to the BGS program; instead the program mission is accomplished through a mix of faculty mostly from across the college, but because students may choose one of the secondary areas from outside the college, nearly all university faculty could participate.

Outcomes and Student Needs: Assessment of student learning outcomes for the BGS degree is difficult because there is no required participation in the most useful forms of assessment developed by the BGS assessment committee. Nevertheless, a limited number of volunteers have undergone our assessment survey that ask the students 1) to explain how the three areas of the concentration form a coherent whole, 2) compare and contrast aspects of the disciplines of the concentration, and 3) how the concentration (and degree) will serve them in future career plans. An exit survey for the BGS also has been developed and is administered when the students file their degree application.

Summary:

Sociology, Psychology, Criminal Justice, Biology, Chemistry, and Women's Studies are the most common focal areas of the BGS concentration. The demand for the BGS degree continues to be high, and students who complete the degree report high satisfaction with the degree and the positive impact it has on their lives and employment. The BGS is an important program for an urban-serving institution.

Recommendations: I concur with the recommendations proposed in the assessment report.

**Kansas Board of Regent Program Review
Academic Year 2011-2012**

**History MA, BA
Fairmount College of Liberal Arts and Sciences
Wichita State University**

Dean's Evaluation

Mission and Role: The Department of History shares many of the mission and role elements of the Fairmount College of Liberal Arts and Sciences:

1. Significant participation in liberal, or general, education in the humanities for all students at the university.
- 2.
3. Participation in 58 history comprehensive and 6-12 History/Government teacher licensure programs
4. Advanced undergraduate education about history, which students can apply to a broad range of occupational fields.
5. Graduate education in European, US, or Public History through the Master of Arts degree.
4. Service and outreach to the community through the applied scholarship and service activity of the Public History program.

Program Faculty: The mission is accomplished through 11 tenured or tenure-track faculty. The faculty includes scholars who specialize in a range of specializations including: world, environmental, American, U.S., European, Russian, gender and sexuality, and legal history. The faculty consists of excellent teachers. Members of the faculty are regularly nominated for teaching awards and one of the faculty members recently received the 2011 John R. Barrier Distinguished Teacher Award. Research and publication in history is evident by a significant number of publications in peer reviewed journals, authorship of books and book chapters, submitted and awarded grants and conference presentations.

Outcomes and Student Needs: Assessment of student learning outcomes for history occurs through measurement of designated learner outcomes which are tested by two upper division courses: History 300 (methodology), and History 698 (Historiography). Results show that consistently, 85 to 90 percent of history majors achieve the designated outcomes. Additionally, according to the Graduate School's exit survey results, 78% of students graduating from the MA program were satisfied with their education. Of note is that one of the history graduate students won last year's Dora Wallace Hodgson award for best MA thesis, and subsequently won the Midwestern Association of Graduate Students award for that same thesis.

Summary: The Department of History is a foundational academic unit of the college and provides both advanced and undergraduate education for students interested in history. It houses a faculty that is effective in teaching and research and maintains strong community ties.

Recommendations:

1. The college is committed to maintaining the history department at current level and has recently hired Dr. Robert Weems, Garvey Distinguished Professor of Business History, to replace Dr. Craig Miner, who died in 2010. Contingent upon available funds and continued enrollments, I will strive to fill additional vacancies as soon as possible thereafter they occur.

**Kansas Board of Regents Program Review
Academic Year 2010-2011**

**Interdisciplinary – Master of Arts in Liberal Studies (MALS)
Fairmount College of Liberal Arts and Sciences
Wichita State University**

Dean's Evaluation

Mission and Role: The Master of Arts in Liberal Studies (MALS) shares many of the mission and role elements of the Fairmount College of Liberal Arts and Sciences:

1. The MALS program contributes to the WSU mission of providing comprehensive educational opportunities by extending the opportunity for graduate work far beyond what is provided by the confines of existing departments and programs.
2. The mission of the MALS program is to provide students the opportunity to design an individual interdisciplinary master's degree program by drawing on the resources of three or more departments. Given the breadth and extent of WSU's existing graduate programs, the opportunities for serious interdisciplinary graduate work are extensive: Asian Studies, American Studies, Classical Studies, Hispanic Studies, History and Philosophy of Science, Museum Studies, etc.

Program Faculty: There are no faculty assigned to the MALS program; instead the program mission is accomplished through a mix of tenured and tenure track-faculty from various departments. This mix is effective in accomplishing the multi-faceted goals of the program.

Students in the program take courses in various departments; the courses are already offered for their own graduate programs, and no additional compensation is given to the faculty teaching those courses. The only added expense of the program is the stipend for the part-time director of the MALS program.

Outcomes and Student Needs:

In the graduate school survey, MALS students were very satisfied with the program, rating it 4.62 on a scale of five. Assessment of student learning outcomes is accomplished by comparison of the initial project proposal to the thesis or final project developed by the student. Satisfactory demonstration of learning outcomes was demonstrated by all students completing the degree in the time period of review.

Summary:

The MA in Liberal Studies is a high-quality, low-cost program which is interdisciplinary in nature, taught by quality faculty.

Recommendations:

1. The program has exceeded its target of recruiting 10 new students each year. These efforts are to be applauded, and the faculty encouraged to continue with recruitment.
2. The summer 2010 plan developed to increase the number of students in the pipeline to graduate seems to be working.
3. Further advertise the program to faculty and prospective students alike.

**Kansas Board of Regents Program Review
Academic Year 2011-2012**

**Philosophy, BA
Fairmount College of Liberal Arts and Sciences
Wichita State University**

Dean's Evaluation

Mission and Role: The Department of Philosophy shares almost all of the mission and role elements of the Fairmount College of Liberal Arts and Sciences:

1. Participation in liberal, or general education in the Humanities for all students at the university.
2. Philosophy education in support of numerous fields of study across the university: ethics for nursing within the College Health Professions, ethics and for all undergraduate programs in the College of Engineering, and logic for the Barton School of Business. The department also supports majors in women's studies, history, and political science.
3. Advanced undergraduate education for students pursuing philosophy and pre-law programs.
4. Graduate education through extensive participation in the MA-Liberal Studies program.
5. Advanced scholarship in philosophy.
6. Outreach service for the community through the Kansas Health Ethics Conference, and the Wesley Hospital Ethics Review Board.

Program Faculty: The departmental mission and role is accomplished primarily through a mix of tenured and tenure-track faculty, and temporary visiting assistant professors. The faculty teaches at all levels in the program and do so effectively as noted by their nominations and awards for teaching excellence. As a whole, the faculty publishes frequently and significantly and their scholarship is recognized internationally. The faculty show exemplary service to the college and university as well as within their professional organizations. Recent faculty awards including the Barrier Distinguished Teaching Award in the Humanities and Social Sciences and the Excellence in Teaching Award (2).

Outcomes and Student Needs: The department assesses the major by continuous monitoring of graduate school placements, the use of external evaluators, and extremely careful advising of students to assess student needs and desired outcomes. The major courses, general education courses, and service courses are assessed through maintenance and annual review of portfolios of course materials and representative student papers and exams. The philosophy major is extremely successful in meeting its goals for its students, as attested to by the success in

placement in graduate schools, student satisfaction survey, and the analyses by the external evaluators.

Summary: The Department of Philosophy is a vital unit of the college serving many mission and role elements of the college and the university. Philosophy is a core-discipline of a liberal arts education. The department has a highly active research faculty and is known for its teaching effectiveness.

Recommendations:

The philosophy program is triggered for insufficient numbers of majors and graduates. However, the numbers of majors have recently increased in the program and I expect that, subsequently, so will the number of graduates. A plan was developed in the summer of 2010 to increase the number of majors, and subsequently the number of graduates. The self-study report indicates that the numbers of majors and graduates are increasing in response to the implemented plan. Although the number of majors and number of graduates fall below regents' minima, I strongly support continuance of the program. The ability to recruit and maintain faculty of this caliber would be severely curtailed without an undergraduate major, thereby harming the department's ability to deliver excellent coursework taught by high achieving faculty in support of general education and other majors and graduate programs across the university.

**Kansas Board of Regent Program Review
Academic Year 2011-2012**

**School of Social Work MSW, BSW
Fairmount College of Liberal Arts and Sciences
Wichita State University**

Dean's Evaluation

Mission and Role: The School of Social Work shares focused aspects of the mission and role elements of the Fairmount College of Liberal Arts and Sciences:

1. Participation in liberal, or general, education in the social sciences for all students at the university.
2. Advanced professional undergraduate education for students pursuing the Bachelor of Social Work.
3. Graduate education through the professional Master of Social Work.
5. Advanced research, especially in social work generalist practice and social work education involving the themes of cultural competency, social justice, and empowerment.
6. Extensive outreach service to other departments within the college and to the community.

Program Faculty: The school's mission and role is accomplished through a mix of tenured, tenure-track, unclassified professionals, and temporary faculty. Since the last program review several of tenure-eligible faculty were tenured and promoted such that there are now four tenured associate professors, one tenured assistant professor, and two tenure-track assistant professors. The faculty teaches across both the undergraduate and graduate programs. Also since the last program review, the MSW program achieved full accreditation. The accomplishments of faculty with regard to the MSW accreditation process, continued development of curricula reflecting student needs, and outreach to meet community needs are particularly noteworthy. The faculty continues their research strengths as illustrated by submission of proposals for external funding, presentation of research findings at national organization meetings, and an increasing rate of significant publication. They are known for their effective teaching, and their community outreach activities are numerous and first rate.

Outcomes and Student Needs: The school assesses its BSW student outcomes through student focus groups, by field instructor assessment of student demonstration of program core competencies in field practicums, and by exit surveys. These assessments are used to focus the strong curriculum, to insure that students are prepared to enter the workforce as effective social workers and to insure that students are prepared for licensing exams. Assessment of student outcomes for the MSW program is achieved through field instructor assessment of student demonstration of core competencies in field practicums, final project presentations, and through exits and alumni surveys. The results of these assessments indicate that students are mastering

the program competencies, successfully completing final projects, and overall are satisfied with the quality of the program.

The school also provides continuing education opportunities for social workers from the greater Wichita community, primarily, but not limited to the school's annual POWER conference. The high demand for both MSW and BSW graduates leads to regular employment in agency-based practice. Because of selected admissions for both programs, particularly with respect to the MSW, quality and preparedness of the school's graduates are recognized by potential employers.

One of the school's greatest strengths is its clearly focused mission. The faculty and students of the program reach out to effect change and improvements in the cultural competency, awareness of social justice, and recognition of the role of empowerment in the college, university and metropolitan communities.

Summary: Both the MSW and BSW programs are strong and have the potential for further growth owing to the regional and community need for social workers. The School of Social Work has strong outreach ties to other departments within the college, the university, and the metropolitan community.

Recommendations:

I support the goals proposed for the program

**Kansas Board of Regent Program Review
Academic Year 2011-2012**

**Women's Studies BA
Fairmount College of Liberal Arts and Sciences
Wichita State University**

Dean's Evaluation

Mission and Role: The Department of Women's Studies and Religion shares many of the mission and role elements of the Fairmount College of Liberal Arts and Sciences:

6. Significant participation in liberal, or general, education in the humanities and social sciences for all students at the university.
7. Interdisciplinary knowledge, critical thinking skills, and knowledge of global diversity to undergraduate students about issues pertaining to gender and women in the 21st century and its intersection with race, class, religion, sexuality, culture and globalization
8. Advanced undergraduate education in women's studies through the Bachelor of Arts degree program.
4. Advanced research in women's studies and religion.
5. Community service and outreach through the Plaza of the Heroines.

Program Faculty: The mission is accomplished through tenured, tenure-track, and temporary (lecturers) faculty in Women's Studies and Religion. The faculty includes five interdisciplinary scholar teachers with areas of specialization including: women's history; history of consciousness/cultural anthropology; mass communications/cultural studies; African studies/theater studies, and comparative literature/philosophy. A small number of temporary faculty (lecturers) and graduate assistants teach courses if and when they have expertise in an area of instruction that fits with the program's mission and scholarly interests of students. The program is also enriched by participation of faculty members from ten other Fairmount College departments whose courses are cross-listed with women's studies courses. The faculty consists of excellent teachers and students indicate a high degree of satisfaction with the program. Members of the faculty are regularly nominated for teaching awards. Research and publication in Women's Studies and Religion is evident by recent publication of books, book chapters, and an awarded grant. Two members of the faculty have recently applied for and received tenure and/or promotion; one was promoted to associate professor with tenure and the other was promoted to full professor.

Outcomes and Student Needs: Assessment of student learning outcomes for women's studies and religion program occurs through use of a "women's studies check sheet" (a rubric of competencies achieved by majors) and through an exit survey for graduating seniors. Results of these measures indicate that students are satisfied with their education, have achieved student

learning outcomes, and acknowledge the impact of Women's Studies courses on their lives. Additionally, teaching evaluations consistently indicate that students perceive the teaching quality of women's studies courses to range from very good to high.

Summary: The Center for Women's Studies and Religion is a vital unit of the college with an interdisciplinary program and courses that promote learning about diversity. It houses a faculty that is effective in teaching and research and maintains strong community ties.

Recommendations:

1. The college is committed to maintaining the program in Women's Studies and Religion and is working with the Center for Women's Studies and Religion as it restructures its program and revises its curriculum to more effectively serve a larger and demographically broader portion of potential and existing WSU students. Specifically, it is seeking to more effectively serve younger, more racially and sexually diverse and less affluent students.
2. The women's studies program was triggered by program review for insufficient numbers of majors and graduates. However, the numbers of majors have recently increased in the program and I expect that, subsequently, so will the number of graduates. A plan was developed in the summer of 2010 to increase the number of majors, and subsequently the number of graduates. The numbers of majors and graduates reported here do not reflect success (if any) of the implemented plan because the counts are older than the plan.