

**FY2008 DEPARTMENTAL ANNUAL REPORT
OF CONTINUOUS IMPROVEMENT**

Department of Justice Studies

Fort Hays State University

I. Departmental Overview

Justice Studies exists as a separate and distinct academic department since its separation from the larger Department of Political Science and Justice Studies in 2006. Existing since 1996, the program offers the BA and BS in Justice Studies in addition to a Justice Studies emphasis in the BGS and MLS degree programs. The program added a distance education component in 1999, becoming fully operational with an exclusive distance education degree program in addition to the traditional, on-campus degree.

A. Departmental Mission and Vision Statements

Mission Statement:

Justice Studies is an interdisciplinary field of inquiry focused on the philosophical, theoretical and practical applications of justice, and on the resolution of conflict within society. Rather than train individuals for a particular occupation through sole instruction in specific vocational skills, the program offers a broad liberal arts education which focuses on the cultivation of analytical and creative thought, and the ability to communicate effectively in a 21st century workplace and social environment.

Vision Statement:

The vision of the Department of Justice Studies is consistent with its greater college as an interactive learning program. As a result, Justice Studies responds with interdisciplinary collaboration within the College of Arts and Sciences and the university as a whole. This collaboration links resources to help meet the demands of the information-age learner for a networked educational environment.

B. Departmental Goals, Objectives, and Strategic Priorities

Goals:

- Create and sustain a program which balances academic preparation with vocational skills;

- Create justice system professionals with a global perspective;
- Create and sustain a curriculum which will allow for the easy transfer of students from Kansas community colleges and other four-year institutions;
- Create and sustain a curriculum of sufficient form and rigor to prepare students for easy access into quality graduate programs or law school;
- Create an environment whereby students are transformed into better communicators and citizens;
- Create justice system professionals with enhanced critical thinking skills and the ability to communicate effectively, both verbally and by the written word.

Scope, Function, & Objectives:

- To provide a program that will acquaint students with the major sub-disciplines in the field, important facets of cultural significance, and the thought patterns conducive to scholarship in the criminal justice field and beyond;
- To provide a sequence of course tracking within the undergraduate major, meant to facilitate the individual students' interest in a specific sub-discipline of the criminal justice system;
- To make efforts on behalf of the program faculty and students to provide and promote public and service learning efforts designed to improve the intellectual and cultural environment of the program, Fort Hays State University, the local community, the service district, the state of Kansas, and beyond;
- To provide various avenues of continuing education in order to serve the needs of non-traditional justice studies students and practitioners whose schedules and lifestyles do not permit on campus, university attendance;
- To maintain active and on-going research agendas in the field in order to expand the body of knowledge in sub-fields relevant to rural America in general, and rural western Kansas, specifically;
- To ensure that justice studies students develop, as a secondary consequence of their education, a sense of self-discipline, direction and enhanced decision-making and leadership abilities;
- By making use of the technological infrastructure at Fort Hays State University, the student will be able to learn more efficiently and effectively. This approach will also acculturate the student to a ubiquitous technological working environment which demands an increasing technical and computer competence.

Priorities:

In brief, the development of a high quality Justice Studies degree program will specifically address the following priorities:

Priority of a Public Service and Public Interest Component

FHSU is charged with the mission of serving the needs of 66 counties encompassing 54,000 square miles of western and central Kansas. With the operation of the Virtual College as a distance learning degree component, the program further serves the needs of students located anywhere around the globe. The Department of Justice Studies is the only four-year, undergraduate criminal justice program in the Regent's system in this vast region. Approximately 215 separate and distinct law enforcement, corrections, and court entities operate in this region. These agencies now have increased access to university educated entry level employees, and have an outlet for the in-service education of existing employees. The distance education initiative brings these same services to persons without physical or locational boundaries.

Priority of a Liberal Arts Tradition

FHSU is charged with the mission of providing a broad, liberal arts education to its constituents. This is of particular concern to the development of the program, in that, unlike many other more traditional academic disciplines, criminal justice programs are forced to make philosophical judgments regarding the focus of their curriculums. More specifically, the decision whether to provide a broad, liberal arts, academically oriented program must be weighed against a more applied, vocationally-focused offering.

In this instance, the decision was consciously made to develop a program built upon the liberal arts tradition, utilizing an interdisciplinary framework in order to remain consistent with the broader university mission. The program, aside from its core faculty, makes use of philosophy, political science and psychology faculty and courses as supplements and cognates. This approach is in addition to the university mandated 55 credit hour general education component.

Priority of Research Oriented Faculty and Students

FHSU is charged with the mission of providing the students and faculty who are actively engaged in expanding the body of knowledge in their respective fields, through the course of their own independent research activities, thus creating an environment whereby the students are equally inquisitive in their approach to their field and beyond. As of 2008, the core of the Department of Justice Studies includes four full-time faculty members, while a fifth position has been approved. Three of the four current members hold, or are working on terminal degrees in the field, while the other is soon to begin his Ph.D coursework. All core faculty members are encouraged to engage in an active and on-going publication record, to present regularly at conferences, and to be involved in various consulting and business ventures. Justice Studies also contracts eleven (11) adjunct faculty members to assist with delivering the online degree programs. Several of the faculty members hold terminal degrees (Ph.D. or J.D.) in the field while the remaining five hold a master's degree and practical work experience.

Students in the program are required to be involved in research methods courses and are encouraged to take statistics and other qualitative and quantitative-based courses beyond that required in the program curriculum. Students are currently required to take three hours of research methods in criminal justice. In addition, instructors (both core and part-time) make a special point of making the latest research in the field available to students through course lectures, seminars and other avenues of dissemination.

II. Departmental Highlights

A. Departmental Productivity and Other Distinctive Departmental Accomplishments

- Dr. Robert Scott returns to the department as chair and associate professor
- Dr. Darrell Hamlin serves on a Governor’s task force regarding violence against women
- Dr. Robert Scott and Professor Martha Jones have a paper accepted, and subsequently present said paper at a prestigious internationally recognized social science convention in Hawaii
- Dr. Robert Scott continues his active publication agenda in partnership with faculty in leadership studies and political science
- Professor Kenton Russell develops and implements a defensive tactics seminar for delivery to community agencies.
- The Department has developed and implemented a new communications protocol aimed at improving unit-student interaction.

Justice Studies continues to serve well over two hundred undergraduate majors and nearly 50 masters students in the MLS program. Additionally, several dozen psychology and sociology students minor in justice studies.

B. Performance Indicators

Key Performance Indicator	Baseline FY2005	Actual FY2006	Actual FY2007	Actual FY2008	Goal FY2009
Number of New Freshmen	20	26	20	19	23
Number of Transfer Students	35	37	28	30	32

Number of Majors					
Undergraduate (first majors/second majors)	216/1	236/2	228/5	210/5	212/6
Graduate Departmental majors	N/A	N/A	N/A	N/A	N/A
MLS students	32	26	21	27	25
Student Credit Hour Production					
Undergraduate			3260	3040	3050
Graduate			151	252	280
FTE Faculty (Headcount)					
Tenured or Tenure Track Faculty (Headcount)	3.0	3.0	3.0	2.0	3.0
Non Tenure Track Faculty (Headcount)	0.0	1.0	1.0	2.0	2.0
Other Faculty (Headcount/Sections Taught)	7 adjuncts @ 32 sections total	5 adjuncts @ 24 sections total	8 adjuncts @ 24 sections total	11 adjuncts @ 29 total sections	10 adjuncts @ 28 total sections
Degrees Awarded					
Undergraduate	48	43	60	38	30
Graduate Departmental degrees	N/A	N/A	N/A	N/A	N/A
MLS degrees	7	7	8	7	8

Scholarly Activity (See Section IV for documentation requirement)					
Number of books, book chapters, and refereed articles published	0	0	1	2	3
Percent of faculty publishing refereed books, chapters, or articles	0	0	50%	50%	75%
Number of non-refereed articles and presentations	1	3	5	5	5
Percent of faculty publishing non-refereed articles or presentations	25%	50%	100%	50%	75%
Number of scholarly performances and other creative activities	3	5	6	8	8
Percent of faculty in scholarly performances or other creative activities	100%	100%	100%	100%	100%
Total number of external grant applications submitted / percent of faculty submitting	2/25%	0/0	1/25%	0/0	2/50%
Total number of funded	0/0	0/0	1/25%	0/0	1/50%

external grants / percent of faculty funded					
Service Activity					
Percent of faculty meeting acceptable standard of service activity	100%	100%	100%	100%	100%
Percent of faculty meeting exceptional standard of service activity	100%	100%	100%	100%	100%
Number of faculty visiting foreign campuses	0	0	0	0	1
Number of student majors participating in study abroad and exchange programming	0	12	5	13	15
Assurance of Student Learning <i>Outcome/Indicator 1</i>					
JUS 400: Advanced Seminar in Justice Studies (senior-standing exit/capstone course in JUS curriculum) (average class grade on 5.0 scale (A=5, B=4, C=3, D=2, U=1))	4.0	4.1	3.8	3.8	4.0
<i>Outcome/Indicator 2</i>					
Review of Program Effectiveness-Survey of Graduating Seniors	Complete	Complete	N/A	In Progress	To be replaced

Other Departmental Key Performance Indicators (up to 3 additional measures, optional)					
Outcome/Indicator 1					
Northeastern Association of Criminal Justice Education Minimum Standards Project (number of national benchmarks met by FHSU Justice Studies Program—23 possible)	18/23	19/23	N/A	19/23	To be replaced
Outcome/Indicator 2					
Adjunct Faculty Evaluations (average faculty score on a 5.0 scale)	4.4/5.0	4.5/5.0	4.0/5.0	4.1/5.0	4.2/5.0
Outcome/Indicator 3					
Justice Studies Workshops (Student Credit Hour Production & Number of Practitioners Attending)	72/34	9/13	50/25	50/31	150/75

C. Current Quality Initiatives and Results

The purposes of quality initiatives, in an environment of continuous improvement, are contained on a multi-layered plane: to provide a process of verification that the program is achieving its stated goals, and the confirmation of the appropriateness of those goals, to identify needed improvements in programs and develop strategies to accomplish these improvements, to lay the cornerstone of a planning process that facilitates improvements in courses, curricula, and program methodology, and to provide the means to assess the program, in that it may serve an identifiable societal need and develop appropriate recommendations regarding this goal.

FY 2009 Quality Initiatives	Responsible Party, Resources, and Plan
Develop an infrastructure to develop credit-bearing initiatives	Kenton Russell will work with local agencies to develop a plan of action
Develop a formal infrastructure to develop workshop and related for-profit initiatives	Kenton Russell will work with agency representatives to develop a plan of action
Develop new certificate programs in Justice Studies	Robert Scott will work with other department chairs to develop new, interdisciplinary certificates
FY 2008 Quality Initiatives	Responsible Party, Resources, and Plan
Review and implement changes to the current advising protocol to better serve the student major	Robert Scott. Completed but continually under review.
Review and implement an updated and more relevant program curriculum	Robert Scott. Completed and approved February 2008. Implemented for the fall 2008 semester.
Develop a set of standards with respect to tenure and promotion or the department.	Robert Scott, Martha Jones, Kenton Russell, Darrell Hamlin. Completed, approved and implemented for fall semester 2008.

D. Institutional Quality Results

Improve undergraduate student writing ability	The department chair, citing NSSE results, instructed faculty to consider
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	requiring more and more complex writing assignments in their courses, where appropriate.
Develop mobile computing teaching and learning environment	All four core faculty members received tablet computers for use in the classroom.
Internationalize the campus and curriculum	JUS 310: Comparative Justice Systems was revitalized and integrated into course scheduling by Scott and Jones.
Strategically manage new enrollment possibilities	New communication protocol was created to manage enrollment possibilities.
Improve student learner outcomes in computing	In the development stage.

III. Strategic Plan and Opportunities for Improvement for FY2009

A. Departmental Reflection of Strengths, Weaknesses, Opportunities, and Threats

Justice Studies (and as an additional key performance indicator not denoted in this report) holds bi-annual strategic planning sessions in order to reflect on the past year and conduct both short-term and long-term opportunities for improvement for the next fiscal year. This process consists of two (2) meetings (during the month of August prior to the fall semester and during the month of May prior to the end of the spring semester). The meetings consist of informal brainstorming sessions of the core-faculty of Justice Studies, using various multi-media to disseminate information and record data, thoughts, and analyses within the planning process. An annual meeting of the adjunct faculty is also conducted, allowing an opportunity for our part-time faculty to be integrated into the strategic planning process and provide feedback regarding their strengths, weaknesses/needs, opportunities and threats.

Strengths	Weaknesses/Needs
<ul style="list-style-type: none"> • Hard-working core/adjunct faculty • Strong major headcounts & SCH (Virtual College/On-campus) • Exponential growth in major headcounts & SCH (Virtual College/On-campus) 	<ul style="list-style-type: none"> • Clearer articulation of mission • Student-faculty ratios are critically inflated; need 5th slot for better class size, advising loads, and human resource needs to complete development

<ul style="list-style-type: none"> • Cohesive unit via office spacing and student rapport • Strong assessment and accountability mechanisms (beyond standard used in most dpts./programs) • Improvement of quality control from previous years (academic rigor, student service/availability) • High employment placement upon graduation • Satisfies mission/priority statements of the university • Core faculty terminally degreed or on an educational track leading to terminal degree • Active engagement in developmental projects meant to advance the scope, stature, and size of the program, ensuring its role as a leader amongst academic programs at FHSU and beyond. 	<p>projects</p> <ul style="list-style-type: none"> • Advising loads of core faculty are critically inflated • Despite best efforts, more than 90% of justice studies majors have chosen the somewhat less rigorous bachelor of science option, in order to avoid the employment-significant foreign language preference/requirement • Critical lack of OOE support • 75% of Justice Studies core faculty not tenured and only 25% terminally degreed • Research agendas and outputs meet standard but are weak in sum given the larger teaching load requirements to sustain an effective on and off-campus degree program
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Kenton Russell’s contacts in the field will lead to workshop development • Development of international programs • Development and coordination of interdisciplinary certificate 	<ul style="list-style-type: none"> • Student-faculty ratio (heavy teaching loads) • Too many core faculty on temporary contracts • Too many core faculty not terminally degreed • Unapproved VC course

<p>programs</p> <ul style="list-style-type: none"> • Additional assessment instrument (entrance and exit course portfolios) • Additional assessment instrument (electronically-delivered programs) • Virtual College course developments (and re-developments) • Virtual College projects (law enforcement online training programs) • Increased support and base of criminal justice practitioners for in-service training workshops • Continued creation of victim advocacy emphasis 	<p>approvals</p> <ul style="list-style-type: none"> • Little to no monetary compensation for adjunct faculty • Growth in VC SCH and majors with no resources to meet or sustain growth • An expectation to do more than what is currently being accomplished in the program
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Opportunities for Improvement

[NOTE: Long-term OFIs are meant to be resource intensive changes requiring permanent or one time resources that can favorably impact the department over the long-term]

Long Term Strategic Initiatives	Resources Required	Expected Outcome
Integration of the 5 th faculty position	Office space acquired in RH 233, new laptop.	Implemented for Fall 2008 thus providing better student-faculty ratio and time/resources for a more active/productive research agenda

IV. Supporting Materials (due to a difficulty in attaching documents with border and size requirements, all materials are available as email attachments or in hard-copy.)

A. Department Degree Program Affinity Diagram(s)

See below

B. Department Staffing Plan

See below and available from Chair via email attachment or hard-copy.

C. Bibliography of Departmental Scholarly Activity

See below and available from Chair via email attachment or hard-copy.

D. Department Program Assessment Results

Available from Chair via hard copy.

E. Other Departmental Information

IDENTITY STATEMENT: Available from Chair via email attachment or hard-copy.

F. Special AQIP Report

N/A

College of Arts and Sciences

Affinity Diagram for Major in Justice Studies

What are the **elements/building blocks** of a degree program in the Department of Justice Studies which will meet the educational needs of the justice studies major?

Characteristics of Justice Studies Majors	Expected Learning Outcomes	Curriculum	Assessment Methods
<p>Community-Minded</p> <ul style="list-style-type: none"> •Dedicated to the ideals of service and citizenship. <p style="text-align: center;">Problem-Solvers</p> <ul style="list-style-type: none"> •Take an analytical approach to situational dilemmas <p style="text-align: center;">Policy-Oriented</p> <ul style="list-style-type: none"> •Have the ability to operate within a defined framework of policies and rules <p style="text-align: center;">Ethical</p> <ul style="list-style-type: none"> •Operate within ethical guidelines of both a written (policy) and unwritten nature <p style="text-align: center;">Possess Cross-Cultural Competence</p> <ul style="list-style-type: none"> •Interact with persons of varied cultural, ethnic, and gender backgrounds <p style="text-align: center;">Strategy-Minded/Intuitive</p> <ul style="list-style-type: none"> •Are users of intuition and skills of perception <p style="text-align: center;">Innovative/Adaptive</p> <ul style="list-style-type: none"> •Are knowledgeable about technologies pertinent to law enforcement and can develop and use new applications <p style="text-align: center;">Lifelong Learners</p> <ul style="list-style-type: none"> •They are knowledgeable about current theories, skills and approaches to justice system operations •They understand the need for continuous improvement and the imperatives of change 	<p style="text-align: center;">GOALS</p> <ul style="list-style-type: none"> •To demonstrate the ability to function within a regular chain of command and flatter organizational structures. •To tolerate and appreciate other cultures and ethnicities. •To develop critical thinking skills. •To develop an ethical approach to social service delivery. •To apply knowledge and skills of the liberally educated practitioner. •To demonstrate ability to analyze impact of social policies on criminal justice system and system "consumers." •To evaluate research studies and translate findings to operation of the justice system. •To enhance communication skills. •To develop the ability to understand and utilize knowledge of technology relevant to the field. •To develop computer literacy and information networking skills. •To acquire knowledge of public management, jurisprudence and correctional philosophies. 	<p style="text-align: center;"><u>PROGRAM CORE</u></p> <p style="text-align: center;">Develops Foundational Knowledge</p> <p>JUS 101 Introduction to Criminal Justice JUS 200 Criminology</p> <p style="text-align: center;">Integrates Law, Theory, and Practice</p> <p>JUS 250 Administration of Justice Systems JUS 300 Research Methods JUS 320 Police Systems & Practices JUS 331 Criminal Law JUS 332 Criminal Procedure JUS 341 Corrections JUS 365 Juvenile Delinquency</p> <p style="text-align: center;">Develops Perspective</p> <p>JUS 400 Advanced Seminar in Justice Studies</p> <p style="text-align: center;"><u>SUPPORTING COURSEWORK IN JUSTICE STUDIES</u></p> <p style="text-align: center;">Develops Knowledge/Integrates Theory & Practice</p> <p>Justice Studies Elective Offerings (variable) Political Science Offerings (POLS 101, 521) Sociology Offerings (SOC 140) English Offerings (ENG 245) Communication Offerings (COMM 318) Philosophy Offerings (IDS 401) Psychology Offerings (PSY 200)</p> <p style="text-align: center;">Develops Skills & Perspective</p> <p>JUS 600 Internship in Justice Studies JUS 670 Independent Study in Justice Studies MLNG 225 Spanish I and Language Lab</p>	<ul style="list-style-type: none"> • Learning Contracts (Rubrics) • Portfolio • Capstone Course/Senior Seminar • Internship Supervisor Ratings of Student Performance • In-Basket Job Simulations • Self-Study • Adherence to Minimum Standards for Criminal Justice Education • Annual Strategic Planning Sessions • Quality Matters™ Review Standards • Alumni Survey <hr/> <p>The Department of Justice Studies participates in a rigorous assessment routine by advancing student learning and disciplinary effectiveness through outcome-based assessment measures.</p> <p>From these measures, a quality education in Justice Studies is provided through the domains of :</p> <ul style="list-style-type: none"> • Desired learning outcomes • Design of the curriculum • Design of teaching/learning processes • Student learning assessment • Results/feedback for quality assurance

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B/ JUSTICE STUDIES STAFFING PLAN



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