

# FY2009 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

## Department of Justice Studies Fort Hays State University

### I. DEPARTMENTAL OVERVIEW

#### A. Departmental Mission and Vision Statements

##### I. Departmental Overview

Justice Studies exists as a distinct academic entity in the College of Arts and Sciences. Existing since 1996, the program (and department) 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 in accordance with its college as an interactive learning program. As a result, Justice Studies responds with interdisciplinary collaboration within the

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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 Department of Justice Studies 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 Justice Studies Program 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 2009, the core of the Department of Justice Studies includes

four full-time faculty members. One of the four members holds the terminal degree (Ph.D.) in the field, while two others are engaged in various stages of their doctorates. All core faculty members enjoy active and on-going publication records, present regularly at conferences, and are involved in various consulting and business ventures. Justice Studies also contracts eleven (11) well-qualified adjunct faculty members to assist with delivering the online degree programs.

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.

### **C. Department Productivity and Distinctive Accomplishments**

- Dr. Scott and Professor Griffin presented a paper at a competitive international social science conference;
- Dr. Scott and Dr. Crawford (from the Office of Provost) presented a paper at a competitive international social science conference;
- Professor Kenton Russell has successfully completed a defensive tactics program which he delivers to various entities in the Hays community at request, utilizing a number of our undergraduate students;
- Professor Tammy Lynn is accepted into the doctoral program in sociology (criminology) at Kansas State University and will commence this program in the fall 2009 semester.

The Justice Studies Program saw continued growth in majors. The program now serves over 220 JUS majors and over 40 MLS students with only four (4) full-time faculty members and eleven (11) adjunct professors. One thing that is of critical importance to departmental stability has occurred: a stability amongst the four core faculty members. Each of the four has committed to the department and the community long-term, which will better serve the institution and our students.

## II. DEPARTMENTAL PERFORMANCE METRICS

### A. Department Performance Indicators

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
Freshmen	20	26	30	19	20
Transfer Students	37	32	28	30	30
Undergraduate (first majors/second majors)	236/	228/	228/5	210/5	220/4
MLS Majors	33	26	21	27	30
Major Retention	56.83%	54.91%	54.91%	56.90%	58.54%
Undergraduate Student Credit Hours	3886	3920	3748	3331	3587
Graduate Student Credit Hours	233	239	229	251	284
Tenured or Tenure-track Faculty (Headcount)	4	3	2	2	1
Non Tenure-Track Faculty (Headcount)	0	1	2	2	3
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]	FTE: 8.0 Adjuncts: 7 Sections: 32	FTE: 6.0 Adjuncts: 8 Sections: 24	FTE: 6.0 Adjuncts: 8 Sections: 24	FTE: 7.25 Adjuncts: 11 Sections: 29	FTE: 8.5 Adjuncts: 11 Sections: 34
Undergraduate Degrees	48	43	58	38	53
<p>Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators.</p> <ul style="list-style-type: none"> <li>• Took the opportunity to eliminate under-performing adjuncts. As the Virtual College effort grows, the quality of this pool is of heightened importance.</li> <li>• A focus on the growth of the MLS program has led to more of a commitment to develop graduate offerings.</li> </ul>					
Number of books, book chapters, and refereed articles published	0	0	1	2	1
Percent of faculty publishing refereed books, chapters, or articles	0	0	50%	50%	25%
Number of non-refereed articles and presentations	1	3	5	5	4
Percent of faculty publishing non-refereed articles or presentations	25%	50%	100%	50%	50%
Number of scholarly performances and other creative activities	3	5	6	8	10
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	0/0
Total number of funded external grants/percent of faculty funded	0/0	0/0	1/25%	0/0	0/0
<p>Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.</p>					

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
<ul style="list-style-type: none"> <li>Senior faculty working with an unpublished junior faculty member in an attempt to expand the departments publishing future</li> <li>Making a point of presenting research findings at competitive international conferences rather than local or regional events</li> </ul>					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1 <a href="#">Percentage of students successfully completing the capstone experience.</a>	N/A	N/A	N/A	94%	98%
Direct Outcome 2 <a href="#">Successful scores attained by graduating seniors on the exit exam.</a>	N/A	N/A	N/A	N/A	Indicator results being gathered
Indirect Indicator 1 <a href="#">Percentage of graduating seniors satisfied with the academic experience in justice studies coursework.</a>	N/A	N/A	N/A	N/A	Indicator results being gathered
Indirect Indicator 2 <a href="#">Percentage of employers serving on the advisory board satisfied with graduate knowledge base.</a>	N/A	N/A	N/A	100%	100%
Senior students' Level of Academic Challenge				61.55	53.76
Senior students' Active and Collaborative Learning				39.17	34.86
Senior students' Student-Faculty Interaction				40.11	42.56
Senior students' Enriching Educational Experiences				37.84	35.16
Senior students' Supportive Campus Environment				64.30	65.81
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. <ul style="list-style-type: none"> <li>Redoing the capstone experience for spring 2010 implementation.</li> <li>Expand and formalize the advisory board.</li> </ul>					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 <a href="#">Number of existing Blackboard courses redeveloped.</a>	N/A	N/A	N/A	3	6
Outcome/Indicator 2 <a href="#">Adjunct faculty student evaluation average (based on Q.1 of the instrument).</a>	N/A	N/A	N/A	4.0	4.1
Outcome/Indicator 3 <a href="#">Number of graduate courses developed and offered (separate courses, not sections).</a>	N/A	N/A	N/A	9	12

Key Performance Indicator	FY2005	FY2006	FY2007	FY2008	FY2009
<p>Briefly note 2-3 improvements over the last year prompted from the above indicators.</p> <ul style="list-style-type: none"> <li>Expanding graduate offerings to meet increased demand and an attempt to expand the program enrollment with a better, more competitive product.</li> <li>Need to redesign "old" and somewhat outdated undergraduate course materials (Blackboard sites).</li> </ul>					

**C. Department Quality Initiatives and Results**

FY2009 Quality Initiatives	Results
Develop a formal infrastructure to deliver workshop-style courses for both credit and non-credit bearing options.	Completed by Professor Russell and Dr. Scott. Ten (10) sections are being offered in the fall 2009 semester. Professor Russell is coordinating this initiative going forward.
Develop and implement new certificate options for justice studies students	Completed by Dr. Scott. Five (5) certificate programs will be offered beginning in the fall 2009 semester.

FY2010 Quality Initiatives	Responsible Party, Resources, and Plan
Review and implement a new advising protocol.	Professor Griffin and Professor Lynn will take the lead on developing new advising protocols for the department. No new resources. To be completed for a fall 2010 implementation.
Encourage and facilitate junior faculty in their attempts to attain their terminal degrees.	Resources from the College and the Department assisting Professor Tammy Lynn in achieving her doctorate. Mentoring to be provided by Dr. Scott. She is timetabled for a four year completion. Will be converted to tenure-track upon completion.

**D. Institutional Quality Results**

FY2009 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Teamed with persons in the underrepresented students program (Hispanic) in Barton County schools. Three (3) students were fed to the program this year from Mary Misegadis, program administrator.
Increase the quantity and quality of K-12 teachers educated	N/A
Improve undergraduate students' foundational skills	Using NSSE data as a basis, have made specific efforts to increase the amount and scope of written assignments in all undergraduate courses.
Enhance physical wellness of students, faculty, and staff	Achieved departmental goal of an average 8.5 pound weight gain for each core faculty member in FY 2009.
Internationalize the campus and curriculum	Created and offered JUS 310: Comparative Justice Systems in FY 2009.  Presentations by core faculty members at competitive, international social science conference.



### III. FY2009 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

#### A. Departmental Reflection of Strengths, Needs, Opportunities, and Threats

The Department of 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 the department, 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.

Current Strengths	Current Needs
<ul style="list-style-type: none"> <li>• Hard-working core/adjunct faculty</li> <li>• Strong major headcounts &amp; SCH (Virtual College/On-campus)</li> <li>• Growth in headcounts &amp; SCH (Virtual College)</li> <li>• Cohesive unit via office spacing and student rapport</li> <li>• Strong assessment and accountability mechanisms (beyond standard used in most dpts./programs)</li> <li>• Improvement of quality control from previous years (academic rigor, student service/availability)</li> <li>• High employment placement upon graduation</li> <li>• Satisfies mission/priority statements of the university</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Given growth and contribution to FHSU (numerous and listed in program proposal), Justice Studies should be given department status, allowing a clearer articulation of mission</li> <li>• Student-faculty ratios are critically inflated; need 5<sup>th</sup> slot for better class size, advising loads, and human resource needs to complete development projects</li> <li>• Advising loads of core faculty are critically inflated</li> <li>• 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</li> <li>• Critical lack of OOE support</li> <li>• 75% of Justice Studies core faculty not tenured or tenure-track, and only 25% terminally degreed</li> <li>• 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</li> </ul>
Future Opportunities	Future Threats

<ul style="list-style-type: none"> <li>• Development of international programs</li> <li>• Development and coordination of interdisciplinary certificate programs</li> <li>• Additional assessment instrument (entrance and exit course portfolios)</li> <li>• Additional assessment instrument (electronically-delivered programs)</li> <li>• Virtual College course developments (and re-developments)</li> <li>• Virtual College projects (law enforcement online training programs)</li> <li>• Increased support and base of criminal justice practitioners for in-service training workshops</li> <li>• Continued creation of victim advocacy emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>• Student-faculty ratio (heavy teaching loads)</li> <li>• Growth in VC SCH and majors with no resources to meet or sustain growth</li> <li>• An expectation from administration to do more than what is currently being accomplished in the department.</li> </ul>
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**B. Opportunities for Improvement**

[NOTE: Short-term OFIs are meant to be low or no-resource quick changes that can favorably impact the department. If these simply replicate what you have declared as a FY2009 Departmental Initiative, then delete this section.]

Short-Term OFI	Resources Required	Expected Result and Completion Date
Create a mechanism to utilize prior learning assessment as a credit-granting tool in the department.	N/A, except for possible release time in the future for program coordinator, Kenton Russell.	On-going development project, with some results to be expected in academic year 2009-2010.
Implement the results of a retention initiative development exercise.	Nothing that cannot be self-funded by the department.	On-going implementation, with some results to be expected in academic year 2009-2010.

[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 Result
Utilization of the fifth position granted in FY 2008 (116-2201-003).	116-2201-003 line.	Position on hold given current fiscal circumstances.
Develop new/ upgrade old strategic partnerships for the department and implement arrangements.	Assistance from the Virtual College on a per project, on-going basis.	Slow growth, following a strategic planning model, controlled by coordinator Kenton Russell.

**IV. SUPPORTING MATERIALS**

- A. Department Degree Program Affinity Diagram**
  
- B. Department Staffing Plan**
  
- C. Bibliography of Departmental Scholarly Activity**
  
- D. Department Program Assessment Results**
  
- E. Other Departmental Information**

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
<p><b>Community-Minded</b></p> <ul style="list-style-type: none"> <li>•Dedicated to the ideals of service and citizenship.</li> </ul> <p><b>Problem-Solvers</b></p> <ul style="list-style-type: none"> <li>•Take an analytical approach to situational dilemmas</li> </ul> <p><b>Policy-Oriented</b></p> <ul style="list-style-type: none"> <li>•Have the ability to operate within a defined framework of policies and rules</li> </ul> <p><b>Ethical</b></p> <ul style="list-style-type: none"> <li>•Operate within ethical guidelines of both a written (policy) and unwritten nature</li> </ul> <p><b>Possess Cross-Cultural Competence</b></p> <ul style="list-style-type: none"> <li>•Interact with persons of varied cultural, ethnic, and gender backgrounds</li> </ul> <p><b>Strategy-Minded/Intuitive</b></p> <ul style="list-style-type: none"> <li>•Are users of intuition and skills of perception</li> </ul> <p><b>Innovative/Adaptive</b></p> <ul style="list-style-type: none"> <li>•Are knowledgeable about technologies pertinent to law enforcement and can develop and use new applications</li> </ul> <p><b>Lifelong Learners</b></p> <ul style="list-style-type: none"> <li>•They are knowledgeable about current theories, skills and approaches to justice system operations</li> <li>•They understand the need for continuous improvement and the imperatives of change</li> </ul>	<p><b>GOALS</b></p> <ul style="list-style-type: none"> <li>•To demonstrate the ability to function within a regular chain of command and flatter organizational structures.</li> <li>•To tolerate and appreciate other cultures and ethnicities.</li> <li>•To develop critical thinking skills.</li> <li>•To develop an ethical approach to social service delivery.</li> <li>•To apply knowledge and skills of the liberally educated practitioner.</li> <li>•To demonstrate ability to analyze impact of social policies on criminal justice system and system "consumers."</li> <li>•To evaluate research studies and translate findings to operation of the justice system.</li> <li>•To enhance communication skills.</li> <li>•To develop the ability to understand and utilize knowledge of technology relevant to the field.</li> <li>•To develop computer literacy and information networking skills.</li> <li>•To acquire knowledge of public management, jurisprudence and correctional philosophies.</li> </ul>	<p><b><u>PROGRAM CORE</u></b></p> <p><b>Develops Foundational Knowledge</b></p> <p>JUS 101 Introduction to Criminal Justice JUS 200 Criminology</p> <p><b>Integrates Law, Theory, and Practice</b></p> <p>JUS 250 Administration of Justice Systems JUS 300 Research Methods JUS 320 Police Systems &amp; Practices JUS 331 Criminal Law JUS 332 Criminal Procedure JUS 341 Corrections JUS 365 Juvenile Delinquency</p> <p><b>Develops Perspective</b></p> <p>JUS 400 Advanced Seminar in Justice Studies</p> <p><b><u>SUPPORTING COURSEWORK IN JUSTICE STUDIES</u></b></p> <p><b>Develops Knowledge/Integrates Theory &amp; Practice</b></p> <p>Justice Studies Elective Offerings (variable) Political Science Offerings (POLS 101, 621) Sociology Offerings (SOC 140) English Offerings (ENG 245) Communication Offerings (COMM 318) Philosophy Offerings (IDS 401) Psychology Offerings (PSY 200)</p> <p><b>Develops Skills &amp; Perspective</b></p> <p>JUS 600 Internship in Justice Studies JUS 670 Independent Study in Justice Studies MLNG 225 Spanish I and Language Lab</p>

**STAFFING PLAN for FULL-TIME, CORE FACULTY  
(Current-FY 2009)**

<b>Faculty</b>	<b>Specialization</b>	<b>Rank</b>	<b>Degree</b>	<b>Track</b>	<b>Salary</b>	<b>FTE</b>
Scott, Robert	Research Methods	Associate Professor	Ph.D 1993	Tenured, 2001	78,835	1.0
Griffin, Martha	Rehabilitation and Prevention	Instructor	M.S. 1992	Full-Time Temporary	43,000	1.0
Lynn, Tammy	Corrections and Delinquency	Instructor	J.D. 2000	Full-Time Temporary	40,000	1.0
Russell, Kenton	Law Enforcement and Defensive Tactics	Instructor	M.S. 2001	Full-Time Temporary	40,300	1.0
OPEN	LAW AND COURTS	OPEN		TENURE TRACK	43,000	1.0

**STAFFING PLAN for FULL-TIME, CORE FACULTY  
(Projected-FY 2010)**

<b>Faculty</b>	<b>Specialization</b>	<b>Rank</b>	<b>Degree</b>	<b>Track</b>	<b>Salary</b>	<b>FTE</b>
Scott, Robert	Research Methods	Professor	Ph.D 1993	Tenured, 2001	88,835	1.0
Griffin, Martha	Rehabilitation and Prevention	Instructor	M.S. 1992	Full-Time Temporary	43,100	1.0
Lynn, Tammy	Corrections and Delinquency	Instructor	J.D. 2000	Full-Time Temporary	40,000	1.0
Russell, Kenton	Law Enforcement and Defensive Tactics	Instructor	M.S. 2001	Full-Time Temporary	40,300	1.0
OPEN	LAW AND COURTS	OPEN		TENURE TRACK	43,000	1.0

### C. EXAMPLES OF DEPARTMENTAL PUBLICATION

#### Submissions

Scott, R and Rackaway, C. (2009). Life Lessons from the Masters (book proposal in development stage).

Scott, R. (2009). Ten Years Revisited: Leroy Henricks and the Kansas Sexual Predator Statute, Inside Corrections.

#### Publications

Crawford, C., Gould, L. and Scott, R. (2008). Preliminary Study of the Relationship Between Undergraduate Learning Outcome Assessment and Estimated Earnings of Graduates, Academic Leadership, May 2008.

D. ASSESSMENT INSTRUMENTS AND RESULTS

(\* ) RESULTS STILL IN VARIOUS STAGES OF GATHERING/ANALYSIS FOR FY 2009

- Department Advising Quality Instrument
- Department Retention and Recruitment Mechanisms Instrument
- Exit Exam