

# **FY2011 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 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 2011, the core of the Department of Justice Studies includes four full-time faculty members, with a fifth position coming on board for AY 2011-2012. 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 with twelve (12) 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 Scott from the Department of Nursing presented a paper at a competitive international social science conference;
- Dr. Scott, department chair, is additionally served as interim dean of the College of Education and Technology;
- 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 making good progress in her doctoral program in sociology (criminology) at Kansas State University;
- Professor Tammy Lynn continues to develop a department-based service learning initiative course offering;
- The department set a record for undergraduate majors and total credit hour production this past academic year.
- The department will be adding a fifth full-time faculty member next year, Dr. John Raacke.

The Justice Studies Program saw continued growth in majors. The program now serves over 315 JUS majors and over 30 MLS students with only four (4) full-time faculty members and twelve (12) 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	FY2007	FY2008	FY2009	FY2010	FY2011
Freshmen [20 <sup>TH</sup> DAY FALL SEMESTER, HEADCOUNT]	30	19	20	21	36
Transfer Students [20 <sup>TH</sup> DAY FALL SEMESTER, HEADCOUNT]	28	30	30	42	42
Undergraduate (first majors/second majors) [20 <sup>TH</sup> DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	228/5	210/5	220/4	245/5	309/6
MLS Majors [20 <sup>TH</sup> DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	21	27	30	31	33
Major Retention [20 <sup>TH</sup> DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	54.91%	52.70%	58.54%	59.53%	61.57%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	3260	3040	3275	4298	5083
Graduate Student Credit Hours [TOTAL GRAD SCH]	151	195	269	389	335
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	2	1	1	1
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	2	3	3	3
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA;	FTE: 3.0 Adj: 8	FTE: 3.625 Adj: 11	FTE: 4.25 Adj: 11	FTE: 5.25 Adj: 11	FTE: 4.625 Adj: 12

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
<a href="#">INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT</a>	Sec: 24	Sec: 29	Sec: 34	Sec: 42	Sec: 37
<b>Undergraduate Degrees</b> <b>[ UNDERGRAD DEGREES AWARDED]</b>	60	38	53	49	53
<b>MLS Degrees</b> <b>[MLS DEGREES AWARDED BASED ON 120-4901 ADVISEES IN DEPT]</b>	9	9	10	10	9
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. <ul style="list-style-type: none"> <li>• A renewed focus on the importance of freshman retention</li> <li>• The need to hire a tenureable, terminally degreed faculty member</li> </ul>					
Number of books, book chapters, and <b>refereed</b> articles published <a href="#">[TOTAL NUMBER PUBLISHED]</a>	1	2	1	1	1
Percent of faculty publishing <b>refereed</b> books, chapters, or articles <a href="#">[PERCENT OF FACULTY PUBLISHING FOR FY2011 (FACULTY PUBLISHING/TOTAL FACULTY)]</a>	50	50	25	25	25
Number of <b>non-refereed</b> articles and presentations <a href="#">[TOTAL NUMBER COMPLETED]</a>	5	5	4	6	2
Percent of faculty publishing <b>non-refereed</b> articles or presentations <a href="#">[PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]</a>	100	50	50	100	50
Number of scholarly performances and other creative activities <a href="#">[TOTAL NUMBER OF CREATIVE PERFORMANCES]</a>	6	8	10	8	10
Percent of faculty in scholarly performances or other creative activities <a href="#">[PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP]</a>	100	100	100	100	100

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
(FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]					
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	1/25%	0/0	0/0	1/25%	1/25%
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	1/25%	0/0	0/0	1/25%	1/25%
<p>Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators.</p> <ul style="list-style-type: none"> <li>• Professor Lynn will be dedicating time to a grants-focus this coming year.</li> <li>• The department recognized the need for senior faculty members to include less scholarly-productive members in their research and presentations.</li> </ul>					
<p>[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.]</p>					
Direct Outcome 1 Percentage of students successfully completing the capstone course (A, B or C).	92.9%	94.7%	93.8%	95.2%	97.2%
Direct Outcome 2 Percentage of students receiving a satisfactory score on the graduating senior exit examination (P/F).					100%
Indirect Indicator 1 Percentage of graduating seniors satisfied with the academic experience in the department.					96.2%
Indirect Indicator 2 Percentage of employers on the departmental			100%	100%	100%

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
advisory board satisfied with graduate knowledge base.					
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]			54.65 53.76	55.9 56.69	56.4 60.53
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]			45.34 34.86	46.1 34.21	43.9 36.71
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]			45.34 42.56	41.0 35.06	38.5 35.99
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]			34.72 35.16	34.0 36.98	32.9 34.91
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]			59.57 65.81	60.3 58.81	60.8 55.27
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]			14 17.1%	29 46.8%	26 36.6%
<p>Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators.</p> <ul style="list-style-type: none"> <li>• An increased level of faculty-student interaction in extra-curricular activities</li> <li>• An increased focus on community interaction by faculty and students alike</li> </ul>					
<p>[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.)]</p>					
Outcome/Indicator 1 Percentage of SRP's attended by departmental faculty.				100%	100%

Key Performance Indicator	FY2007	FY2008	FY2009	FY2010	FY2011
Outcome/Indicator 2 Blackboard updating and redevelopment projects completed.		3	6	6	5
Outcome/Indicator 3 Workshop-type course sections delivered.	11	5	4	24	20
Briefly note 2-3 improvements over the last year prompted from the above indicators. <ul style="list-style-type: none"> <li>• Greater focus on 600 level course redevelopments.</li> <li>• Continue to develop lucrative-low cost workshop-type courses as a base for departmental growth.</li> </ul>					

**C. Department Quality Initiatives and Results**

FY 2012 Quality Initiatives	Responsible Party, Resources and Plan
Service learning course offering development.	Professor Tammy Lynn continues to develop and refine a service learning initiative course offering to be regularly offered at the 300 level in the department.
Expand course offerings to include a criminal psychology/ social science component	This will be accomplished with the addition of Dr. John Raacke, a new core faculty member, from the Department of Psychology. New courses will be in-load and developed by Dr. Raacke over the coming years.

FY2011 Quality Initiatives	Result
Develop a series of 1 credit and non-credit workshops in the area of defensive tactics.	Professor Russell has worked diligently to increase credit and non-credit workshop offerings in a variety of subject areas related to law enforcement, defensive tactics and military training.
Conduct a thorough undergraduate curricular review.	Process completed by the department's faculty members. Curricular changes included re-numbering, re-sequencing and the development of

	additional elective course offerings.
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**D. Institutional Quality Results**

FY2011 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Develop, utilizing work study students and a graduate assistant, a marketing campaign directly targeting the SW corridor.
Increase the quantity and quality of K-12 teachers educated	N/A
Improve undergraduate students' foundational skills	Redesigning undergraduate curriculum to be more reflective of the need for enhanced writing skills.
Enhance physical wellness of students, faculty, and staff	Participated in school sanctioned weight loss challenges against other school units.
Internationalize the campus and curriculum	Continuing to integrate JUS 310: Comparative Justice Systems into both the on-campus and off-campus curricula.

### III. FY2011 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

#### A. Departmental Reflection of Strengths, 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</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> </ul>

beyond.	<ul style="list-style-type: none"> <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>
<b>Future Opportunities</b>	<b>Future Threats</b>
<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>

## B. Opportunities for Improvement

Opportunity for Improvement	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 2011-2012.
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 2011-2012.
Utilization of the fifth position granted in FY 2008 (116-2201-003).	116-2201-003 line.	COMPLETED for AY 2011-2012.
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(s)**

Characteristics of Justice Studies Majors	Expected Learning Outcomes	Curriculum	Assessment Methods
<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>	<ul style="list-style-type: none"> <li>• Learning Contracts (Rubrics)</li> <li>• Portfolio</li> <li>• Capstone Course/Senior Seminar</li> <li>• Internship Supervisor Ratings of Student Performance</li> <li>• In-Basket Job Simulations</li> <li>• Self-Study</li> <li>• Adherence to Minimum Standards for Criminal Justice Education</li> <li>• Annual Strategic Planning Sessions</li> <li>• Quality Matters™ Review Standards</li> <li>• Alumni Survey</li> </ul> <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"> <li>• Desired learning outcomes</li> <li>• Design of the curriculum</li> <li>• Design of teaching/learning processes</li> <li>• Student learning assessment</li> <li>• Results/feedback for quality assurance</li> </ul>

**B. Department Staffing Plan**

**(Current-AY 2010-2011)**

<b>Faculty</b>	<b>Specialization</b>	<b>Rank</b>	<b>Degree</b>	<b>Track</b>	<b>Salary</b>	<b>FTE</b>
Jones, Martha	Rehabilitation/Prevention	Instructor	M.S.	Full time temporary in a tenure track line	43,000	1.0
Lynn, Tamara	Juvenile Delinquency, Gender Issues, Corrections	Instructor	MLS (Ph.D in progress)	Full time temporary in a tenure track line	42,400	1.0
Russell, Kenton	Law Enforcement, Defensive Tactics	Instructor	M.A.	Full time temporary in a tenure track line	40,400	1.0
Scott, Robert	Research Methods, Corporate Crime	Professor and Chair and Interim Dean, COET	Ph.D	Tenured	98,000	1.0
UNFILLED	Psychology/ Research Methods			Tenure track line	45,000	1.0

**C. Bibliography of Departmental Scholarly Activity**

Scott, R. and Scott, T. (2011). Larry Flynt Revisited. From the proceedings of the Hawaii International Conference on Social Sciences.

Eight (8) defensive tactics community presentations by Professor Kenton Russell.

**D. Department Program Assessment Tools**

**JUSTICE STUDIES EXIT EXAMINATION**

**Administration of Justice**

1. Although the terms administration, management, and supervision are often used synonymously, it could be noted that

a. each is a unique concept that occasionally overlaps the others

b. administration and management are identical while supervision is much different

c. supervision and management are identical while administration is much different

2. Scientific management is associated with

a. Maslow

b. Taylor

c. Holden

d. Gulick

e. none of the above

3. Theory \_\_\_\_\_ indicates that employees can view work as being natural as play

a. Y

b. X

c. Z

4. Theory \_\_\_\_\_ indicates that employees inherently dislike work and will tend to avoid it whenever possible.

a. Y

b. X

c. Q

d. Z

Corrections

1. Planning in correctional supervision is generally

- a. short term
- b. mid term
- c. long term

2. In correctional organizations the product is

- a. a reformed/rehabilitated convict reintegrated into society
- b. the type of correctional service being delivered
- c. none of the above

3. The administration and management of a correctional organization such as an institution usually involves at least \_\_\_\_\_ levels

- a. 9
- b. 4
- c. 1

### **Policing**

1. The \_\_\_\_\_ the agency, the greater the need for specialization and the more \_\_\_\_\_ the organizational chart will be.

- a. larger / horizontal
- b. larger / vertical
- c. smaller / vertical
- d. smaller / horizontal

2. Police organizations in the U.S. are \_\_\_\_\_

- a. cooperatives
- b. bureaucracies
- c. businesses
- d. autocratic

3. The larger the police agency, the greater its need for

- a. an organizational chart

- b. a chief of detectives
- c. specialization
- d. generalist approach

4. Which is an example of a secondary line function in policing?

- a. technical services
- b. investigative services
- c. administration services
- d. patrol services

### Courts

1. Which of the following is false?

- a. the prosecutor controls the courtroom
- b. the prosecutor and defense attorney are sometimes close associates
- c. the prosecutor generally dominates plea bargaining
- d. none of the above

2. The trend the past 20 years has been toward building \_\_\_\_\_ courts

- a. larger, specialized
- b. smaller, more specialized
- c. taller, more ornate
- d. darker, more sedate

3. Courts make \_\_\_\_\_, which may be defined as choosing among alternative choices of action

- a. precedent
- b. policy
- c. litigation
- d. procrastination

4. It has been said that the courts are the “\_\_\_\_\_,” having no enforcement powers

- a. least dangerous branch
- b. most destructive force
- c. most potent branch
- d. least consequential entity

### **Intro to CJ**

1. Criminal acts often termed “street crime” or “ordinary crime” that are the least profitable and least profitable are called

- a. political crime
- b. victimless crime
- c. visible crime
- d. organized crime
- e. occupational crime

2. An example of a “victimless crime” is

- a. murder
- b. espionage
- c. selling illegal narcotics
- d. price fixing
- e. rape

3. According to the lifestyle exposure model, who is most likely to be victimized because of where they live and how they spend their leisure time?

- a. elderly white females
- b. elderly white males
- c. elderly black females
- d. young black males
- e. young white males

4. Which of the following is TRUE concerning Islamic and American criminal law?

- a. they are somewhat similar

- b. they are identical
- c. they have minor differences between them
- d. they have major differences between them
- e. there is no such thing as Islamic criminal law

### **CJ Research**

1. Recognizing that virtually all casual relationships in criminal justice are probabilistic is central to understanding other points about cause. Within the probabilistic model, it is useful to distinguish two types of causes: \_\_\_\_\_ and \_\_\_\_\_.
  - a. positivistic; freewill
  - b. necessary; sufficient
  - c. quantitative ; qualitative
  - d. absolute ; definitive
  
2. In field research the unstructured interview is used to
  - a. minimize interviewer bias
  - b. gain an in-depth understanding of respondents' views, attitudes, values, and beliefs
  - c. obtain easily tabulated data
  - d. control for factors that may affect the respondents' answers
  
3. Quasi-experiments are distinguished from "true" experiments
  - a. because quasi-experiments cannot examine the temporal ordering or relationships
  - b. since true experiments cannot exclude rival causal factors effectively as can a true quasi-experiment
  - c. because quasi-experiments lack of random assignment of subjects to an experimental and a control group
  - d. all of the above
  
4. The traditional model of science uses what is called deductive logic that is contrasted with inductive logic. Using induction, the scientist begins with \_\_\_\_\_ and develops a \_\_\_\_\_ that explains the relationships between what is being examined
  - a. a testable theory ; set of data

- b. observable data ; generalization
- c. a set of axioms ; paradigm
- d. idea; set of operationalized laws

### **Juvenile Delinquency**

1. Curfew laws often result in what?
  - a. legal appeals and court delays
  - b. the creation of large numbers of new status offenses
  - c. the increase in property crimes by juveniles who rebel against the law
  - d. a mandatory enforcement policy that causes severe caseloads for juvenile probation officers
  
2. The first formal explanations of crime and delinquency were based on what principle?
  - a. criminals were mentally ill individuals
  - b. parental upbringing and family environment caused delinquency
  - c. criminals were possessed by the devil
  - d. human behavior was a matter of choice
  
3. Which of the following statements is true of control theory?
  - a. delinquents are a product of blocked means to conventional goals
  - b. delinquents are influenced by diet and environment and need to be controlled through social learning techniques
  - c. delinquents are children who learned the attitudes and techniques of crime from deviant peers
  - d. people are born bad and then are socialized by others to control themselves
  
4. Social structure theories suggest that the best method of primary delinquency prevention is what?
  - a. local community organization and involvement
  - b. national crime prevention programs
  - c. more police officers on the street
  - d. longer prison terms

### **Criminology**

1. Breaking a traffic law regardless of whether or not it was intended is an example of what type of crime?

a. mens rea

b. strict liability

c. accountability

d. actus mens

2. Target reduction strategies are designed to

a. induce guilt or shame for committing a crime

b. increase the sentence for youthful offenders

c. reduce the value of crime to the potential criminal

d. allow police departments to hire more officers

3. Marxist criminologists view crime as a function of

a. genetics

b. social class

c. capitalist mode of production

d. gender inequality

4. Crimes that vent rage, anger or frustration are referred to as

a. expressive violence

b. excessive violence

c. instrumental violence

d. institutional violence

### **Information Age Technologies**

1. Voyeurism is the same thing as

a. stalking

- b. wiretapping
- c. secret videotaping
- d. spying

2. Aggressive drinking (being rude, insulting, or typing words without regard for the consequences) on the information superhighway/ internet is called

- a. fanning
- b. flaming
- c. fuming
- d. fun

3. Identity theft

- a. is the taking of another person's identity information
- b. is the taking of another person's name, social security number, driver's license number, or birth certificate
- c. usually requires that the theft be used for financial or economic gain
- d. all of the above

4. In the health care field, what is the main policy reason behind protecting the identity of HIV positive and AIDS patients?

- a. people will feel comfortable enough about their privacy to get tested
- b. it is done to protect these patients' privacy because it is inherently wrong to share any health information with others
- c. Health care employees and hospitals don't want to be sued in court
- d. there is no policy reason behind protecting these patients' health status.

### **General Info**

1. According to Cole and Smith, which of the following is NOT a goal of the criminal justice system?

- a. doing justice
- b. controlling crime
- c. preventing crime
- d. studying crime
- e. all of the above are goals of the criminal justice system

2. The concept of dividing power between a central (national) government and regional (state governments) is called

- a. confederacy
- b. federalism
- c. constitutional
- d. political
- e. jurisdictional

3. A “true bill” coming from a grand jury and charging a suspect with a specific crime is called

- a. arrest
- b. warrant
- c. indictment
- d. booking
- e. arraignment

4. The right to a trial by jury is guaranteed by the

- a. Fourth amendment
- b. Fifth amendment
- c. Sixth amendment
- d. Seventh amendment
- e. Eight amendment

5. An example of a “victimless crime” is

- a. murder
- b. espionage
- c. selling illegal narcotics
- d. price fixing
- e. rape

6. The right against cruel and unusual punishment is found in the

- a. seventh amendment

- b. eighth amendment
- c. ninth amendment
- d. tenth amendment
- e. eleventh amendment

7. Which Chief Justice of the U.S. Supreme Court led a legal “revolution” that expanded the constitutional rights of criminal defendants?

- a. Rehnquist
- b. Marshall
- c. Taney
- d. Warren
- e. Taft

8. The political era of policing was characterized by

- a. civil service selection officers
- b. the introduction of automobile patrol and two-way radios
- c. hiring of officers through connections to elected officials
- d. urban riots
- e. equal opportunity for minority officers

9. Which of the following is TRUE concerning police policy?

- a. police have unlimited resources
- b. officers are not limited in terms of how they investigate and pursue lawbreakers
- c. decisions about how police resources will be used affect who gets arrested
- d. police tend to de-emphasize their role as crime fighters

10. Which of the following is TRUE about the use of discretion by a police officer?

- a. the more serious a crime is to the public, the more freedom officers have to ignore it
- b. the closer the relationship between the alleged criminal and the victim, the more variable the use of discretion
- c. policies of the police always promote the use of more discretion
- d. a suspect who is very hostile is less likely to be arrested by an officer

e. the less serious a crime, the less freedom officers have to ignore it

11. U.S. district courts exist....

- a. in only the ten largest states
- b. to handle all criminal cases that arise in the country
- c. share appellate responsibilities with state supreme courts
- d. travel from town to town, wherever they are needed
- e. to handle trial-level federal cases

12. What system held prisoners in isolation at night and made them work with fellow prisoners in shops during the day?

- a. medical
- b. congregate
- c. separate confinement
- d. crime control
- e. community corrections

13. Which of the following factors is NOT among the plausible explanations presented by Cole and Smith for the growth in the prison population?

- a. tougher sentencing
- b. prison construction
- c. the war on drugs
- d. increased arrests
- e. Americans are becoming more immoral

14. According to the text, which of the following countries did NOT influence the development of parole in the United States?

- a. Ireland
- b. England
- c. Australia
- d. Japan
- e. all of the above

15. Which of the following is TRUE about parole boards?

- a. parole boards have become hesitant in granting parole for fear of being perceived as “soft” on crime
- b. parole boards are always comprised of corrections experts
- c. parole boards can predict accurately the future behavior of an offender
- d. parole boards are always independent from the department of corrections
- e. parole boards can ignore public opinion and attitudes

16. When inmates are released from correctional institutions during the day so they may work or attend school, this is called

- a. mandatory release
- b. discretionary release
- c. unconditional release
- d. community release
- e. work and educational release

17. Under common law, children were exempt from criminal responsibility until the age of....

- a. three
- b. five
- c. seven
- d. ten
- e. twelve

18. Which of the following statements about offenses committed by juveniles is accurate?

- a. the offenses committed by juveniles are mostly violations of state law
- b. the offenses committed by juveniles are mostly violations of federal law
- c. the offenses committed by juveniles are equally violations of federal and state laws
- d. the offenses committed by juveniles usually violate United Nations resolutions
- e. the offenses committed by juveniles are not considered a violation of any criminal law

19. When the hearing officer reviews a case to determine whether the alleged facts are sufficient for the juvenile court to take jurisdiction, this is called a(n)

- a. intake hearing

- b. petition
- c. disposition
- d. diversion
- e. detention hearing

20. Which of the following is NOT one of the Big D's of juvenile justice?

- a. deinstitutionalization
- b. due process
- c. diversion
- d. decriminalization
- e. detoxication

## Justice Studies Program

### Survey of AY 10-11 Graduating Seniors

The following survey is intended to be distributed to graduating seniors in justice studies. The information we collect will be used for program assessment and will further assist us in providing more comprehensive and reliable information to current and future students.

Your answers will help us to understand the value and effect of our curricula and program. We assure you that it is our interest to release only aggregate-level data; that is, your individual response will not be identified as coming from you, personally. You of course may refuse to answer any or all questions

## STUDENT DESIGNATION

I am:

On-campus student \_\_\_\_\_

Distance learner \_\_\_\_\_

I participated in:

On-campus classes only \_\_\_\_\_

Distance-mediated classes only \_\_\_\_\_

Both (distance education and on-campus classes) \_\_\_\_\_

## QUESTIONS ABOUT YOUR EDUCATIONAL BACKGROUND

1. Did you take classes for college credit while you were in high school?

Yes

How many hours of credit, altogether \_\_\_\_\_

No

2. If you enrolled at another college or university prior to coming to FHSU,

a. In what year did you first enter college? \_\_\_\_\_  
Where? \_\_\_\_\_

b. In what year did you transfer to FHSU? \_\_\_\_\_

3. If you transferred to FHSU from another college or university, did prior criminal justice credit/coursework:

not transfer to FHSU

transfer but not all credits accepted

transfer with all credits accepted

4. If FHSU was the first college or university in which you enrolled, in what year did you come to FHSU? \_\_\_\_\_

5. Why did you decide to attend FHSU? (check as many as apply)

Affordable \_\_\_

Close to home \_\_\_

Far from home \_\_\_

Criminal justice program \_\_\_

Had family that attended \_\_\_

Received scholarship \_\_\_

Other (explain)

**(For distance learners—check as many as apply)**

Accessible education \_\_\_

Affordable \_\_\_  
Criminal justice program \_\_\_  
Other (explain)

6. Why did you select criminal justice (or justice studies) as your major?  
**(Explain in as much detail as you can)**

7. When you graduate from FHSU, you will receive a:

B.S. in Justice Studies

B.A. in Justice Studies

B.G.S. with an emphasis in Justice Studies

8. In addition to completing a degree in the major, did you also  
(mark all that apply)

have a minor? \_\_\_ what field? \_\_\_\_\_

have a double major? \_\_\_ what field? \_\_\_\_\_

have a certificate? \_\_\_ what field? \_\_\_\_\_

9. If you took a language at FHSU, which one did you take?

did not take a language

- Spanish
- German
- French
- Japanese
- Russian
- Other

10. Did you join any student organizations while at FHSU?

- No
- Yes

Please list the organization(s):

Comments relating to this section of the questionnaire:

**QUESTIONS ABOUT THE QUALITY OF YOUR EDUCATIONAL EXPERIENCE IN THE JUSTICE STUDIES PROGRAM**

11. How well did the **curriculum in our program** help you acquire the following **skills?**

**VW= Very Well    A= Adequately    NVW= Not Very Well    NAA= Not at all**

Use problem-solving skills                      VW              A              NVW              NAA

Public speaking	VW	A	NVW	NAA
Write clearly	VW	A	NVW	NAA
Read critically	VW	A	NVW	NAA
Collect qualitative data	VW	A	NVW	NAA
Collect quantitative data	VW	A	NVW	NAA
Analyze data	VW	A	NVW	NAA
Plan	VW	A	NVW	NAA
Delegate tasks	VW	A	NVW	NAA
Facilitate discussion	VW	A	NVW	NAA
Time management	VW	A	NVW	NAA
Leadership skills	VW	A	NVW	NAA
Train / teach others	VW	A	NVW	NAA
Use computer technology	NW	A	NVW	NAA
Make reflective decisions	NW	A	NVW	NAA
Fit into the workplace	NW	A	NVW	NAA
Understanding myself	NW	A	NVW	NAA
Participate in community activities	NW	A	NVW	NAA

Comments:

12. How much do you feel Justice Studies faculty required of you in respect to EXAMS?

- too much
- about the right amount
- too little
- don't know / no opinion

13. How much do you feel Justice Studies faculty required of you in respect to READING (text books, other literary work, research topics)?

- too much
- about the right amount
- too little
- don't know / no opinion

14. How much do you feel Justice Studies faculty required of you in respect to WRITING (papers, assignments, research reports, independent research/study)?

- too much
- about the right amount
- too little
- don't know / no opinion

15. Which course or courses in the program did you find *most beneficial* in increasing your knowledge of the criminal justice system or the field in general?

16. Which course or courses in the program did you find *least beneficial* in increasing your knowledge of the criminal justice system or the field in general?

17. As a result of your experiences in the Justice Studies Program, which topical areas in criminal justice do you believe *should be expanded* upon and why?

18. Which topical areas in criminal justice should receive *less attention*?

19. As a result of your experiences in the Justice Studies Program, do you have a *better understanding of criminal justice* and its various fields?
20. Looking at your overall educational experience in the Justice Studies Program, how well prepared do you think you are for your first job after graduation?
- very well prepared
  - adequately prepared
  - not very well prepared
  - not at all prepared

#### **SATISFACTION WITH PROGRAM FACULTY**

21. Generally speaking, how would you rate the faculty in your program?
- excellent
  - good
  - fair
  - poor

Comments:

22. In general, did faculty in the program (check as many as apply):
- provide useful guidance on course selection
  - provide useful guidance on career opportunities

- provide a listening ear
- respond to your concerns
- help you find employment

Comments:

### QUESTIONS ABOUT YOU

23. What is your overall GPA at FHSU \_\_\_\_\_ on a 4.0 scale?
24. What is your GPA in your MAJOR \_\_\_\_\_ on a 4.0 scale?
25. How did you find the job that you will be entering once you finish your bachelor's degree (mark all that apply)?
- I am already employed **in the field**
  - have not found a job yet
  - will be going to graduate school
  - leads provided by faculty or advisor
  - interviews arranged by the Careers Planning and Placement Center
  - leads provided through an internship
  - leads provided by others at FHSU
  - leads provided by family members
  - leads provided by other contacts
  - through the Internet
  - newspaper ads
  - ads in professional journals or bulletins
  - other
- Explain:

26. If you found a job, please briefly describe it:  
Agency / Organization:

Location:

Job Title:

Salary:

27. What is your ethnicity?  
 African American  
 Caucasian  
 Hispanic  
 Native American  
 Other  
Please list:  
 Multiple

28. What is your gender?  
 female  
 male

29. What year were you born? \_\_\_\_\_



8. Do you feel you have a personality clash with him or her?

YES NO

9. If your current advisor was not available for some reason which professor in the department would you seek for “unofficial” advice? \_\_\_\_\_

The Department Faculty would like you to respond to all of the following statements by circling your responses:

SA – *Strongly Agree*, A – *Agree*,

N – *No Reaction*, D – *Disagree*, or SD – *Strongly Disagree*.

- SA A N D SD 1. I feel comfortable talking with my advisor.
- SA A N D SD 2. I think my advisor knows departmental and university requirements for my program and degree.
- SA A N D SD 3. If I have an unusual problem, my advisor doesn't seem interested in helping me get an answer.
- SA A N D SD 4. I feel free to drop in on my advisor without an appointment if he or she is in the office.
- SA A N D SD 5. I think my advisor is sincerely interested in me as a person.
- SA A N D SD 6. My advisor is sincerely interested in me as a person.
- SA A N D SD 7. My advisor is always courteous towards me.
- SA A N D SD 8. My advisor makes me feel welcome when I come to him or her for advice.
- SA A N D SD 9. My advisor never discusses my career goals with me.
- SA A N D SD 10. My advisor has a good sense of humor.

SA A N D SD 11. My advisor offers helpful suggestions and encouragement.

Below are 20 words or phrases that relate to your perception of your advisor. **Circle** all of the words that you think or feel are descriptive of your advisor.

- |                      |                      |                     |
|----------------------|----------------------|---------------------|
| 1. Knowledgeable     | 2. Indifferent       | 3. Warm             |
| 4. Helpful           | 5. Energetic         | 6. Concerned        |
| 7. Lethargic / Tired | 8. Grumpy            | 9. Likeable         |
| 10. Inflexible       | 11. Flexible         | 12. Outgoing        |
| 13. Verbal           | 14. Unpleasant       | 15. Easy to Talk to |
| 16. Indolent         | 17. Self – Important | 18. Introverted     |
| 19. Abrupt           | 20. Unfriendly       |                     |

Overall I would rate my current advisor (circle one):

Poor                  Below Average          Average          Above Average          Excellent

Below are descriptive words or phrases that may describe you as you view yourself. Circle all of the words or phrases that you think or feel apply to you.

- |              |             |            |
|--------------|-------------|------------|
| 1. Motivated | 2. Friendly | 3. A loner |
|--------------|-------------|------------|

- |                     |                     |                         |
|---------------------|---------------------|-------------------------|
| 4. Sensitive        | 5. Assertive        | 6. Shy                  |
| 7. Self-disciplined | 8. Carefree         | 9. Verbal               |
| 10. Withdrawn       | 11. Hostile         | 12. Energetic           |
| 13. Good Writer     | 14. Poor Test-Taker | 15. Independent Thinker |
| 16. Serious         | 17. Uninterested    | 18. Conscientious       |
| 19. Career Oriented | 20. Curious         |                         |

Overall I think/feel I am performing academically at \_\_\_\_\_ % of my ability. (ex. 60%)

**Fort Hays State University**  
**Department of Justice Studies**

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*A survey of Fort Hays State University Justice Studies Alumni*

Please circle the number on the right that corresponds with your response. Unless specified, please circle only one response.

**Part I**

We would like to know about your past and current status.

**1. What semester and year did you complete your Justice Studies degree?**

\_\_\_\_\_ Semester \_\_\_\_\_

**2. Are you currently employed in a Justice Studies-related job?**

- Yes.....1
- No.....2

**3. If yes, which of the following best describes your current employment?**

- Law enforcement.....1
- Corrections (any).....2
- Juvenile Justice.....3
- Court.....4
- Other.....5

**4. Please rate your current performance relative to each of the following. (1 = poor 2 = fair 3 = good 4 = very good 5 = excellent)**

- Functioning within a regular chain of command and flatter organizational structures. 1 2 3 4 5
- Tolerate and appreciate other cultures and ethnicities. 1 2 3 4 5
- Apply critical thinking skills. 1 2 3 4 5
- Possess ethical approaches to social service delivery. 1 2 3 4 5
- Apply knowledge and skills. 1 2 3 4 5

Analyze the impact of social policies on criminal justice system and system "consumers." 1 2 3 4 5

Evaluate research studies and translate findings to operation of the justice system. 1 2 3 4 5

Possess and use communication skills. 1 2 3 4 5

Understand and utilize knowledge of technology relevant to the field. 1 2 3 4 5

Possess computer literacy and information networking skills. 1 2 3 4 5

Possess knowledge of public management, jurisprudence and correctional philosophies. 1 2 3 4 5

**Part II**

We are interested in how satisfied you are with your career in the Justice Studies field.

**5. How satisfied are you with your career?**

Very Dissatisfied 1.....2.....3.....4.....5 Very Satisfied

**6. If you could start again would you choose Justice Studies as a career?**

Yes ..... 1  
No ..... 2

**7. Do you plan to be in a Justice Studies career in five years?**

Yes ..... 1  
No ..... 2

**8. Do you feel that you stand out in any way among others in Justice Studies careers?**

Yes ..... 1

No ..... 2

**9. If yes, please list two or three skills, deficiencies, attitudes, or abilities which make you stand out.**

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**Part III**

We are interested in how satisfied you were with your Justice Studies Major.

**10. What overall rating would you give the Justice Studies Program?**

- Poor ..... 1
- Fair ..... 2
- Good ..... 3
- Very Good ..... 4
- Excellent ..... 5

**11. What suggestions would you have for improving the Justice Studies Major?**

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**Part IV**

We would like to know some background information about you for statistical purpose. You will not be personally identified in any use of these data. Data will be pooled to learn more about our graduates and programs.

**12. Age**

\_\_\_\_\_

**13. Which category best describes you?**

- White ..... 1
- African-American ..... 2
- Hispanic ..... 3
- Asian or Pacific Islander .....4
- Native American ..... 5
- Mixed Race ..... 6

Other (specify) \_\_\_\_\_

**14. Gender**

- Male ..... 1
- Female ..... 2

**15. Undergraduate Grade Point Average**

\_\_\_\_\_

**E. Other Departmental Information**

Rated as the #1 master's degree program in criminal justice by two different reviewers of online graduate programs.