

WSU Seven-Year Program Review*
Self-Study

Cover Page

Department/Program: Criminal Justice

Semester Submitted: Fall 2023

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A note for those reviewing this report: the table of contents are hyperlinked, so if you hit the keyboard key “Ctrl” and click on the heading, it will jump you down to that section of the report you would like to see.

*Our 5-year program review was originally schedule for academic year 2021-2022; however, we had just experienced a turnover in the department chair position (from Dr. Brent Horn to Dr. Molly Sween). Additionally, Molly Sween was undergoing her review for promotion to Full Professor in 2021-2022 (which she received). As such, we asked for and were granted a two-year extension, making this a 7-year program review.

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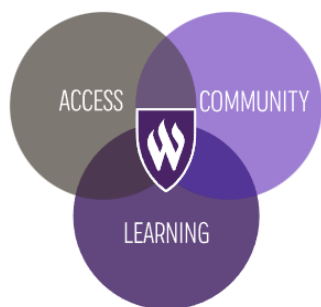
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Brief Introductory Statement

The undergraduate program in the Department of Criminal Justice provides a quality degree that benefits students and the community at large. Our efforts are thoughtful and intentional, and as the below report will show, our work not only benefits our department, but the College (College of Social and Behavioral Sciences) and University at large.

While more will be discussed about our mission statement later, it is worth noting that what drives us is a direct reflection of larger University goals. As many within the Weber community are aware of, the University implemented a Strategic Plan in 2020 with the following core themes: Access, Community, and Learning (image provided below).

Core Themes



Access: The access core theme reflects WSU's commitment to providing an affordable, quality education to communities with significant socioeconomic and cultural differences.

Learning: The learning core theme is central to WSU's mission to provide transformative educational experiences and its commitment to support student success at every stage of the student life cycle.

Community: The community core theme reflects WSU's role as an educational, cultural and economic steward for the region.

During the course of this report, we will demonstrate that many of our initiatives and day-to-day practices are a direct reflection of these larger University goals. For example, speaking to each of the areas in turn (very briefly here as they will be expanded upon later in the report), the Department of Criminal Justice:

Access

- Is committed to offering concurrent enrollment classes and growing our offerings to allow more students access to college credits prior to them graduating high school. Under the direction of our Concurrent Enrollment liaison (Dr. McKenzie Wood), we recently partnered with Ogden High School and will continue to prioritize serving schools with high underrepresented student populations
- Is committed to serving the community through education and helping non-traditional students or those working full time have access to education. To this end, we began offering a fully online bachelor's degree effective Fall 2023 semester

Learning

- Is committed to offering meaningful educational experiences for our students. This is evident through high impact educational experiences (HIEE) curriculum such as internships and study abroad trips. This is also evident through interdisciplinary classes or projects that our faculty undertake. And last, this is evident through our faculty partnering with students to do collaborative and meaningful research for local agencies we serve in our neighboring communities
- Is committed to serving students at every stage of the student life cycle. We do so through a number of channels, but namely via faculty adviser outreach and mentoring. These efforts help students to navigate starting up their degree, scheduling appropriate classes to stay on track toward graduation, and explore career and internship opportunities. Additionally, and in the past couple of years, our advising team has also bolstered their retention and completion outreach efforts – and as will be discussed below – these efforts are paying off with a noticeable uptick in graduates

Community

- Is committed to giving back to the community through education, scholarship, and service to the profession. This is perhaps the point which will be most expanded upon below, so as to keep the comments brief here, we will just note a few highlights:
 - We are educating community members who are currently employed in the criminal justice field
 - We are conducting research (at the request of local agencies) that is being used to drive policies, legislation, and responsiveness of agencies in our local communities
 - Our faculty are serving on important community organizations due to their expertise. Some of these positions are of high importance and may impact things such as disciplinary decisions for law enforcement officers or curriculum for those who are trained as a law enforcement officer in the state of Utah

The author of this report is admittedly biased (Dr. Molly Sween, Department Chair), but I firmly believe that we offer one of the best criminal justice programs in the state of Utah. Our faculty have real world experience, we do important and meaningful scholarship, and we care deeply about our students' success. In closing, I will let our partners conclude this opening narrative. Their words summarize nicely what it is that this report is trying to convey: our program is impactful and provides a valuable service to our community.

Eric Young, Chief of Police, Ogden Police Department:

The partnership between the Weber State Criminal Justice program and the Ogden Police Department has created significant impact in our community. A critical foundation of our commitment to excellence in the Ogden Police Department is education and the relationship between Weber state and OPD helps drive our culture of commitment to academia and education.

Sheriff Kelly Sparks, Davis County Sheriff had the following to say:

I believe law enforcement throughout Utah has benefited greatly from this Weber State University program. Many of our officers and leaders have attended WSU and I have seen firsthand how the education they received helped them be better professionals and more effective public servants.

Standard A - Mission Statement

Under the leadership of our former department chair (Dr. Brent Horn), we held a department retreat in 2019 to recalibrate some of the bigger issues that had been vexing us for a while: figuring out our identity, what we value, and where we were going as a department. This was a very worthwhile activity as it helped us to craft the below mentioned mission and vision statements. During this activity, we also worked to modify our program learning outcomes (PLOs) to better reflect skills that we wanted our students to learn during their time in our program rather than content specific information (which is admittedly how the previous PLOs were phrased). Our updated mission and vision statements can be found below:

Department Mission Statement:

Provide the highest quality criminal justice academics in Utah through responsive and impactful higher education programs, scholarship, and service to the profession and community.

Department Vision Statement:

We strive to increase the knowledge, skills, abilities, open-mindedness, integrity and confidence of the students and criminal justice professionals with whom we interact. Our goal is to change individuals by helping people and organizations improve through higher education. We envision a society that understands the concept of justice and recognizes the role criminal justice systems play in public safety whilst treating individuals with respect and fairness.

We feel as though our mission and vision statements contribute nicely to the [College of Social and Behavioral Sciences](#) (CSBS) and [Weber State University's](#) (WSU) mission and vision statements. For example, our vision statement speaks of “helping people and organizations improve through higher education” which nicely aligns with CSBS’s mission statement that strives to help people “discover their potential to build a brighter future”. As another example, WSU’s mission statement states, “The University promotes...vibrant community relationships” which nicely aligns with our mission and vision statements that speak to serving students “and the profession and community”.

Standard B - Curriculum

This program review self-study is going to primarily focus on our bachelor's degree in criminal justice. However, it should be noted that we also offer a minor, AS degree, as of Fall 2023 semester a fully online (ONL) BS degree, 3 certificates of proficiency, and a fully online master's program. Our program is serving a lot of students, and I am proud of the work we have been doing. While this report is not exhaustive of the work we have done in the past 7 years, I am going to try to do my best to summarize some of our accomplishments, and speak to our strengths and continuing challenges. We have made great strides in the past 7 years, and hope this report captures that work.

Our BS degree in criminal justice consists of 46 credit hours (28 credit hours of core curriculum and 18 credit hours CJ electives). I will provide an overview of our curriculum below:

CJ Core Courses

Note: CJ 1010 is a prerequisite for all upper division core courses.

- CJ 1010 - Introduction to Criminal Justice (3)
- CJ 1300 - Corrections: History, Theory and Practice (3)
- CJ 1330 - Criminal Law and Courts (3)
- CJ 2300 - Policing: History, Theory and Practice (3)
- CJ 3270 - Theories of Crime and Delinquency (3)
- CJ 3300 - Victimology (3)
- CJ 3610 - CJ Research Methods (3)
- CJ 4165 - Constitutional Rights (3)
 - Note: Prerequisite - CJ 1330
- CJ 4200 - Ethical Issues in Criminal Justice (3)
- CJ 4995 - CJ Senior Assessment (3)
 - Note: Must have completed ALL core courses and have senior standing OR obtain Department Chair approval

CJ Elective Courses (not necessarily a comprehensive list)

- CJ 1340 - Criminal Investigation
- CJ 1350 - Introduction to Forensic Science
- CJ 2330 - Juvenile Justice
- CJ 2340 - Crime Scene Investigation
- CJ 2350 - Laws of Evidence
- CJ 2360 - Juvenile Law and Procedure
- CJ 2400 - Criminal Court Process
- CJ 3020 - Criminal Justice Management

- CJ 3040 - Community Policing
- CJ 3060 - Corrections in the Community
- CJ 3350 - The American Jail
- CJ 3360 - Prisons: Contemporary Issues and Dilemmas
- CJ 3370 - Death Penalty
- CJ 3400 - Drugs and Crime
- CJ 3700 - Women and Criminal Justice
- CJ 3800 - White Collar Crime
- CJ 3900 - Intelligence and National Security
- CJ 4000 - Critical Legal Studies
- CJ 4065 - Law and Society
- CJ 4167 - State Criminal Justice Rights
- CJ 4300 - History of Law Enforcement
- CJ 4400 - Sex Crimes
- CJ 4700 - International Criminal Justice
- CJ 4710 - Race, Crime and Justice
- CJ 4810 - Experimental Course (Taught as various topics. Look for specific course title in class schedule)
- CJ 4830 - Directed Readings and Special Projects (Requires faculty mentor and approval from CJ department chair)
- CJ 4860 - Criminal Justice Internship (For more information, visit the CJ Internship website)
- CJ 4900 - Current Issues in Criminal Justice (Taught as various topics. Look for specific course title in class schedule)
- CJ 4920 - Short Courses, Workshops, Institutes and Special Programs
- CJ 4950 - Field Trips/Travel Study

What is provided below is a curriculum map of how/when our core courses are assessed. As will be discussed in greater detail later in the report, the department just underwent a large overhaul to our assessment procedures, so we have not yet folded in CJ electives to the assessment process. However, we plan to start this during Fall 2025 semester after we have gone through one full cycle with the new assessment process to refine it as we go. Our plan is to assess one PLO per semester over a two-year cycle. As you will see from the grid below, we are collecting assessment data on the following cycle:

- PLO#1 – Preliminary data assessed, Summer 2023
- PLO#2 – Assessed Fall 2023
- PLO#3 – Assessed Spring 2024
- PLO#4 – Assessed Summer 2024
- PLO#5 – Assessed Fall 2024
- PLO#6 – Assessed Spring 2025

Curriculum Map & PLO/Core Course Assignment Matrix

Program Outcomes (PLOs)	Core Courses									
	C J 1 0 1 0	C J 1 3 0 0	C J 1 3 3 0	C J 2 3 0 0	C J 3 2 7 0	C J 3 3 0 0	C J 3 6 1 0	C J 4 1 6 5	C J 4 2 0 0	
PLO 1: Describe key concepts, theories, or ideas related to the discipline of criminal justice (Assessed Summer 2023)	A	A	A	A	A	A		A		
PLO 2: Apply research findings to the operation of criminal justice systems (Assessed Fall 2023)					A	A				
PLO 3: Effectively communicate (Assessed Spring 2024)			A		A					
PLO 4: Analyze problems in criminal justice using critical thinking or problem-solving skills (Assessed Summer 2024)				A			A		A	
PLO 5: Develop a personal framework for ethical decision-making (Assessed Fall 2024)							A	A	A	
PLO 6: Explain the experiences, perspectives, or contributions of diverse groups in criminal justice systems (Assessed Spring 2025)	A	A	A			A				

Introduced	Developed	A = Assessed
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As was mentioned above, we also offer an [AS degree and a minor](#). For the sake of brevity with this report, I would like to focus on the new additions to our curriculum since our last program review: offering a fully online bachelor’s degree and our three certificates of proficiency. I will discuss each below in turn.

Certificates of Proficiency

Starting academic year 2020, our department began offering interdisciplinary certificates of proficiency. What makes these certificates interdisciplinary is that they each have criminal justice core classes that we require of students, but then the remaining coursework is at their discretion and from a wide range of other disciplines (such as Social Work, Psychology, Child and Family Studies, Sociology, etc.). This impetus behind creating these certificates was two-fold: to meet student interest and to better serve the community. Faculty advisers noticed in conversations with students about career aspirations that there was a growing interest in juvenile justice work. However, students said they wanted to learn more beyond (at that time) our one juvenile justice specific class (CJ2330: Juvenile Justice). As such, we created a juvenile justice emphasis which was an interdisciplinary curriculum that allowed students to essentially get an in-house minor in juvenile justice. Interest in this program grew, and students continued to declare it.

Around the same time that we were exploring the juvenile justice emphasis, Weber State University was exploring micro credentials and stackable degrees. The impetus behind micro-credentials is to help students build their degrees or get smaller decrees or awards that will help bolster their employability. Our then Department Chair (Dr. Brent Horn) started exploring certificates of proficiency. Upon consultations with currently employed practitioners in our field, it became apparent that employers would value credentials and ways for their currently employed work staff to get more education in their respective fields. From there, it developed into our three certificates of proficiency (in [Juvenile Justice, Victim Advocacy, or Forensic Science](#)).

The Department Chair needs to consult with the CSI Program Director (Mitch Pilkington) to assess the future of the Forensic Science Certificate of Proficiency (as she is of the impression that so few students pursue this options); however, the other two certificates are vibrant and growing. As an example, please see below:

Academic Year Total (certificate takes ~2 years to complete so there may be some data overlap in numbers provided below)	Juvenile Justice Certificate of Proficiency	Victim Advocacy Certificate of Proficiency
2020	2	3
2021	10	20
2022	10	26
2023	10	21

These certificates are growing in interest. It seems as though students are seeing the benefit to having a certificate of proficiency, especially when they have already decided that juvenile justice or victim advocacy work is the route they would like to go after completing their degree with us. While the above demonstrates growth among our current students, Dr. Molly Sween is increasingly getting interest in these certificates from those who work in the field. For example, in the past few months alone, she has been contacted by someone with Juvenile Justice and Youth Services to learn more about the certificate and has worked closely in an advising capacity with a victim advocate who wants to come back for the victim advocacy certificate. This student spoke at length about doing extensive research about programs like ours and never finding the right one. After reviewing our curriculum, she decided that our program was the best fit for her so she could get the victim advocacy certificate and then finish (she is a returning student) our associate and then bachelor's degree fully online (something which works with her full-time work obligations). With the student's permission, I am sharing a letter she shared with me praising the victim advocacy certificate and curriculum:

Susan Mallard
2261 Adams Ave
Ogden Ut 84401

November 12, 2023
Department of Criminal Justice
Dr. Molly Sween, Ph.D.
Weber State University
3848 Harrison Blvd.
Ogden, Utah 84408

Dear Dr. Sween,

I am writing this letter today to express my joy and appreciation for your Certificate of Proficiency in Victim Advocacy program. In my day to day work, I personally see how the education system can miss the opportunity to train proficient Victim Advocates. While Criminal Justice and Social Work degrees can offer great insight into working with Victims of Crime, it is my opinion these programs are not sufficient on their own. Building a curriculum which more closely relates to the actual field is wonderful to see. I have searched many different universities and programs and I have only come across one Masters Level Program from Marshall University. This discovery is a sad statistic.

Victim Advocacy requirements are often misunderstood and overlooked. We must understand the theories of crime and the criminal justice system- of course. However, we must also understand secondary trauma, theories of trauma, prevention, family dynamics, case management and so much more. Looking over the curriculum, I was pleased to see courses in communication, mental health awareness and diversity. Having worked in this

field for 12 years, I am confident in recommending this program to students and current advocates which I come across every day.

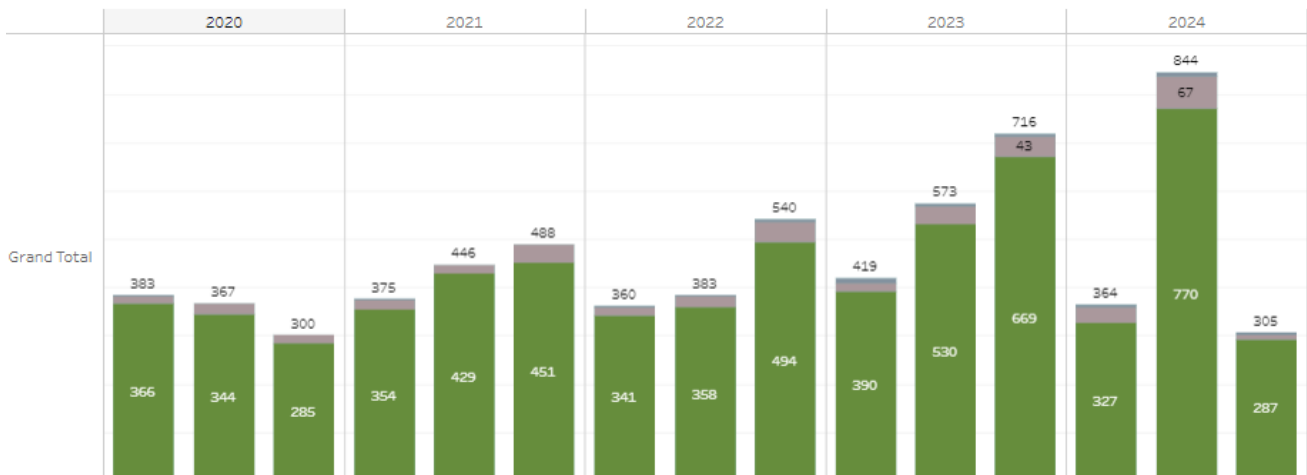
Thank you for being leaders in such an important change in curriculum and supporting us in assisting our community by provided a more prepared advocate.

Sincerely,

Susan Mallard
Sexual Assault Program Coordinator
YCC Family Crisis Center
2261 Adams Avenue, Ogden UT 84401
801.689.1737
385.280.6085

Fully Online Bachelor's Degree

Our department has had a relatively large footprint in online offerings at Weber State University. This is due in part to our master's degree being offered fully online starting in 2012. As such, the COVID shut down and quick flip to online and virtual pedagogy was not an insurmountable task for our department. In the undergraduate program, and even predating COVID, we have had a robust offering of ONL classes. As you will see from the data pulled below by Continuing Education, we are serving a large number of students online. The green bar indicates Utah Residents, the grey bar indicates a non-resident student, and the teal bar (which is hard to see in most images due to so few) is international students. From left to right on the bar chart, it is summer, fall, then spring semester for each academic year (hence the low bar chart of 305 for Spring 2024 since this data was pulled during the Fall semester).



Recognizing the large number of students that we already serve online, our department was approached by the Provost's Office during Fall of 2022. We were selected to be one of four programs on campus to pilot an Online program. The idea was to fund four programs across Weber State University to run fully online degrees and their office would provide monetary and personnel support (via WSU Online, the Division of Online and Continuing Education, and other entities on Campus). After numerous meetings with stakeholders, folks at Weber, and CJ faculty, it was decided that we would entertain this change if we had full support from upper administration to run the program as we see fit. Additionally, we recognized that we were being stretched pretty thin in that, at the time, we had the fully online MCJ degree, our BS and AS degrees, the minor, three certificates of proficiency, and the 2+2 program at Salt Lake Community College (all handled by 9 tenure track faculty and 1 instructor). After doing an informal SWOT analysis, the department concluded that our SLCC program was a program that took quite a bit of resource allocation for little payback in return (the number of students doing this program has markedly declined in the last 5 years). As such, it was a difficult decision, but we shut down the face-to-face program at the Miller Campus and folded Jean Kapenda (the then Director of our 2+2 program) into our teaching rotation at the Ogden Campus. During the transition of shutting down that program and folding those students into our newly developed ONL degree, Dr. Sween worked very closely with SLCC Partnership Programs and the students we serve down there to make the transition as seamless as possible.

One of the greatest challenges with this new ONL program is its hurried development. The Department Chair was only having serious conversations Fall 2022 about what this could look like, proposed the idea to faculty Spring 2023, and we agreed as a faculty that it is worth pursuing near the end of Spring 2023. We then formalized a Director position (filled by Dr. Brad Reys), marketed over the summer, and went “live” Fall 2023. Admittedly, this was rushed and we are still working out the kinks. There has been interest in this program, something which is evident by students filling out an [“I’d like to learn more”](#) form. Additionally, Dr. Sween has marketed heavily to law enforcement agencies and has worked with a handful of officers who would like to come back and do their degrees with us now that they have the option to do so fully online.

One concern that faculty have is now that the degree can be taken fully online or face-to-face, ensuring that students do not overly gravitate to online and squash our chances to offer face-to-face classes. The Department Chair recognizes this balance and has noticed some face-to-face classes the past two semesters (Fall 2023, and Spring 2024) are in jeopardy of not making or having precariously low enrollment numbers. While this may be due to an uptick of online students, the Department Chair also has suspicions it is due in part to a decline in majors these past few years (more discussed on this point later in the report under Appendix A: Student and Faculty Statistical Summary). Regardless of what is causing the trend, the department is starting to look seriously at offering Online Cohorts so we can better control who is a fully online student versus a face-to-face one. Currently, we struggle to do predictive scheduling since students can take a mix of online and face-to-face classes, and we also offer all core classes in both face-to-face and online modalities. As such, and along with cohort models, the department will start to investigate predictive scheduling in that we set a two-year cycle for when classes will be offered ONL versus face-to-face so that our online offerings do less cannibalizing of our face-to-face classes.

Standard C - Student Learning Outcomes and Assessment

Measurable Program Learning Outcomes

Bachelor of Science – General CJ Concentration

As I mentioned above, the Department underwent a significant overhaul of our Program Learning Outcomes (PLO) in 2019. The department recognized that our old program learning outcomes (provided below) were very content specific rather than skills based.

1. Distinguish between the major theories of crime causation
2. Recognize the key historical, theoretical, and practical components of contemporary policing
3. Recognize the key historical, theoretical, and practical components of contemporary corrections
4. Distinguish between the major theories of ethics
5. Identify the fundamental concepts of criminal law as they are applied in the courts
6. Recall the fundamental concepts of social science statistics
7. Recall the fundamental principles of social science research methodology
8. Distinguish between the key constitutional rights that impact the contemporary criminal justice system
9. Distinguish between the various types, consequences, and theories of victimization

We recognize that the above PLOs were very content specific. This is not problematic per se, but there is also a larger shift in higher education to help train students on competencies and skills that will lead to a wider range of employment opportunities. As such, we decided that well rounded students who understood criminal justice content yet also had communication, critical thinking, and problem-solving skills would help to better set up students up for success. As such, we updated our PLOs to reflect skills rather than just content. They are provided below.

At the end of their study at WSU, students in this program will:

1. Describe key concepts, theories, or ideas related to the discipline of criminal justice
2. Apply research findings to the operation of criminal justice systems
3. Effectively communicate
4. Analyze problems in criminal justice using critical thinking or problem-solving skills
5. Develop a personal framework for ethical decision-making
6. Explain the experiences, perspectives, or contributions of diverse groups in criminal justice systems

Bachelor of Science – CSI Concentration*

At the end of their study at WSU, students in this program will:

1. State the roles and functions of the forensic scientist
2. Apply the elements of the crime scene investigation process
3. Explain the limitations, implications and interactions of legal systems on the practice of forensic science
4. Demonstrate proper case documentation for physical evidence
5. Analyze friction ridge based physical evidence

6. Summarize the assessment and analysis of various types of physical evidence
7. Illustrate the role of research methodology and experimental design in the application of forensic science work

Associate Degree

At the end of their study at WSU, students in this program will:

1. Recognize the key historical, theoretical, and practical components of contemporary corrections
2. Identify the fundamental concepts of criminal law as they are applied in the courts
3. Recognize the key historical, theoretical, and practical components of contemporary policing

Juvenile Justice Certificate of Proficiency

At the end of their study at WSU, students in this program will:

1. Recognize the elements of juvenile criminal behavior
2. Identify the differences in criminal procedures and proceedings between adult and juvenile court
3. Demonstrate how other criminal justice and liberal arts fields intersect with the juvenile justice system

Forensic Science Fundamentals Certificate of Proficiency

At the end of their study at WSU, students in this program will:

1. Recognize the key elements of the criminal justice system
2. Describe the interface between the forensic scientist, physical evidence, and the criminal justice system
3. Orally communicate comfortably in front of an audience
4. Understand fundamental concepts of chemistry and biology

Victim Advocacy Certificate of Proficiency

At the end of their study at WSU, students in this program will:

1. Identify the stages of a case through the criminal court process
2. Describe the factors that influence, and the resulting consequences of, criminal victimization
3. Demonstrate how the principles of criminal justice and social science apply to the assistance of crime victims

*In 2021, the Department of Criminal Justice decided to take the two existing concentrations and split up their reporting and management structure. As such, rather than both being housed under the Criminal Justice major and our department having two concentrations, the department is working to move the CSI Concentration to the Department of Interdisciplinary Studies housed in the Dean's Office. This decision was driven by personnel concerns (namely moving Master's degree holding faculty to the tenure track) and a desire of the CJ faculty to split the curriculum apart for easier programmatic management. As such, the bulk of this report is going to focus on the General CJ Concentration with CSI concentration data being provided in Appendix I.

Other programs

General Education Outcomes

Our department has contributed to the General Education Program by supporting Signature Assignment implementation and assessment efforts as well as teaching a large enrolling Social Science General Education Class. For example, the Office of Institutional Effectiveness pulled the following data for us, and as you can see, we serve a large number of students across numerous sections of CJ1010 – Introduction to the American Criminal Justice System (see below):

CJ 1010 Students and Sections		
Academic Year	Students	Sections
AY19	387	16
AY20	857	30
AY21	727	26
AY22	646	24
AY23	565	18

Concurrent Enrollment

Describe how concurrent programming supports the program’s mission:

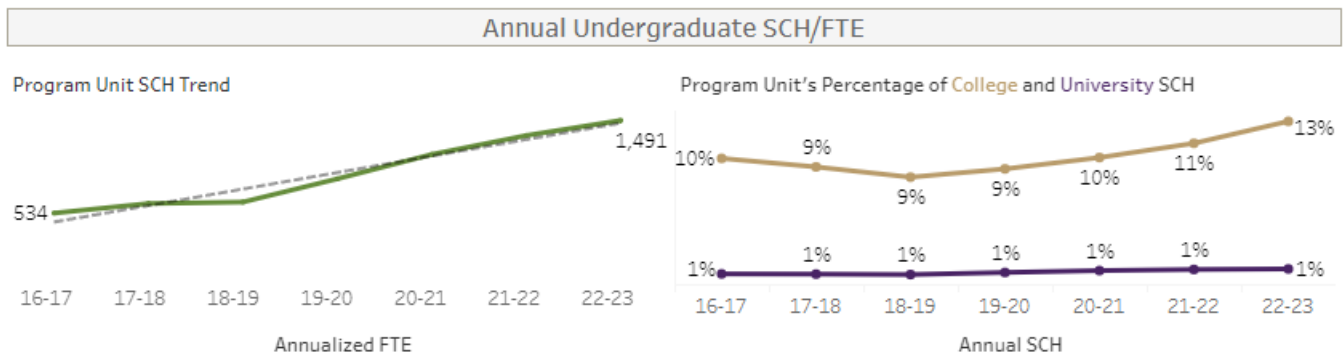
Even at the high school level we strive to support the program’s mission of providing “*responsive and impactful higher education programs.*” We are selective in our recruitment of CE instructors, and we work hard to mentor and support our instructors, making sure there is a close relationship between the concurrent enrollment high school program and our criminal justice department. All of our CE instructors have advanced degrees (either a Masters or J.D.), and ample experience in the field (for example, one of our instructors is an assistant police chief, one is active on a metro-SWAT unit, and one is a retired federal officer).

Currently, we serve six high schools across three school districts.

District	School
<i>Weber County School District</i>	
	Weber High School
	Fremont High School (including Weber Innovations)
	Roy High School
	Bonneville High School
<i>Davis County School District</i>	
	Woods Cross High School

Ogden City School District	
	Ogden High School

Our concurrent enrollment program is in a period of controlled growth. We have been expanding our districts and high schools (with Ogden High School and Woods Cross High School recently added to our CE offerings), and have been serving approximately 18 courses per year with approximately 28 students in each course (in whole, reaching over 500 students per year). As the visual below demonstrates, we have had a noticeable student credit hour (SCH) upward trend and our program provides 13% and 1% of CE SCHs for the College of Social and Behavioral Sciences and the University, respectively.



Recent efforts have been implemented to better recruit our concurrent enrollment students to our university and program. These recruitment efforts include Weber State University faculty guest lectures in classes, placing Weber State University faculty in the high school to teach a CE course, outreach activities in the high school, and a recently hosted CE Open-House for current CE CJ 1010 students and their parents. This event was designed to draw interest in our major and University and was supported by department advisers, college advisers, the concurrent enrollment liaison (Dr. McKenzie Wood) and CSI faculty (who hosted a lab session). This event was successful and had approximately 30 students and parents in attendance.

Additionally, we keep university values of equity and inclusion in mind as we develop our CE processes. Currently, we work with districts to offset student costs, and as of now, all CJ 1010 textbooks are covered by the district, with no textbook monies required from students. The Department has also worked to centralize all CE instructors to the same textbook, a book that was selected due to ease of access and cost. If any districts or schools feel as though they struggle to purchase enough textbooks for their students, the department

is receptive to cost-sharing so that students have access to these classes regardless of their socioeconomic background.

Describe practices of evaluation and assessment of concurrent courses:

Over the past three years we have brought a new focus to concurrent enrollment courses and assessment.

While assessment is largely completed at the discretion of the instructor (who has been through a department and university approval process), we have recently implemented the following practices to make evaluation and assessment more uniform across all CE sections:

- 1) All instructors use a syllabus course template that has a course description and general education outcomes.
- 2) We developed a CJ 1010 Canvas Sandbox for all CE instructors with suggested outcomes, activities, and assignments for each module.
- 3) We require all CE courses to complete our department's CJ 1010 Signature Assignment.
- 4) We meet yearly with our CE instructors to discuss course outcomes and assessment techniques.
- 5) We follow the university-designated instructor observation schedule, which requires us to observe new instructors once their first year, once their second year, and then once every three years after that. At these instructor observations we provide feedback related to lesson outcomes and assessment. These observations are in addition to observations conducted by the school and district offices for high school instructors.

Other interdisciplinary work

Eccles Fellowship Class (Dr. McKenzie Wood, Spring 2023)

In the Spring of 2023, Dr. McKenzie Wood, in conjunction with a faculty from the psychology department, co-taught an interdisciplinary Honors Eccles course that allowed students to develop and present a "What Were you Wearing?" exhibit to draw attention to myths and misconceptions surrounding sexual assault. The creation of this exhibit was a collaboration of student work and assistance from community partners, such as Deseret Industries, Catholic Community Services, the YCC, and Safe Harbor. This event was well attended by WSU students, faculty, staff, as well as the community at large. Below are a few pictures from the exhibit.



Eccles Fellowship Class (Dr. Molly Sween, Fall 2019)

In the Fall of 2019, Dr. Molly Sween co-taught a class titled *Biosocial Criminology* with Dr. Todd Hillhouse (a former faculty member with the Psychology Department). This class allowed students to learn from an interdisciplinary lens how genetics influence and are influenced by behavior. Dr. Sween and Hillhouse had students end their class with a culminating debate assignment. This assignment was designed to help them to draw upon both disciplines of criminology and psychology to take a stance on contentious issues about criminal behavior and offending propensities.

Weber State University's Inaugural Human Trafficking Symposium, (Fall, 2022)

Through a collaboration of the College of Social and Behavioral Sciences, the Department of Criminal Justice, and the Department of Child and Family Studies, Weber State University hosted its first Human Trafficking Symposium in the Fall of 2022. The event was designed to draw awareness to a topic that is often overlooked in Utah as people have the misconception that human trafficking cannot happen so close to home. We brought together criminal justice experts from Utah for a one-day symposium. Based on registration tracking data, we had 368 people register for the event. Day of estimates are that about 350 people attended the event. Dr. Molly Sween was heavily involved in the planning committee for the first symposium; however, when asked to join the second symposium, Dr. Sween had to politely decline due to time constraints. As such, the Second Annual Human Trafficking Symposium was hosted earlier this semester, and it was equally a success. Moving forward, the department will reevaluate what role their faculty and the College of Social and Behavioral Sciences (more broadly speaking) will have with the third and or subsequent symposiums. An image from the event has been provided below:



Inside-Out: Interdisciplinary Pedagogy

As one last example of interdisciplinary work that our department does, Dr. McKenzie Wood partnered with Inside-Out instructors to develop contacts with incarcerated individuals across the country who were willing to participate in a pen-pal model with students from her newly developed Great Thoughts: Writings from Prison master's course. Funds were secured to purchase a P.O. Box, allowing for safe distribution and reception of mail between students and individuals who were incarcerated. While this program was initially piloted with an MCJ class, Dr. Sween will be talking to Dr. Wood to encourage her to also develop a similar class for the undergraduate program. These hands-on and interactive learning experiences are just the types of things we need to draw students to our major and keep them with us.

Certificates of Proficiency

As has already been discussed in greater detail above, the three certificates of proficiency that we offer are all interdisciplinary in nature as they have a small subset of CJ core classes they take, and then students select remaining coursework from courses that span numerous disciplines (such as Social Work, Psychology, Child and Family Studies, Sociology, etc.). These certificates and the curriculum that students take are inherently interdisciplinary.

Seven-year Assessment Summary

History

Historically, the Department of Criminal Justice has struggled to create and implement a robust assessment instrument that meets both the needs of the department and the demands of the university and its certifying body. Since our 2011/12 Program Review, the department has relied on a modified Senior Seminar course, CJ 4995, to assess the cumulative retention of knowledge our students have acquired through their participation in each of the remaining nine core courses (elective courses were not assessed). However, as identified by the 2016/17 reviewers, CJ 4995 was not meeting its stated assessment goals and a recalibration of the instrument was recommended that focused on a longitudinal, semester-based data acquisition format.

New Assessment Instrument

Conversations about a new assessment plan began during the 2022 academic year and were fully fleshed out by the 2023 academic year. By mid-Spring semester (2023), a new assessment instrument has been developed that not only adheres to the recommendations of the 2016/17 reviewers, but also provides detailed data to the department and university on a course-by-course, semester-by-semester basis. The design of the instrument is simple and straightforward. Using the university's current learning management system (Canvas), each tenured or tenure-track faculty member is allowed to create and integrate, for each assigned course, a series of exam questions (Question Bank) or a single encompassing assignment designed to assess a specific Program Learning Outcome (PLO) during the assigned semester – see Section C – Student Learning Outcomes and Assessment (above) of this report for a list of the department's PLOs and Section B – Curriculum (above), for the *PLO/Core Course Assignment Matrix*. These data are then collected, collated, and the accompanying raw data and course reports are made available to the department by the WSU Office of Institutional Effectiveness at the end of each semester.

Initial Instrument Implementation and Results

During the Summer 2023 semester, a first run of the department's new assessment instrument was conducted assessing PLO 1 (*Describe key concepts, theories, or ideas related to the discipline of criminal justice*). In an effort to focus on quality, as opposed to quantity, a single tenured or tenure-track faculty member, teaching a single section of the assigned course, was used during this initial run. The goals of this early effort were two-fold: a) identify any problems faculty might encounter creating and implementing the question banks or encompassing assignments within the Canvas environment and b) begin collecting assessment data using the new instrument. Thanks to the detailed instructions provided by Dr. Gail Niklason and the Office of Institutional Effectiveness, summer faculty reported no issues in creating their course/PLO specific assessment question banks or encompassing assignments.

Summer assessment results were equally encouraging (see Appendix G: Evidence of Learning). Of the four core courses assessed (CJ 1010, 1300, 1330, and 2300), 78 of the 90 students either met or exceeded the PLO standard, giving the summer cohort an overall Mastery score of 86.67%. What is not known, however, is of the 12 students who failed to meet the PLO standard, how many of those did so simply because they did not complete or turn in the assessment related question bank/encompassing assignment. If these students merely failed to participate, it could be argued the overall Mastery score for Summer, 2023 was much higher (discussion of this possibility and how to address it will occur at a later date).

Moving Forward

Given the success of the Summer 2023 assessment efforts, the Department of Criminal Justice is moving forward with the new instrument using the proposed assessment schedule outlined in the *PLO/Core Course Assignment Matrix*. At the end of each semester, the department's Chair, in conjunction with the department's Assessment Committee and faculty, will assess the quality and usefulness of the data collected, the procedures used to acquire those data, and the various ways the data can be used to validate or improve course instruction. All parties have agreed the new assessment

instrument should not be used as a quality check tied to possible punitive action(s), but instead, a proactive tool designed to further the quality of the faculty's instruction and guide the department's mission and vision statements.

A first run of the new assessment instrument, incorporating all nine core courses, will be completed by the end of the Spring, 2025 semester. At that time, it is anticipated that all tenured and tenure-track faculty will be familiar with the instrument and discussions can then take place on how to move forward, including, but not limited to the guided implementation of: a) assessing all course sections taught during a specified semester that address the assigned PLO (not just one section taught by a single professor, as is taking place during the initial assessment run), b) integrating adjunct faculty when core courses are assessed, c) assessing both core and elective courses (all sections) taught by tenured and tenure-track professors, and d) assessing both core and elective courses taught by all department faculty.

Assessment of Graduating Students

We have two ideas for ways to better assess graduating seniors' mastery of PLOs: 1) Create exit surveys that ask students for candid feedback about what they learned during their time with us, and 2) Embed qualitative writing prompts into the classes we will work to create that would replace CJ4995 Senior Assessment. The Department Curriculum and Assessment Committee (comprised of the Department Chair, Dr. Bayley, Dr. Horn, and Professor Jeffs) has been charged to help the program come up with alternative classes that allow students to have meaningful career exploration and career preparedness experiences. This will be a work in progress, so in the interim, and simply as formative data, we will continue to review results of student performance on CJ4995 while it is in the curriculum.

Standard D - Academic Advising

Advising Strategy and Process

Our advising program for CJ majors, minors and AS degree-seeking students (as well as our new Victim Advocacy and Juvenile Justice certificate students) has come a long way since the 2016-17 academic year. That year our outside observers noted:

Faculty members and students both identified advising as one of the largest challenges for the CJ program. The CJ program is home to over 700 majors, the largest major in the College of Social and Behavioral Sciences, and the substantial task of advising these students falls to the faculty members. Faculty members feel overwhelmed and, at times, unqualified in their advising duties. At times, students have trouble locating their advisors and do not experience consistent care and guidance as some faculty members put more time and effort into their advising role than others.

Within a year the CJ Department implemented significant advising changes, moving from an “everyone gets a share” model (i.e. 9 CJ tenure-track faculty sharing advising responsibilities with students assigned alphabetically), to a department Advising Committee. Initially the Department Chair, along with Drs. Denniston and Sween, constituted the core of the Advising Committee, with Professor Kapenda assisting SLCC students. The Advising Committee worked diligently to update the Department webpage, including listing specific ways to contact and make scheduling appointments with the CJ academic advisors. An advising email was listed on the Department webpage for students who might feel lost, which is regularly checked by the Department Administrative Assistant. Registration guides are frequently updated (typically each summer), and we developed a “What Class Do I Take Next” guide that is similar to a graduation map, but is more flexible and targeted to the considerable number of transfer students that the CJ Department welcomes each year. The Advising Committee also oversaw the implementation of a Department Facebook page to help keep students and alumni apprised of upcoming events and job opportunities in a positive and environmentally friendly manner. (<https://www.facebook.com/WeberStateCJ/>)

A small Advising Committee has remained the model for department advising since 2018. While there have been some changes, such as Dr. Horn moving on to become Associate Dean (and Professor Pilkington taking over CSI concentration advising from him), and Professor Kapenda’s role ending along with the SLCC

program as we transitioned to our online program for Fall 2023, Drs. Sween and Denniston have remained the core of the CJ advising team. To bolster their efforts, and in light of Professor Jeffs taking over as Internship Director, and playing a pivotal role in providing key certificate courses, she has joined the Advising Committee beginning Fall 2023.

All three core members of the Advising Committee (Sween, Denniston and Jeffs) currently use Starfish scheduling, along with more traditional scheduling methods, so students can easily make advising appointments. With COVID-19 the advising team became adept at distance advising (in addition to traditional face-to-face advising), and utilize email and Zoom sessions to be available to advisees. This is particularly important with the move to an online undergraduate program, since we anticipate more students being truly remote over time (not just local students taking some online courses). The Department Chair remains committed to seeing Starfish succeed by encouraging instructor participation in Starfish progress surveys.

The CJ Advising Committee has worked very closely with the CSBS College Academic Advisors, who typically focus on advising students regarding general education requirements. The CJ Advising Committee structure has made this coordination with the CSBS advisors much more practicable than under the old “all faculty members advise” model for the CJ Department, and the College has significantly expanded the number of CSBS academic advisors over the past 7 years. We meet regularly to coordinate transitions between individual advisors, and to update the CSBS academic advisors on details of our CJ program requirements. We have significantly expanded the number of students graduating with our CJ AS degree over the past several years and have rolled out and continue to implement our certificate programs as well.

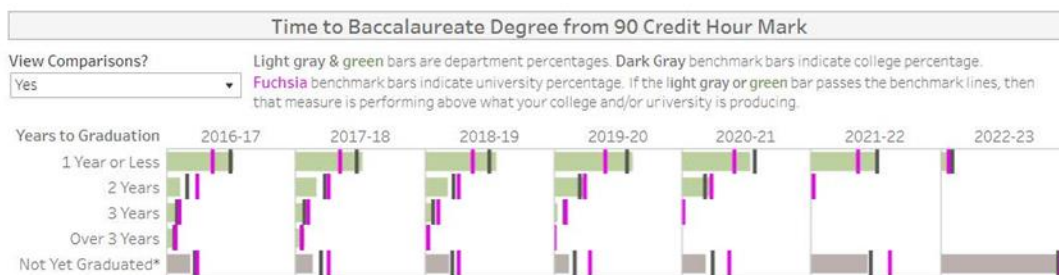
We have a multi-faceted approach to career advising. We coordinate with Lt. Paul Kotter (ret. UHP) who is the Director of the Weber State Law Enforcement Academy down at the Davis campus in Layton. He provides practical advice for students interested in law enforcement as a career. We also work to transition our undergraduate students to our own MCJ program, or other CJ graduate programs across the country. Since our last program review, Dr. Denniston has served as a pre-law advisor for CJ students interested in attending law school—but Professor Jeffs will be taking over as University Pre-Law advisor beginning Fall 2023 with a goal

of revamping and expanding services and web information for pre-law interested students across the whole University. The Advising Committee also works closely with WSU Career Services, and has partnered with them to encourage students to attend the WSU Graduate School Fair, and various pre-law events. Professor Jeffs, as our Internship Director, has worked to connect students with practical experiences as stepping stones toward employment.

Additional advising initiatives include disseminating a 75% completion (90 credit hour) email that goes out to students each semester, advising identified students of remaining steps in order to graduate (such as the need to formally apply for graduation), and options after undergraduate graduation such as applying for our MCJ program. The Advising Committee has also been instrumental in implementing curricular changes and apprising students of such changes, such as dropping the minor requirement for CJ majors, and also the formerly required CJ 3600 Statistics course, and what would count for students operating under older University catalogs.

Effectiveness of Advising

Anecdotally faculty and students seem pleased with these changes and adaptations. With a small group of advisors, it is more feasible to keep abreast of changes impacting advising, such as Starfish and evolving student success initiatives mandated by the Provost’s Office and/or from the Dean’s Office (such as the 75% completion email, which was initially a Provost Office mandate). Also, CJ boasts above average retention scores – a statistic that holds true when comparisons are made to our College and the University at large. As you will see from the image below, we are often graduating students who are 90+ credit hours in one year or less at higher rates than the College and University (aside from academic year 2020-2021).



Past Changes and Future Recommendations

We have additional work to do in monitoring and improving retention and especially completion rates for our undergraduate CJ students. We have also been reminded of high DFIW rates for especially our online students—improving these rates for particularly our Freshman and Sophomore students are part of the University’s Strategic Plan priorities. We have applied mostly a reactive advising model, with advising provided to students requesting it, supplemented with Starfish flags and some College led initiatives, including Department Chair outreach to students who have not timely enrolled for courses in upcoming semesters.

In Summer 2023 we did initiate a pilot attempt to identify and perform advising outreach for students who may be enrolled in inappropriate courses (e.g. Freshman and Sophomores enrolled in upper division core required courses which we recommend be taken in the final semesters of the program). We are also aware that with the move to a fully online undergraduate program that we may need additional distance advising capacity (evenings, weekends, virtual/Zoom options). With the end of the 2+2 evening program at the SLCC Miller Campus we need to streamline the handoff for incoming transfer students (for instance students planning to graduate from SLCC and other institutions in Spring semesters with an AS degree, but needing to register in April for crowded online WSU CJ courses in Fall semesters to complete their Bachelor’s degrees in CJ).

Yet to do more targeted, proactive advising outreach to address our online transfer students, high DFIW rates, and also assist with retention and completion rates, we need more resources. We noted as early as April 2017 in our Department response to the previous Undergraduate Program Review Evaluation Team Report that we needed to “rotate and incentivize advising duties” but we have neither rotated, nor significantly incentivized advising duties since that time. Advising in the CJ Department has remained merely a service obligation for a small subgroup of CJ faculty, who have largely shouldered the task without assistance from rotating the duties, nor regular or systemic incentives from either the Department or College.

Since 2017 we have periodically considered adopting a centralized system of advisement in which a single faculty member is given a course release each semester in exchange for taking over all CJ advisement. As we noted then, we were aware that this would assist with the development of advising expertise and the creation of consistency of care for our students. We then noted that the Psychology program--another very large program in our College--uses such a system and reports a lot of success with it. The April 12, 2017 Departmental Faculty Response noted that:

The Dean [at that time] has indicated to us that he would allow a one-course reduction should we choose to adopt Psychology Department's model. We will be voting on this matter very soon as a department. Should the faculty vote "no," or should no suitable faculty member be willing to be our department advisor, then we will explore rotating advisement with a course buy-out like the visiting team specifically envisioned.

But, neither option fully took place. We never consolidated to one advisor, in part given challenges with CSI advising, and also identifying a person who wanted to take on that responsibility without fear of being penalized in the Rank and Tenure process (i.e. doing too much service and leaving little time for scholarship demands required for those undergoing rank and tenure review). Alternatively, the option of exploring a "rotating advisement with a course buy-out" also was never fully implemented. At most a couple of semesters of course buy-out/supplemental pay was experimented with one year, but not consistently implemented. The Department and College need to prioritize implementing such incentives. Department Chair, Dr. Molly Sween would like to see us move on centralized faculty advising as soon as Fall 2024 semester.

Standard E - Faculty

Programmatic/Departmental Teaching Standards

Departmental standards for teaching effectiveness are largely driven by the College Rank and Tenure document, the University Policy and Procedures Manual (namely about promotion decisions), and the Annual Faculty Review forms. While each of these have different thresholds for successful advancement in rank and tenure decisions, all documents align in requiring faculty instruction that is deemed good if not excellent (depending upon how the other two categories of research and service are evaluated).

Separate from the College and University metrics of good or excellent instruction, the department values excellent teachers. As will be noted below, our faculty have been recognized for their teaching excellence and there are robust evaluations conducted of our tenure track faculty, instructors and adjunct faculty. More will be discussed on this point below, but the department needs to work to better and more consistently evaluate adjunct instructors.

As another example of how we set and assess our teaching standards in the department, faculty undergoing recent rank and tenure review cycles have decided to invoke a Peer Review Committee. This committee is tasked with assisting the Department Rank and Tenure Committee to get a more holistic picture of a candidate's teaching effectiveness. Under the direction of Dr. McKenzie Wood (Peer Review Committee Chair), the department recently overhauled the teaching rubrics we use to evaluate teaching effectiveness. These rubrics allow the faculty member to demonstrate their competencies in three areas that they will be evaluated upon for rank and tenure decisions: subject knowledge, pedagogy, and assessment of student learning. The last three review cycles (for Dr. Lee, Dr. Reynolds, and Dr. Sween) have been very effective, and the most recent changes to the Peer Review rubrics only strengthen our transparency in the department about what effective teaching looks like. The Department Chair would like to continue to encourage faculty to do peer reviews outside of their rank and tenure review cycles; however, the challenge there is finding time and not overwhelming faculty amidst many other departmental, college, and University tasks they juggle.

Faculty Qualifications and Accomplishments

All of our tenure track faculty have terminal degrees (i.e. PhD and/or JD degrees) while our instructor and adjuncts all have master's degrees. Our faculty are highly accomplished teachers, scholars and significantly give back to Weber State University (via service) and the surrounding community. To highlight just a few of our more recent accomplishments:

- Dr. Brad Reynolds was awarded the *Bonnie S. Fisher Victimology Career Award*, American Society of Criminology, Division of Victimology (2021). This is an award given to a scholar who has made a significant contribution in the area of victimology over the course of their lifetime.
- Dr. Molly Sween was awarded the Eccles Fellowship (a prestigious interdisciplinary and often team-taught teaching and research project) and co-taught a class titled *Biosocial Criminology* during Fall 2019 semester with Dr. Todd Hillhouse (a former faculty member with the Department of Psychology).
- Dr. McKenzie Wood was awarded the Eccles Fellowship and co-taught a class titled *What Were You Wearing? Sexual Assault Offenders, Survivors, and Rape Myths* during the Spring 2023 semester with Psychology faculty member, Dr. Kathryn Sperry.
- Instructor Jean Kapenda was awarded the Presidential Teaching Excellence Award during the academic year 2021/2022. This award recognizes teaching excellence at Weber State University and is given to twelve faculty per year, so the selection process is assumedly rigorous.
- A number of our faculty also serve on faculty senate committees which significantly contribute to the function and effectiveness of Weber State. For example, Dr. Molly Sween has previously served as GEIAC (General Education Improvement and Assessment Committee) as Committee Chair, Dr. Mark Denniston currently serves as ASSA (Admissions, Standards and Student Affairs), and Dr. McKenzie Wood currently serves as vice chair.
- Again, this list is not exhaustive. However, we hope it demonstrates the point noted above, our faculty are great and engaged in teaching, research, and service endeavors.

Faculty Scholarship

Dr. Molly Sween is a theorist by training. As such, her research broadly centers around empirical testing of criminological theories used to explain crime causation and victimization. Her most recent publication is titled "[College as a Risk Factor for Victimization: Results from the National Crime Victimization Survey](#)" published in 2021.

Dr. Brad Reynolds is a Professor in the Department of Criminal Justice at Weber State University. He earned his Ph.D. in Criminal Justice at University of Cincinnati. His research focuses on issues within the fields of victimology, crime prevention, and policing, and has published recently in the journals *Police Quarterly*, *Criminal Justice and Behavior*, and *Crime and Delinquency*.

Dr. McKenzie Wood holds B.S in Sociology and a Masters and PhD in Criminal Justice. A sociologist at heart, she centers her teaching and research around social issues that impact individuals and communities. Her most current publications include articles about utilizing high impact practices in the classroom and an examination of hospital employee role in active shooter training response. She also contributed a chapter to the recently released textbook, *What is a Criminal?*

Dr. Heeuk ‘Dennis’ Lee is an Associate professor in the Department of Criminal Justice at Weber State University. He received his Ph.D. in Criminal Justice from Washington State University. His research interests include citizens’ perceptions of the police, fear of crime, and procedural justice. His recent publications have appeared in *Deviant Behavior*, *Crime & Delinquency*, and *International Journal of Offender Therapy and Comparative Criminology*.

Professor Michelle Jeffs has a background in criminal law, with a J.D. from Brigham Young University and B.S. degrees in English and Political Science. Her research interests center primarily around juvenile laws across the nation, including *Miranda* protections and certification statutes. Her most recent publication is [“Parental Presence or Totality of Circumstances” An Assessment of Utah’s Juvenile Miranda Law & 50 State Survey](#).

Dr. Douglas Routh is a Visiting Assistant Professor in the Department of Criminal Justice at Weber State University. He received his Ph.D. in Criminal Justice & Criminology from Washington State University. His work has primarily focused on corrections with emphasis on 1) risk and needs assessment tools and 2) strategies for population management and connecting individuals to treatment, services, and resources. Over the past several years, Dr. Routh has broadened his attention to focus on a more interdisciplinary approach to include the intersection of healthcare, public health, technology, implementation science, and criminal justice. Specifically, Dr. Routh’s more recent work has focused on identifying and addressing barriers to healthcare and treatment access experienced by justice-involved populations through telehealth or other technology-based interventions and efforts to improve outreach, provision, matching, initiation, retention, and completion of services. His most recent publications have appeared in *Justice Quarterly* and *International Journal of Offender Therapy and Comparative Criminology*.

Dr. Bruce Bayley is a Professor in the Department of Criminal Justice at Weber State University. He received his Ph.D. from Utah State University and is a retired Correctional Officer from California, a former Deputy Juvenile Probation Officer for the State of Utah, and recently stepped down from the Utah POST Council after eight years of service. Dr. Bayley contributes to the Standards and Training Director Magazine, Corrections1, and is currently working with the International Association of Directors of Law Enforcement (IADLEST) on a national review of academy training for both law enforcement and corrections officers.

Dr. Mark Denniston was an attorney before returning to earn a Ph.D. in Political Science at the University of Colorado, Boulder. His academic interests include state constitutional rights, the Bill of Rights and criminal procedure, philosophy of law, constitutional history, judicial politics, and federalism. Most recently he has partnered with several members of the CJ faculty to publish the second edition of *Seven Deadly Sins*, a constitutional law and ethics textbook. He has also published in the *Georgetown Journal of Law and Public Policy* concerning state constitutional rights and specifically how states have reacted to the *Miller v Alabama* decision outlawing mandatory life without parole sentences for juveniles.

Mentoring Activities

I will discuss mentoring on two fronts: faculty to faculty and faculty to student mentoring.

Faculty to faculty:

The comments for faculty to faculty are brief, but our department has worked hard to onboard and train new faculty when they join our department. For example, our two most recent hires have been paired with someone in their respective area. Dr. McKenzie Wood was assigned the mentor of Dr. Molly Sween and Professor Jeffs was assigned the mentor of Dr. Mark Denniston. The structure of the mentor/mentee relationship is fluid, but we are encouraged to socialize and chat about things over lunch, discuss the rank and tenure processes, and flag all general questions as they come to us. While this process has generally worked well, Dr. Molly Sween does not have a sense for how well/ineffective this process has been working. If faculty have concerns or suggestions on how this mentoring structure could be formalized and strengthened, Molly is all ears.

Faculty to students:

A second way that we mentor is from faculty to students. Many of our faculty have done a great job folding students into their research agendas and also mentoring them to their next career fields. Some examples will be provided below:

- Professor Jeffs mentored a student through the Criminal Justice portion of his BIS degree in Fall 2022. His paper was entitled, “The Manipulation Game” and blended Criminal Justice, Political Science, and Business Administration
- Professor Jeffs also mentors students through her role as the advisor of the Pre-Law Association club, working with students from diverse majors to prepare for law school.
- Dr. Bruce Bayley regularly mentors students on career opportunities in law enforcement and corrections. In this capacity, he assists students in identifying their employment interests, as well as explaining and guiding them through the application process.
- Dr. Molly Sween often advises our students who are currently working in law enforcement about scholarship and grant opportunities they can use to get their degrees.
- Dr. McKenzie Wood spent Spring of 2023 completing a Directed Readings project with an undergraduate criminal justice major. Together, they looked at federal court documents and conducted a content analysis on cases involving incarcerated pregnant women. The undergraduate student presented her work at the International Association of Maternal Action and Scholarship annual conference, as well as Weber State's undergraduate research conference and Weber State's Honor's Symposium.

- Dr. McKenzie Wood has also worked with another undergraduate criminal justice major, in conjunction with a local county jail, to collect, organize, and analyze data related to in-custody self-harm and suicide. The data analysis was presented to the agency and the student also **presented a poster session at a regional conference** (Western Association of Criminal Justice) during the Fall 2023 semester and took **second place**. This is impressive as he was the only undergraduate in the poster session!!!
- Dr. Dennis Lee does an amazing job folding students into his research agenda. He often does these collaborations with graduate students, but he has also done these projects with undergraduates that he knew were graduate or law school bound. I have provided an example of some of his student collaborative work below. He has taken 3 undergraduate students* to conferences to present and has published with one of them:
 - **Presentation** □ 2017 “Neighborhood Civic Engagement and Citizen Attitude toward Police”. Heeuk Lee, Liesa-Mari Rodriguez*, & Myunghun Roh. Poster presented at the Academy of Criminal Justice Sciences, March, Kansas City, MO.
 - **Presentation** □ 2021 “Voluntary Association Participation and Procedural Justice”. Edilia Popoca Morales*, Heeuk Lee, & Myunghun Roh. Virtual poster presented at the Western Association of Criminal Justice, October, Spokane, WA.
 - **Presentation** □ 2017 “Residential Mobility and Trust in the Police”. Heeuk Lee, Christoffer Binning*, & Moonki Hong. Poster presented at the Academy of Criminal Justice Sciences, March, Kansas City, MO.
 - **Publication** □ Heeuk Lee, Francis Boateng, David Kim & Christoffer Binning* (2020). Residential Stability and Trust in the Police. *American Journal of Criminal Justice*. 45(1), 88-101.

A challenge that we have faced with taking undergraduate students to regional and national conferences is running out of funds. Our faculty do an incredible job exhausting all University and College funding pots to help offset costs for taking their students to conferences (many are even starting to use their own travel funds to help assist their students so that students incur little to no costs). However, these funds run dry, and some conferences are very costly to attend. As such, starting Fall 2023, Dr. Molly Sween has made it a priority to find departmental funds to chip in as much as she can so that students do not have to pay much for these HIEE experiences. It is her goal in the next year to formalize this process so that faculty can have an application to better help her document how these decisions are made regarding additional funds and ensure transparency.

Department Mission Statement:

Provide the highest quality criminal justice academics in Utah through responsive and impactful higher education programs, scholarship, and service to the profession and community.

Based on data provided above, we argue that our mission drives what we do regarding scholarship and the impact it has on our respective academic disciplines and the community at large. As you can see, we have nationally recognized scholars who publish a high volume of literature on topics about victimology, public perceptions of fear, juvenile law and *Miranda*, and how we train future law enforcement officers (just to name a few topics). This research gives back to the community via the knowledge we glean, but also by way of us conducting research for local agencies (for more on this point, please see Standard G - Relationships with External Communities, below). While this research has real world implications, it is also noteworthy that our faculty often involve students in their research (as was shown above in the Mentoring Activities section). This scholarship is responsive through impactful higher education practices (folding students into our research agendas), and via our scholarship, we are giving back to the community.

Diversity of Faculty

The current composition of the faculty consists of three women and seven men (two of whom would be classified as part of an ethnic or racial minority group). The composition of the faculty has changed in recent years with respect to age and sex. As more senior faculty have retired, we have hired on younger junior faculty (3 positions have turned over since our last review). Also, the department has vacillated in the past seven years with regards to sex, having as many as four female faculty or as few as two (currently there are three). While diversity has many meanings, I would also like to highlight the educational diversity of our faculty and their varying expertise. We have JD/PhDs, PhDs in Child and Family Studies, Sociology, and Criminal Justice and a handful of our faculty have practitioner experience (former practicing lawyers, a former correctional officer and juvenile probation officer, and a former law enforcement officer). The diverse educational and professional backgrounds that we bring to this program allows us to expand our curriculum and teach relevant and cutting-edge topics.

Ongoing Review and Professional Development

Our faculty are committed to their trade and many are going above and beyond for teaching, research, and scholarship inspiration. For example, our faculty have created new classes within the past few years to meet student interest. Dr. Bruce Bayley created a class called Careers in CJ to help students learn about the broad range of career opportunities available to students in our profession. His teaching evaluations were positive and he drew a lot of student interest. As such, this class will likely continue as a rotation in our CJ electives pool. As another example of innovative pedagogy, Professor Jeffs recently developed a new course on Communication in the Criminal Justice field. In preparation for the course, she sought out additional training and expertise on various subjects of importance for the class such as taking a 7-hour Continuing Legal Education class entitled “Professor Mangrum on Expert Testimony” in August of 2023. Professor Jeffs also completed the eLearning Certificate program in December 2021.

Our faculty also are staying on top of their respective expertise with many of our faculty traveling to regional and national conferences to stay abreast of developments in their field. Faculty are also staying abreast to pedagogical techniques and many faculty members are undergoing Best Practice Reviews with WSU Online. Additionally, in light of our move to formally offer our BS degree fully online starting Fall 2023, we have undergone department wide Online Workshops, and all of us are undergoing scaled back best practice reviews during Fall 2023 and Spring 2024 semester. This will ensure our online pedagogy continues to stay rigorous, inclusive, and that we offer students a stellar online degree.

As was mentioned above, we continue to undergo review via normal channels at WSU. This includes, but is not limited to: Rank and Tenure review cycles, Promotion decisions, Performance Compensation Package submissions, Annual Faculty Reviews, and Second Year preliminary teaching evaluations conducted by the department chair. It is noteworthy that in the time I (Dr. Molly Sween) have been in the department, we've yet to have an unsuccessful rank or tenure review, and all of those who have gone up for a performance compensation package review have been granted. As such, it can be assumed that our department is doing something right to scaffold our review procedures and help those going through the ranks to know what methods can be more successful than others. We hope this trend of continued success and passion for ways to improve our pedagogy and scholarship through professional development continue to be a priority of our faculty.

Use and impact of high impact educational experiences

While arguably we are sprinkling HIEE experiences throughout our curriculum, the two most visible spots where students are having HIEE experiences is through our internships and study abroad trips. I will speak about internships first followed by a discussion of study abroad trips.

Internships

Internships are optional for students doing the General CJ Degree (CJ4860) and the CSI Degree (CJ4861) or required for our Certificate of Proficiency students (in Victim Advocacy CJ2861 and Juvenile Justice; CJ2862). They are structured in such a way that students either get 1 credit for 40 hours of volunteer work with an agency (CJ2861 and CJ2862) or 3 credits for 120 hours of volunteer work with an agency (CJ4860 or CJ4861).

Although they are only required for a small subset of students, we are serving a robust number of students via internships (176 students since 2016). As you can see from the chart below, there has been a noticeable uptick of those doing the Victim Advocacy Certificate of Proficiency internship and the internship for the General CJ Degree. We attribute this to a growing interest in Victim Advocacy work as well as a concerted effort by faculty advisers to encourage students to do an internship when their schedule allows for it. An internship is a great way to earn credit while also earning hands-on experience. And for many students, it can be a great way to get their foot in the door with a potential future employer.

	2861	2862	4860	4861
SP16	0	0	14	0
SU16	0	0	8	0
F16	0	0	0	0
SP17	0	0	12	0
SU17	0	0	7	0
F17	0	0	4	0
SP18	0	0	3	0
SU18	0	0	7	0
F18	0	0	7	0
SP19	0	0	7	0
SU19	0	0	8	0
F19	0	0	11	0
SP20	0	0	12	0
SU20	0	0	0	0
F20	1	0	0	0
SP21	0	1	0	0
SU21	0	0	2	0
F21	1	0	0	2
SP22	0	0	6	2
SU22	0	1	4	0
F22	3	0	11	1
SP23	2	1	11	5
SU23	0	0	8	0
F23	3	0	4	4
Totals:	10	3	146	14

We are fortunate to have a wide range of sites that we've worked with over the years. Criminal Justice is a degree which leads to diverse employment opportunities. As such, and in an effort to expose students to multiple job options, we have partnered with numerous agencies up and down the Wasatch front. Some of these groups include:

- Law Enforcement Focused
 - Placements □ Davis County Sheriff's Office, Weber County Sheriff's Office, and Ogden Police Department
- Legal Focused
 - Placements □ Weber County Attorney's Office, Davis County Attorney's Office and Kaysville City
- Victim Advocacy Focused
 - Placements □ Box Elder County Attorney's Office, New Hope Crisis Center, Ogden City Prosecutor's Office, Roy City, and State of Utah Office for Victims of Crime
- Juvenile Justice Youth Services Focused
 - Placements □ detention centers and working to develop juvenile probation internships

CJ 4860

CJ 4860 is the general umbrella class for internships, and WSU has over 20 ongoing partnerships where students can get experience with law enforcement, courts, corrections, and other community partners. Students work with the agency and Professor Jeffs throughout the experience. They work with the agency for 120 hours, providing updates during the semester, and finally writing a reflection about the experience.

Student feedback from the various agencies is very positive. A couple of highlights have been collected here for review:

Student Feedback #1:

I learned so much throughout all my time with the OPD. I learned what each job entails and learned what jobs make me excited and I would love to have and also learned what jobs I would not like to have in the future. Each person I shadowed in each area let me ask as many questions as I could come up with and provided me with so much information and taught me a lot. I was warned in certain areas that I'd have to ask questions and if I was content with not asking any, I wouldn't learn anything. I made sure to ask about everything and learned the details of every single job. I think this experience has made me better at just jumping in and being a part of something. I was able to adapt well to each environment and be comfortable with the sometimes uncomfortable part of being new and not knowing anybody. I learned how to write tickets, pull people over, call suspects and victims, help homeless people get housing, arrest someone, read Miranda, search a house, interview someone, how to deescalate a situation without force, the details of how to get a job as an officer, and so many other things.

Overall, my favorite things ended up being anything to do with the detectives and going on ride alongs. The detectives and patrol officers are so cool and they were all so nice to me. I learned a ton from these people and just genuinely loved being surrounded by them. Last week the VA's set up an Easter Egg hunt for the detectives and it was so funny to see them run around like kids finding Easter Eggs. They are all tough people who do their jobs very well but also know how to let loose and have fun. My very favorite experience was the whole warrant experience. I was starstruck the whole time and felt like I was in a movie haha. On my night ride along I got to see one of the K-9s and see meth for the first time. The officers made it super exciting for me and taught me a ton about little things that happen every day.

I would definitely recommend interning at the Ogden Police Department. There were a few things that didn't interest me a ton and some days that weren't super exciting, but just like real life, not every day is going to be crazy exciting and fun. The funny thing is, I don't even remember these days. I got to experience so many cool things that I will remember forever and met some of the coolest people I've ever met in my life. The OPD has my utmost respect and I absolutely loved my time there. I hope one day in the future I will be able to go back and maybe work for OPD. **This has been the experience of a lifetime and I recommend it to everyone.**

Student Feedback #2:

I was able to work alongside the Davis County Sheriff's Office for a few months and was able to work alongside many different departments. This meant I was able to learn many different skill sets and see what career opportunities were available for me as I developed more into my law enforcement career. This was fascinating to me to see all the different areas, from patrol to special units and see just everything had to offer and how hands on every single unit actually was.

From beginning in patrol, I was able to learn how to travel on the road and how much you really need to know your directions to become a patrol officer. I found that the 10-code was extremely important as this is the way you communicate with everyone on the radio as to what you are doing each second of your patrol day, and how important it is to each other and dispatch to keep everyone informed on your safety, even in a regular traffic stop. One funny story from patrol was that we were called to a giant fight in Syracuse High School. This involved about 100 kids, and was hard to break up as kids were just scattering everywhere. The kids who obeyed did not get any disciplinary action, but the ones that were caught did. This was a funny story as I was just sitting in the patrol car when the cops started surrounding the car and it was hilarious to see all the kids just start running around like chickens with their heads cut off confused on where to go or what to do. Working in patrol was an amazing experience and I recommend it to anyone who is looking into going into law enforcement.

Next was corrections where I was able to work both in intake and in the pod system where I was able to work with inmates as they came into the jail, and once they were booked into the jail. This meant that I was securely safe in a big box overlooking the inmates once I was in a pod, and I could listen and see everything the inmates were doing from day to day, except in their rooms. This job is fascinating and I would recommend to anyone beginning in law enforcement to gain an understanding of how inmates behave and how they function in their day to day lives, even being in jail.

I worked in courts as well where I was able to sit in a courtroom and listen to cases and listen to the judge and how he proceeded with different cases. This I would recommend for anyone wanting to go the law route, rather than the law enforcement route as this has much more law terms and more to do with the justice system. I acquired many different terms and meanings of terms that I have never heard before, which I probably never would have heard if I had not been in a courtroom.

I would recommend this site to other interns as a basis for law enforcement for people who are unsure of what area of law enforcement they want to go into. Davis County is able to give a good insight to many different areas and show so many different skill sets that could be useful to different people and their talents. I would recommend this as a high school and college internship experience for those who know they want to go into law enforcement but are unsure of what part they want to proceed in. Everyone I met was friendly to me and helped give me insight on their careers and how it has impacted them, both good and bad which I really appreciated. Everyone I encountered was kind and knowledgeable about the things they were talking about which made this experience that much more enjoyable. I learned plenty of things which I will be taking with me throughout my career in law enforcement, which I feel was the best benefit from the whole experience.

CJ 2861, 2862, and 4861

Starting in Fall of 2020, Weber also began offering internships for students in the Certificate programs: Victim Advocacy, Juvenile Justice, and Forensic Science.

For students in the Victim Advocate Certificate (CJ2861), WSU maintains relationships with 10 agencies, including law enforcement agencies, law offices, domestic violence crisis centers, the Office for Victims of Crime, and Weber State's own Safe@Weber. These agencies offer students an opportunity to

observe court, work with victims, see the laws, procedures, and policies that both help and hinder victims as they move through the criminal justice system. Students must complete at least 40 hours with the agency, write reflections about the field experience, and complete a webinar training for victim advocates as part of the course.

An example of student feedback from this experience:

My internship at the attorney's office was **fantastic**. I was able to learn so many things from such a unique experience. I learned so much about what it means to prosecute from a victim's perspective. I was able to learn about specific crimes and the laws regarding them. I also was able to learn about constitutional rights and how police officers are able to protect those rights. Lastly, I was able to observe a murder trial and understand a little more of the criminal justice process from a different perspective. **Overall I gained experience and knowledge I wouldn't have been able to attain any other way.**

For students in the Juvenile Justice Certificate (CJ2862), there are five partner agencies for students. Some require 120 hours while others allow students to complete a 40-hour internship. These internships include working within-community programs, incarcerated youth, and the juvenile courts. Students again receive both in-agency training and experience and some additional class instruction through webinars and trainings, and then write reflections about the experience.

One example of feedback from students shows that the experience provides diverse opportunities to learn about the juvenile justice system, build relationships with community partners, and even to create career opportunities for students:

For my internship I did 120 hours at Weber Valley Youth Center, I did hours in the Detention, Youth Services, Archway, and Day Skills Intervention departments. While doing my internship I formed relationships with the staff as well as the juveniles. It was interesting to see how each department was run and what their daily schedule looked like. Out of all the departments, detention was my favorite, it is what I want to do with my career, rehabilitation and helping kids turn their lives around. I felt like I was able to make an impact and resonate with the kids, I was able to give guidance and be a positive role model during their time spent there.

During my time in detention I would go to school with the kids and when they were done with school we would play cards, watch movies and tv shows, and go to gym. In the gym we would play all kinds of sports and sports games. I had so much fun spending time with the kids and making an impact on their life. I would have meaningful conversations and really get to know them. One of the kids just turned 19, he had been there since he was 16, when I first met him I learned he was taking college classes but he said he never saw himself doing school, that wasn't in his life plan. Since knowing him I would always talk to him about school and give him advice, since then he told me he is going to pursue school. He doesn't want to end up in a facility again because he knows his punishment will be worse. He wants to turn his life around and I hope me talking to him about school changed his mindset.

While in Archway it was interesting to see the dynamics between children and family. Many of these kids' parents don't want to take care of them anymore. When the 24 hours was up parents would call and refuse to pick up their kids, many times staff would have to talk to them and be mediators or put them in their place. It was sad when there would be cases like this. I also got to see an intake which can be emotional for the child. I was able to calm the girl down and make her feel at ease and connect with her on a personal level. Doing an intake also allowed me to learn about the CARE system and the MAYSI questionnaire.

In youth services I participated in the girls group and families united, these were group based programs. Girls group focused on being an open space for girls to talk about their struggles and they would be taught lessons about self worth and confidence. In families united the parents and children were split up and they would be taught lessons about responsibility and how parents and children need to work together as a family and understand why rules are in place or how to better communicate. It was interesting to see the family dynamics and the changes from week one compared to week six. Day skills intervention is court ordered school but after school was done for the day we would facilitate ART groups. Many of these kids struggled with substance use so we would facilitate lessons based on substance use or DBT. Since I am a psychology major it was interesting to see how the groups were facilitated and put what I have learned in my classes to work. We would also play games throughout the day but make them DBT or mindfulness based to help them get their hours in. For example when we played uno every time you placed down a card whatever color it was corresponded to an emotion so you would have to say a time you felt that emotion. There was also a DBT game based on apples to apples.

For some of my hours I also got to work in the control room. It was interesting to see the backside of things and learn how they respond during incidents. A big part of their job is to be more eyes for the kids and they are able to read behavior and usually know ahead of time if a kid will act out or if a situation is going to escalate. I learned a lot about behavior and emotions during my internship. I learned about crisis de-escalation and how to read behavior and social cues based on how visits and court goes. I learned about different types of therapies and the skills these kids are being taught to help them make better decisions and handle emotional situations.

During my time in detention the kids would always ask me if I was going to work there and when I would start working. Every time before I left they would always tell me they would miss me and they were always so grateful for the time I would spend talking to them and playing games. My second to last day the kids were making loom bracelets for kids in the hospital with cancer. They all kept the bracelets I made to wear and send to their siblings. It made my heart melt, they kept them to remember me by. I loved my internship and I will truly miss being there. I would always be so happy to go into work and be sad when I had to leave, how many people can say that about their job? I would recommend this facility to future interns because you get to see so many different juvenile justice departments which leads to different experiences and exposure to all kinds of situations and people. I feel like this is my calling and I know this is a career I want to pursue. They will be hiring me in August and I cannot wait to go back.

For students in the CSI concentration, CJ 4861 permits students to work with a variety of different forensic agencies to obtain 120 hours of hands-on experience with working in a lab and at crime scene. Students are mentored through various experiences including but not limited to photography, blood spatters, and fingerprinting. Students write reflections on the experience for the internship, and one example of the feedback they provided about their experience is provided below:

I was able to learn a lot of new skills and procedures through the Layton City CSI internship. I've learned how the evidence room is run and maintained, how to book in evidence, how to fingerprint citizens, and different techniques used at crime scenes. I was also able to meet a lot of different people; it was a really great networking opportunity. I've made some good connections with the CSIs, detectives, and some of the officers.

I've gotten very accustomed to the Spilman program that is used to hold all the information about cases, evidence, and people. The program was a little tricky to get the hang of at first, but it became easier the more I used it. I have booked in a lot of evidence, and I've been able to learn the requirements for evidence to be booked, where it should go, and what it should be packaged in. I very quickly realized how important it is to have good organization when it comes to evidence storage. I had to reorganize all of the long guns and handguns that we were holding as we were going through and pulling a lot for destruction.

I really loved doing fingerprinting for the public. I feel like I got really good at taking fingerprints and enjoyed meeting and talking with new people. I was able to do both inked and digital fingerprinting. While I was waiting for one fingerprint appointment that was late, I was able to talk with one of the sergeants who was cleaning up all his equipment from an interview room. We were able to discuss my schooling and what I was doing with the CSIs for my internship. I've had good discussions with quite a few officers and detectives, and I think I've formed some good relationships.

My favorite scene that I was able to go out on was a property damage scene. A townhouse that was being built got broken into and there was \$4,000 worth of damage. I was tasked with maintaining the evidence log and scene information for this scene, but I was also able to help dust for fingerprints in one of the bathrooms. We were able to find a lot of good prints from this scene. I had a couple of scenes where CSIs were called out to come fingerprint or examine possible evidence but weren't actually needed in the end.

One of my favorite things I learned during this internship was how to test for marijuana. They do three tests: visual, microscopic, and chemical. There are the physical parts that you'll examine for the marijuana plant, but the chemical testing was really interesting. There're a couple different chemicals you use, I can't remember which ones specifically, but you have to wait a certain amount of time between mixing them and adding the marijuana. The chemicals in the end separate into two sections and you're supposed to look for either a complete separation of color and clear liquid or if the color is bleeding into the clear portion.

I had a funny experience when I had gone over to the PD for some fingerprint appointments. I drive the golf cart over to the PD from the CSI building to save some time. One day, after I finished my appointments, I went outside to drive the golf cart back to the CSI building and it was soaking wet. It had rained while I was fingerprinting. I didn't want to go back with my pants all wet from the seat, so I tried wiping as much water away as I could with my hand. This obviously didn't work super well. After a moment of slight panic, I had to go back into the PD and grab some paper towels from the bathroom and wipe off the seat that way. Luckily, this was enough to dry the seat so I could drive back.

I loved my internship with Layton City. I feel like I was able to learn a lot and was able to form a lot of connections. There are a lot of good people at Layton; the evidence technician baked me a cake for my birthday and the CSIs went and got me a Twisted Sugar drink. It's very obvious that they all get along with each other and have a really good work environment. I would highly recommend other students to intern with Layton, it was such a good experience for me.

Study Abroad Trips

In 2017, Dr. Monica Williams (who has since left the department) and Dr. Brad Reys took 20 students to London for two weeks for a study abroad experience. This course was designed to help students better understand the U.S. criminal justice system in a world context. The course focused on comparing the U.S. and English systems, understanding the roots of the U.S. system in the English system, and analyzing criminological theories in light of differences in cultures. The course was structured around a final project in which groups of students presented their experiences and findings in a publicly accessible final project that helps others understand the similarities and differences between the U.S. and English systems. Through these comparisons, students gained a better understanding of the U.S. system and possible avenues for reform. Activities included: a tour of the Inns of Court and Royal Courts of Justice, a Constitution tour of the Houses of Parliament, Westminster, and Supreme Court, and talks with English CJ professionals, among many others.

Dr. Dennis Lee had a successful interdisciplinary study abroad trip to South Korea in the summer of 2023. He co-hosted this study abroad trip with a faculty member from the Department of World Languages and Cultures at Weber State and they took 22 students total (across the two programs). The program aimed to provide criminal justice students with valuable insights into the criminal justice system in South Korea, foster cultural exchange, and enhance their academic and professional development. Students had opportunities to visit police agencies, courts, and correctional facilities and observe how the criminal justice system works differently in South Korea.

Department Mission Statement:

Provide the highest quality criminal justice academics in Utah through responsive and impactful higher education programs, scholarship, and service to the profession and community.

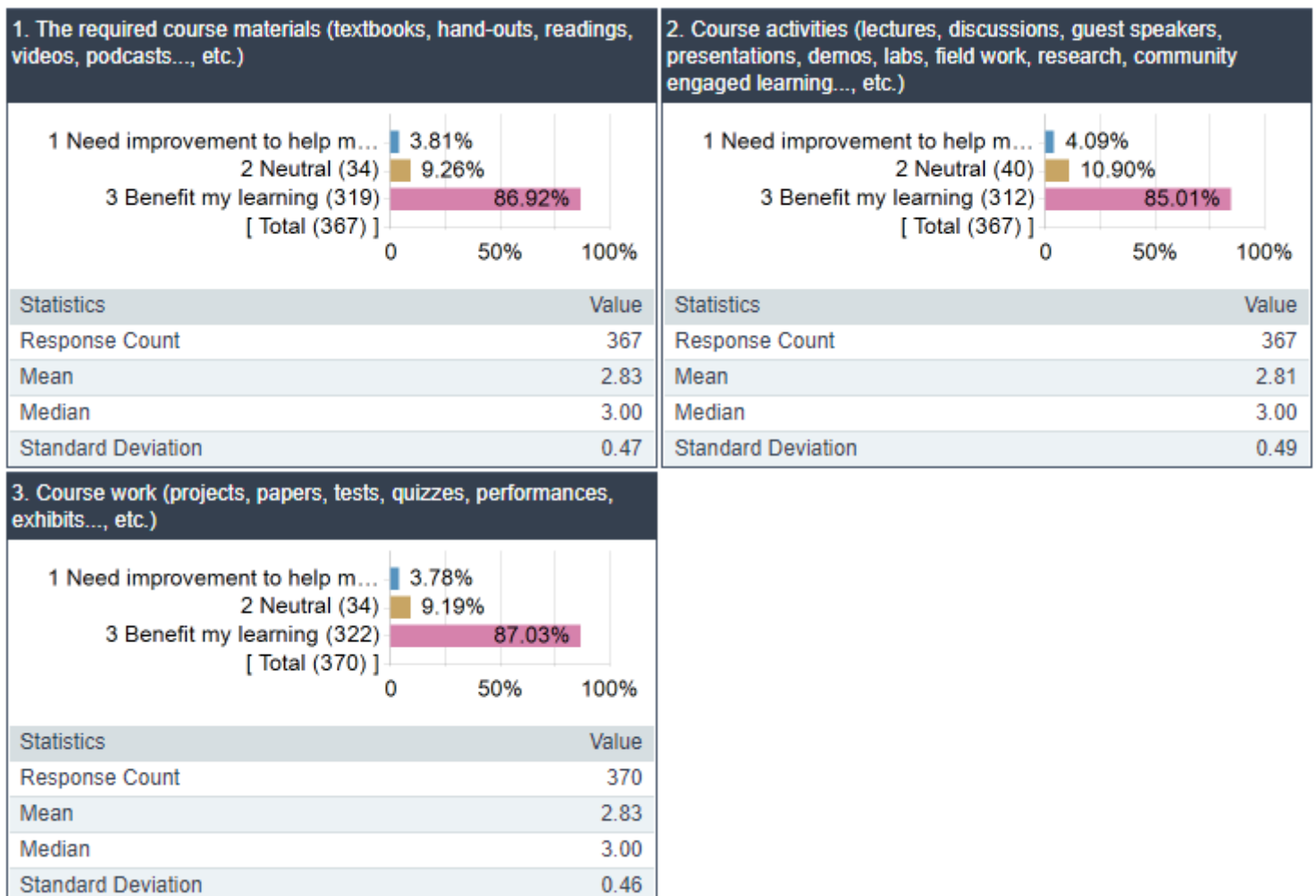
Based on data provided above, we argue that our mission drives what we do to provide students with **high impact educational experiences**. These experiences also feed into our departmental values, notably “...our goal is to change individuals by helping people and organizations improve through higher education”. As discussions above demonstrated, we are exposing students to meaningful experiences through internships and study abroad trips (to name a couple of examples). While these educational experiences are beneficial for students, they are mutually beneficial for the agencies where we are placing these students. More will be provided on this point below, but many of those whom we work with in the agencies speak to how helpful this program is to allow them to get students some first-hand experience and exposure to potential career fields.

Evidence of Effective Instruction

i. Regular Faculty

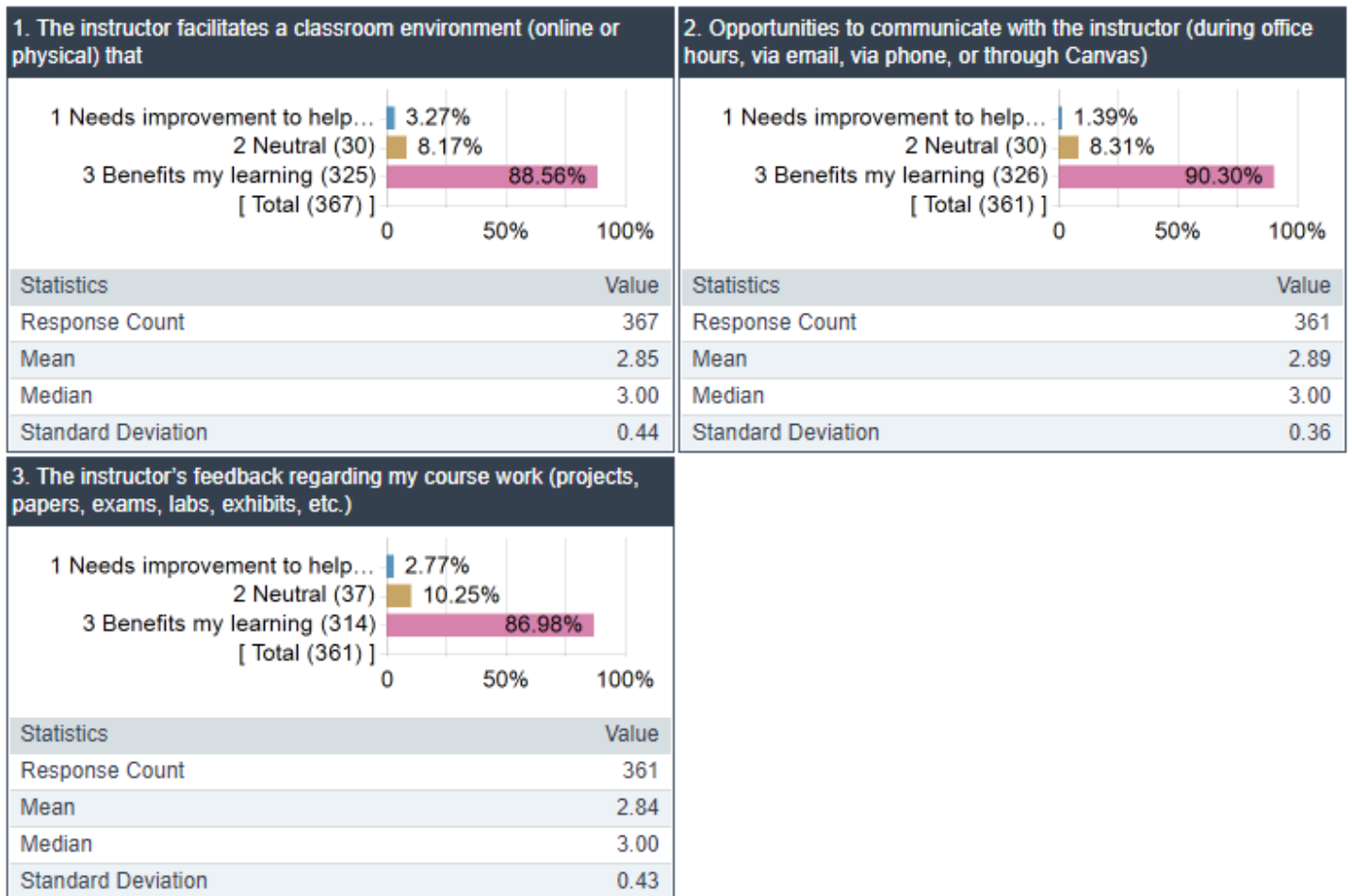
Faculty are reviewed every semester when end of semester student evaluations come in by Dr. Molly Sween. While this review is not as exhaustive as she would like, she looks at student feedback to see if there are any patterns or issues to note by individual faculty. She then looks at department aggregate data to see how we are doing as a whole.

Faculty are doing an exceptionally good job as is evident from end of semester evals. For example, from Spring 2023 semester (N=372), the majority of students felt that the required course materials, course activities, and course work benefited their learning. Please see below for a screenshot from Spring 23' department student evaluation data:



Students also felt that instructors facilitated a classroom environment, provided opportunities to communicate with the instructor, and that the feedback regarding the course work benefited their learning.

Please see below for a screenshot from Spring 23' department student evaluation data:



ii. Adjunct Faculty

In our last program review, the reviewers noted that we needed to create a schedule for adjunct evaluation. We hit the ground running with these efforts in the 2017-2018 academic year and created a Teaching Improvement and Curriculum Committee. This committee created a rubric we could use to do adjunct observations, and during the 2018-2019 academic year, we conducted 6 adjunct teaching observations. These efforts were fruitful, but the department never established next steps as in how frequently these adjunct reviews would be held, who would do such reviews, and how/if faculty observations for doing said reviews would be incentivized. This task fell off the department priority list amidst COVID, and due to many other unexpected

changes in the department (i.e. new department chair, numerous faculty retirements, hiring of a Visiting Assistant Professor) we never returned to this task as planned. However, the Department Chair is having conversations with other programs across the University to learn more about how they handle adjunct teaching observations. Some departments centralize these efforts to one faculty member who gets some form of time release, stipend, or a combination of the two (for their time/efforts). We will explore these options going forward as a way to better manage and support our adjunct instructors.

And like conversations presented above, Dr. Molly Sween reviews adjunct teaching evaluations for patterns or issues of concern at the end of every semester. Generally speaking, our adjunct instructors are doing a great job and word of mouth confirms this. Students speak about other classes they take while sitting in your class, and many speak about a class with an adjunct that was very impactful for the course of their education and degree path. Additionally, our adjunct instructors receive teaching awards and accolades like the most recent award that Rick Westmoreland received for being a Career Champion in the 2021-2022 academic year. The student who nominated Rick had the following to say about him:

Rick can help answer any question pertaining to Utah law and procedure. He teaches in a way that gets students to think about the material and find the answers ourselves before giving the answer himself. His kindness and humor make learning about criminal justice topics entertaining and engaging. I now enjoy reading and learning the Utah codes pertaining to criminal acts and procedures to better help prepare me for my future career in law enforcement. Thank you, Rick!

Standard F – Program Support

Adequacy of Staff

- i. Include evidence of ongoing Staff Development

Since December 2020 Shellie Weeks has completed the following trainings:

2023 - Registrar's Boot Camp, FERPA Online Renewal, Concur: Approver Training for Reconcilers and Supervisors, Concur: P-Card Training, (CSA) Campus Security Authority, Defensive Driver Training, Information Security Training, Site Manager Training, Abusive Conduct Prevention Training, Disability Services Training

2022 - Announcements App Training for Input Users, AA/EO Title IX Training, Annual Information security Training, Registrar's Workshop, Paw Place E-Procurement, Website Basics & Best Practices, Healthy For Life

2021 - Remote Work Training for Employees, Become Brand Certified, Lucidpress: Templates to Market Your Department, Ethics, Integrity, and Fairness: Legal Issues in Higher Education, Discrimination, Harassment & Sexual Misconduct, Curriculog - Curriculum Software Training, Defensive Driver Training. Class Scheduling Training (Banner), Scholarship Nomination System, Class Scheduling Training (Coursedog)

2020 - WSU New Employee Orientation, Building a Safe Campus through Trust and Education, University Governance and Employee Rights, Information Security Training, FERPA Online Training, Seasonal, Sing-Along, Pre-Requisite Verification Dashboard, Banner 9 Quick Guide for SIAINST and SIAASGN

Adequacy of Administrative Support

Shellie is an integral part of our team and many of our programs could not function as efficiently as they do were it not for her hard work. I have been department chair now for two and a half years, and Shellie has only grown, become more confident, and become more efficient with time. She is receptive to feedback and suggestions on ways to do things and also has great ideas of her own for how to get tasks done. Honestly, were it not for Shellie, our work would come to a screeching halt. She is so appreciated, valued, and the Department wants to make every effort to retain her.

To itemize some of the larger tasks that Shellie does for us (non-exhaustive list), she supports the following:

- Administrative support for department chair and 10 faculty members
- Manages 10 faculty travel budgets
- Manages 4 departmental budgets
- Supports MCJ Program with admission process, class scheduling, and now scholarships
- Keeps track of faculty trainings for University compliance
- Course scheduling (internal spreadsheets, scheduling in Banner, working with Registrar's Office)

- Assists with data pulling for student advising and outreach efforts

I asked the faculty to share with me in what capacity they work with Shellie and any words they would be willing to share in this report regarding their assessment of her work and suggestions for ways the Department could better support Shellie. I have provided some excerpts below.

Dr. Brad Reynolds (former MCJ Director) had this to say:

Our department admin, Shellie Weeks, was essential to the functioning of the master of criminal justice (MCJ) program when I was graduate director. Shellie received all application materials, compiled them into completed applications, and communicated with applicants whose application was incomplete. She also helped with scheduling, answering questions, and ordering promotional materials for the program. These duties were above and beyond her duties as department admin. Shellie is an important member of our department, and the graduate program.

Dr. McKenzie Wood (current MCJ Director) had this to say:

Shellie has been vital to the administration and function of our Masters of Criminal Justice system. She manages and organizes incoming applications, distributes them among faculty, and keeps records of enrollment, course registration, and leaves of absences. She assists in reaching out to students who have not yet registered for courses, and she helps oversee the budget and purchase orders. She is extremely competent in her position, and her organization, communication and reliability are beneficial to the faculty and all students enrolled in the masters of criminal justice program.

Dr. Bruce Bayley (Career Coordinator) shared that Shellie helps him with travel, purchasing, and assisting with career related events. He said that Shellie is awesome and helps to keep him on track for everything. He suggested that we work to get her to an Admin III level since she supervises the traditional AS/BS program, newly developed Online BS Program, and the Masters of Criminal Justice Program. He states: “No other admin in our college has her level of responsibility or workload” (Bayley, email correspondence, 2023).

Professor Jeffs (Internship Director) had this to say:

I am the internship director and pre-law advisor. Shellie Weeks regularly helps me in a variety of ways to fulfill my responsibilities in these roles. She reserves rooms, arranges parking passes, prints flyers, emails students, etc. My experiences with Shellie have been universally positive. She is happy to help and very efficient. She is an asset to our department in every way.

Dr. Mark Denniston (Advising Committee Chair and MCJ Committee Member [previously Chair]) had this to say:

Shellie has done all kinds of tasks for me. On top of faculty-related tasks, such as making copies, scanning book chapters, ordering desk copies of textbooks, etc., she has kept up my pre-law advising spreadsheet with students that submit new pre-law interest sheets, filling in new names (also contact information, GPAs, majors, date sheet submitted, etc.) then going through and

updating each year students who have stopped out, graduated, attending law school, etc. As an academic advisor she provides daily updates of course enrollments during registration periods, helps update our advising handouts, addresses questions with Registration and Graduation offices, screens inquiries from our general advising email account, provides course registration overrides (e.g. for CJ 4995, also in the past CJ 3600 Statistics), enters C- exceptions into CatTracks and other similar exceptions (since I have no access to make CatTracks exceptions), and helps finalize and circulate 75% completion emails and other notices to students. As an advisor I also have an elevated number of students stopping in for appointments, but also drop in questions. etc. I would say generally Shellie assists me daily in an advising capacity, some days many times a day. She has also assisted in running reports, such as for monitoring progress toward graduation, also CJ GPA reports since CatTracks does not exactly do that for us automatically. I also worked closely with Shellie as MCJ Admissions Chair, as she circulated files for review and addressed changes in admissions policy, scoring rubrics, etc. She maintained several spreadsheets for the MCJ program, including one to track the progress of admission files, as well as one for all admitted students with grades in classes, stop out and probation information, etc.

Shellie is excellent, very responsive and efficient, but also kind and welcoming to students. She has largely automated many processes (e.g. electronic advising documents, spreadsheets for compiling information, etc.) from what had previously been an overwhelmingly paper-centric process.

I completely support any raise or promotion for Shellie. She has also expressed interest in an office with a window, where she could shut the door when needing to focus on time critical tasks--perhaps she could also have Tawny's office as an office space once Tawny moves out?

It is telling that two of the faculty, unsolicited, discussed a raise for Shellie and/or better working conditions.

I started the process at the beginning of Fall 23' semester to do a job audit for Shellie to be an Admin III position.

This has since been approved by HR, so now I will work with Dean Rich and Provost Kravi to secure additional funds to elevate her pay to a more commiserate level that she deserves.

Adequacy of Facilities and Equipment

The faculty feel that the facilities and equipment provided in Lindquist Hall are adequate and allow us to do our jobs. When we need technical assistance, we can get in house help through our College's IT specialist (Marina) or central IT. Additionally, we are provided new laptops and access to software when needed.

Adequacy of Library Resources

The faculty feel adequately supported by library resources and textbook assistance on campus.

Standard G - Relationships with External Communities

Description of Role in External Communities

We have a good working relationship with many agencies up and down the Wasatch front. We have assisted agencies with research projects (and folded students into that work), sent many students out to facilities to represent our department as student interns, and also worked with many local agencies to facilitate law enforcement officers as they work toward finishing their higher education degrees with us. Additionally, we have partnered with many agencies to utilize their expertise and bring in guest speakers, keynote presentations, and have them assist us as adjunct instructors.

We asked key stakeholders to provide us some feedback about how our partnership has been mutually beneficial for our program and their agency, and here is some of the feedback that we received:

Eric Young, Chief of Police, Ogden Police Department:

The partnership between the Weber State Criminal Justice program and the Ogden Police Department has created significant impact in our community. Over the past decade, the Criminal Justice Department completed three scientifically valid studies in Ogden City at our request. Two were surveys of community satisfaction with police services and one was a study of Racial and Ethnic Disparities in police contact. The results of these studies has significant impact on the Police Departments strategic plan, vision and values which drives the manner in which police services are delivered in Ogden. The results of our execution of this strategic plan has led to a 52% reduction in crime in Ogden since 2016. Beyond the research several of our officers serve as adjunct professors in the program and others visit classes to present on their topics of expertise. A critical foundation of our commitment to excellence in the Ogden Police Department is education and the relationship between Weber state and OPD helps drive our culture of commitment to academia and education.

Jamie Pitt with the Weber County Attorney's Office had the following to say:

I have been having interns come from WSU CJ department for 15 years now. We love having interns, mostly for the free help, but I have actually hired interns to come and work with my office. It helps us see who we are hiring before we actually hire them. It's like a working job interview. I believe I have had a great relationship with the CJ department. I graduated from that school and department back in 2007, so I have great respect for this department. I regularly come and present in some of the classes regarding what I do. I value the importance of interns because it shows them the reality of how the system works not just in the classroom.

Megan Talamantez, Executive Director for New hope Crisis Center had the following to say:

I've truly enjoyed my time working with WSU's CJ department. Michelle has been easy to work with. Prompt in answering any questions and always recommending excellent candidates as potential

interns for New Hope. Our agency loves having the opportunity to work with the students of the CJ department. We believe in a hands-on practicum experience. It allows my staff to freshen their training skills as they teach the students all aspects of our agency. One of the biggest benefits of having interns in our agency is the opportunity to educate these fresh new minds on exactly what we do at our agency and how they can best help survivors of domestic violence and sexual assault. With the knowledge they gain from their time here, it's my hope they will then share that information with those who may need it, well after they leave us. **Their knowledge could mean all the difference to someone who may be in an unsafe situation. I look forward to continuing our working relationship with WSU in the near future.**

Patrick Tan, Assistant City Attorney/Prosecutor Roy City, Utah had the following to say:

*I have worked with quite a few interns from the Weber State Criminal Justice program, both in my capacity as a felony prosecutor at the Weber County Attorney's Office and also as a city prosecutor for Roy City. The interns from the WSU CJ Program are high caliber dedicated individuals who have assisted me in a plethora of different projects and assignments including: trial preparation, witness interaction, and victim advocacy just to name a few. **Many have gone above and beyond, continuing on even after their internship hours are done.** Some have been hired on, having proven their skills and work quality. Others are preparing to enter law school and other fields. I am honored and look forward to working with future interns from the Weber State Criminal Justice program. If there are any questions, please feel free to reach out and let me know.*

Sheriff Kelly Sparks, Davis County Sheriff had the following to say:

*I would like to express my appreciation to the Criminal Justice Program at Weber State University. For many years we have had a great relationship with many professors and staff in the CJ program at WSU. **I believe law enforcement throughout Utah has benefited greatly from this Weber State University program. Many of our officers and leaders have attended WSU and I have seen firsthand how the education they received helped them be better professionals and more effective public servants.** The Weber State Criminal Justice Program has a solid reputation statewide.*

Since I have served as Davis County Sheriff I have reached out to members of the WSU-CJ program for direct assistance in a number of areas. One of the goals we identified early on was addressing the number of inmate deaths at our jail. Dr. Bruce Bayley helped us establish a Life Safety Committee comprised of community members, medical providers and jail staff. With Dr. Bayley's assistance we completed an analysis of all incidents in the preceding five years. This committee work leads to important improvements in some of our correctional processes.

*Following Dr. Bayley, Dr. McKenzie Wood joined the on-going efforts of this life safety committee. Dr. Wood's contributions to this effort have been very beneficial to the Davis County Sheriff's Office. In one recent collaboration Dr. Wood supervised a senior student, Max Shuman, in collecting and analyzing suicide data from our jail historical records. Max spent many hours poring over incident reports and extracting data. Max and Dr. Wood produced a very informative presentation that will help inform many of our decisions regarding jail programs and processes. I am anxious to share the results of this research with other agencies and legislators across the state. **I believe it will have a significant impact on correctional programs in Utah.***

For the past few years we have had a cooperative effort to place a few interns from the Criminal Justice program at Weber State in various divisions of the Sheriff's Office. This has been a good program where the students receive great working experience and the Sheriff's Office benefits from their insight and work. I am very anxious to continue and hopefully grow this intern program in the future.

One more important area of collaboration between the Weber State Criminal Justice program and law enforcement across the state that is important to mention is Dr. Molly Sween’s appointment to the Utah Peace Officer Standards and Training (POST) Council. The 15 members of the POST Council have an important role in approving the training curriculum for police academies in Utah. They also have the awesome responsibility of helping to maintain the high standards of Utah law enforcement by hearing cases of peace officer misconduct, and holding officers accountable through the suspension or revocation of the offending officer’s certification. As a member of the POST Council myself, I know what a daunting task this is. I have seen what a great benefit it is to the council, to law enforcement, and to the citizens of Utah to have a council member with the depth and breadth of educational knowledge, research background and understanding that Dr. Sween brings to this process.

I have no doubt that having the Weber State Criminal Justice program in our community greatly benefits our community. I truly appreciate the many ways WSU supports our mission to serve the community and to improve the quality of life for everyone in Davis County.

Summary of External Advisory Committee Minutes

The department does not currently have an advisory board, but we would like to create and start holding regular meetings with such a committee. It would be nice to have representatives from law enforcement, courts, corrections, and agencies affiliated with our Victim Advocacy and Juvenile Justice Certificates of Proficiency. Some individuals we could make this ask of are provided below:

Eric Young	Ogden Police Department, Chief of Police
Sheriff Kelly Sparks	Davis County Sheriff’s Office
	Weber County Sheriff’s Office
Jamie Pitt	Weber County Attorney’s Office
	Davis County Attorney’s Office
Megan Talamantez	New Hope Crisis Center
	State of Utah Office for Victims of Crime
	Juvenile Justice Youth Services
Patrick Tan	Roy City Attorney’s Office

Community and graduate success

The quality of our program is reflected in the accomplishments of our graduates. Our majors have moved on to important positions within federal, state, and local criminal justice systems, including law, law enforcement, and corrections. For example, based on data provided by Career Services (full excel provided upon request), our students have gone on to hold the following types of positions:

- Tyler Talbot (BS in CJ, 2012) is a domestic violence prosecutor for Ogden City
- Melissa Stapley (BS in CJ, 2019) is a Hearing Officer at Utah Board of Pardons and Parole
- Jared Garcia (BS in CJ, 2014) is Chief of Police for Moab City
- Colton and Holden Welsh (BS, Fall 2022) are with the US Secret Service
- Marcus Christensen (BS, Fall 2022) is with the Utah Highway Patrol
- The following are graduates of our MCJ program; however, many did their bachelor's degree at WSU, so we wanted to highlight these highly accomplished individuals:
 - Jess Anderson (MCJ, 2016) Commissioner of Utah Department of Public Safety
 - Kelly Sparks (MCJ, 2006) Davis County Sheriff
 - Paul Kotter (BS, 2008; MCJ, 2017) Director of Weber State Police Academy

At the same time, our program provides a broad college experience that students have taken with them to accomplish great things outside the criminal justice program. Our graduates work in loss prevention, military, government, finance, and are business owners. For example:

- Jeffery McGuire (BS in CJ, 2014) is a senior investigator for eBay
- Justin Eisert (BS in CJ, 2015) is the regional manager for Quick Quack Car Wash
- Jacob Deklerk (BS in CJ, 2014) is the co-founder and owner of Infinite Dwellings

Last, our program does a great job setting students up for next steps for advanced degrees like their juris doctorate or a PhD. For example, the following students have gone on to pursue advanced degrees:

- Cooper Maher (BS, 2017; MCJ, 2019), currently working on a PhD at University of Cincinnati [one of the top criminology programs in the nation]
- Ariel Krogue, (BS, 2022), currently at BYU Law School on a full ride scholarship
- Since 2017, Dr. Mark Denniston has advised 17 students who have gone on to complete (or are currently finishing) law school at prestigious law schools such as University of Utah, Gonzaga University, Michigan State, University of Wyoming, and University of Nebraska (just to name a few)

Career Services also pulled data by types of jobs that our graduates have held between the years of 2016-2019 and 2020-2023. This data is provided below:

2016-2019
Law Clerk Attorney for Utah's Second Judicial District
Sr. Associate, Technical Trainer at L3Harris Technologies
BSA/ AML Compliance Analyst at American First
Loss Prevention Specialist
Rising 3L Summer extern with Cowdell & Woolley
Forensic Scientist at Sorenson Forensics

College Access First-year transition at Weber State
United States Courts Probation Officer
Junior Web developer at University of Utah
Legal Secretary at Utah courts of appeals
Transaction Services Coordinator at Newmark
Principal Configuration Analyst at Northrop Grumman
Assistant Director of General studies advisement & Marketing at WSU
Case Manager at Salk lake county Criminal Justice services
Automotive service writer at John Watson Chevrolet, INC
Project Manager at Northrop Grumman
Operations Director at The boys and Girls of Weber Davis
Judicial Law clerk at Alaska court system
Human Resources Manager at Homewatch Caregivers
Resource Development at Habitat for humanity Weber Davis county
Office Coordinator at Sandler Training
Associate Editor at Jurimetrics Journal of Law, science and technologies
Accountants payable manager at Kodiak Cakes

2020-2023
Tax Accountant at WSRP, LLC
Academic Advisor at Weber State
Data Security Analyst at Weber State
Financial Aid Advisor at Weber State
Finance and Data Manager at Weber State
Security Manager at USAF
Deputy at Davis County Sheriff's office
Litigation Assistant at Lowe Law group
Juvenile Justice Specialist, Oregon
Police Academy Recruit SLCPD
Secretary at Weber County Democratic Party
Senior Analyst, Revenue Operations at Instructure
Proposal Analyst at Northrop Grumman

Department Mission Statement:

Provide the highest quality criminal justice academics in Utah through responsive and impactful higher education programs, scholarship, and service to the profession and community.

Based on data provided above, we argue that our mission drives what we do with community partners and that we are providing a beneficial and necessary service to the profession. We strive to set students up to be successful members of society who work collaboratively to address societal issues.

Standard H – Program Summary

Results of Previous Program Reviews – Visit conducted AY 2016/2017

Date of Program Review: 2016-17	Recommendation	Progress Description
<p>Recommendation 1-- Rotate and Incentivize Advising Duties</p>	<p>We suggest implementing an advising rotation.</p>	<p>2017-18: Department embarked on the development of a new advising program by creating a narrow advising committee of three faculty members.</p>
		<p>2018-19: Continued with new advising strategy. Recommended to Dean and Provost the need for resources to provide a rotating course release for Advising Committee members</p>
		<p>2019-20: Advising is continuing as designed</p>
		<p>2020-21 – no action. Also, it is hard to track progress that we made during COVID due to faculty dispersing from campus Spring 2020. This is consistent through the rest of the report below.</p>
		<p>2021-2022 – The advising team of 3 slowly dwindled to an advising team of 2 with the promotion of Dr. Brent Horn to Associate Dean of the College of Social and Behavioral Sciences. As such, the new Director of the CSI Program (Mitch</p>

		Pilkington) was folded in to assist Dr. Horn with advising CSI students.
		2022-2023 – In an effort to get our advising team back up to three faculty deep, Dr. Mark Denniston and myself have been mentoring Professor Michelle Jeffs to get folded into departmental advising. Starting Fall 2023 semester, she is handling internship and certificate advising.
		2023-2024 – The department continues to struggle to handle advising load across so few faculty members. Also, starting Fall 2023 semester, Dr. Molly Sween stopped taking general advising students in an effort to better protect her time to do department chair duties. As such, our department is currently down to two faculty advisers. Starting Fall 2024, the department will start seriously considering centralizing faculty advising to one faculty member and providing, at a minimum, a 1 course release for that person’s time.
Recommendation 2-- Study the Likely Implications of an Online Bachelor’s Program	If an affirmative decision to develop an online program is reached, the department should solicit institutional and possibly external support to develop a dynamic online program.	2017-18: At the end of the program review year, the faculty had a discussion and held a vote. There was insufficient support from the faculty to implement an online BS program.
		2018-19: No action. The 18-19 Strategic Planning Report recognized that unstable

		<p>program enrollments, declining night program enrollments, demand from students, and the potential threat from other USHE institutions required action during the coming year to create undergraduate online programs.</p>
		<p>2019-20: An Online Program committee is formed and investigating scheduling and policies for putting the CJ AS online this year, and the CJ BS online in the near future.</p>
		<p>2020-21 – no action</p>
		<p>2021-2022 – More online upper-division classes were offered this year to help students reach the 40-credit upper-division university graduation requirement. This move was strategic in light of our department dropping the requirement for students to have to declare a minor as part of our major. It is now an option, not a requirement of CJ students.</p>
		<p>Fall 2022 – Upper admin has approached Dr. Molly Sween about offering a fully online BS degree. We are in conversations now about the potential of creating such a program.</p>
		<p>2023-2024 – The department committed to offering a fully online BS degree starting Fall 2023. However, and as is noted above in the report, this change has come with some challenges and issues that</p>

		will need to be continually monitored. The department is exploring possible cohort models and/or predictive scheduling so that ONL offerings do not compete with and cannibalize the FTF offerings.
Recommendation 3-- Create a Schedule of Adjunct Evaluation	Constructing a schedule of evaluation that incorporates all of the faculty members eligible and able to help may help diffuse this significant, yet important, responsibility.	2017-18: Formulated a department Teaching Improvement and Curriculum committee charged to conduct evaluations of adjunct faculty members. Committee developed the process for conducting the evaluations
		2018-19: The first round of evaluations were conducted (3 in Fall and 3 in Spring)
		2019-20: Evaluations are continuing
		2020-21 – no action
		2021-2022 – Evaluations of adjuncts fell off our radar, but Dr. Molly Sween has hopes to revamp this evaluation process. Our assessment energy shifted to our CE CJ1010 classes in the high schools. Dr. McKenzie Wood and Dr. Molly Sween conducted 5 reviews of CJ1010 instructors in the high school as well as created a Canvas start-up and resource page for our CE instructors.
		2022-2023 – no action
		2023-2024 – As the program report notes, the department is still addressing this concern in light of staffing issues and time constraints. However, the department is

		<p>going to explore possible ways to incentivize these tasks by centralizing it to one faculty and compensating that individual for their time/effort. The Department Chair will continue to ask around Weber State for examples of models that they could adopt.</p>
<p>Recommendation 4-- Writing Intensive and Oral Communication Designation</p>	<p>To help ensure this, we recommend that two core courses are selected as writing intensive and one core course is selected as an oral communication course in which succinct briefs or reports are delivered by students. These courses should demand more intense writing and oral communication assignments. The responsibility of teaching these courses should be shared by creating a teaching assignment rotation.</p>	<p>2017-18: No action</p> <p>2018-19: Department embarked on a mission/vision/values revitalization and long-term strategic plan. This plan included development of new Program Learning Objectives, one which specifically focuses on communication skills.</p> <p>2019-20: Department Assessment committee is mapping PLOs to course learning objectives. The discussion of communication intensive courses has not been addressed in this mapping process.</p> <p>2020-21- no action</p>
		<p>2021-2022 – Little progress has been made here, but this recommendation is on our radar as we work to revamp our assessment structure to better reflect the new PLOs.</p> <p>2022-2023 – no action</p> <p>2023-2024 – The department has created a new CJ Elective Course (Communication in the CJ Field) and it was taught Fall</p>

		<p>2023 semester and drew 10 students. As with any newly offered elective, it takes time to develop student interest, so we will see if students continue to enroll in this class in future semesters.</p> <p>Additionally, we have since revamped our assessment process, so the department will begin evaluating PLO#3 (Effective Communication) during the Spring 2024 semester via written and oral assignments extracted from CJ1010, CJ1330, and CJ3270. After our two-year assessment cycle of the core courses has been completed, the department plans to fold in more CJ elective courses (like Communication in the CJ field) to ensure that we are effectively teaching written and communication skills.</p>
<p>Recommendation 5-- Disassemble Forensic Science Degree</p>	<p>We recommend the forensic science degree be changed to a minor, emphasis, or certificate. In its current state, it should not exist as a major. Dr. Horn concurs with this recommendation.</p>	<p>2017-18: Forensic Science Fundamentals Certificate was developed but had hidden prerequisite issues at Faculty Senate.</p> <p>2018-19: The Certificate was revised and passed the Faculty Senate. A concurrent proposal also passed the Faculty Senate to disband the Forensic Science Concentration. The Certificate, current courses and faculty support the CSI concentration, and students in physical, life and health science majors who want lab careers.</p> <p>2019-20: no action</p>

		2020-21: no action
		2021-2022 – It was decided this year to decouple the CSI concentration from the General CJ Concentration. There were staffing issues which made the CJ faculty pause and some trepidation in hiring a tenure-track faculty member into the CJ faculty without guarantee the CSI program would stay afloat. The CSI program is in the process of moving into the College of Social and Behavioral Sciences Interdisciplinary program and they have since hired two tenure-track faculty to run the CSI Program.
		2022-2023 – no action
		2023-2024 – no action
Recommendation 6-- Recalibrate CJ 4995 Senior Capstone Course	If not a drastic restructuring to be a true capstone, at least consider a name change for this class. Additionally, the manner by which the department assesses its students’ performance on this exam, moreover, could benefit from recasting its metrics to focus on the success rate achieved by semester’s end (reportedly 95% of students pass), rather than on the failure of a majority of students to pass the exam at the beginning of the term.	2017-18: Faculty began discussions about revising the Program Learning Outcomes that would drive a change to the assessment course. The name of the course changed from “capstone” to “assessment”, however the format is the same. 2018-19: Department embarked on a mission/vision/values revitalization and long-term strategic plan. This plan included development of new Program Learning Objectives.

		<p>2019-20: Preliminary design of a new assessment process has begun that will replace CJ 4995 and be congruent with the new PLOs and other USHE and WSU initiatives.</p>
		<p>2020-21- no action</p> <p>2021-2022 – Part of our goal in revamping our assessment structure is to do away with this metric. We recognize as executed, it is broken and we are likely not getting meaningful data. I hope we can implement a new assessment structure in the near future (next 1-2 years).</p> <p>2022-2023 – We worked hard this year to create a new assessment plan that moves away from CJ4995 and the capstone assessment</p>
		<p>2023-2024 – The new assessment process is sure to provide more meaningful data to demonstrate student learning. However, we are in the midst of this change and have yet to see if our new assessment metric is valid and reliable. Moving forward, we need to decide what will become of CJ4995 since we are moving away from a singular culminating assessment tool to one better spread throughout the curriculum. The department has floated around the idea of dropping the major down to 45 credit</p>

	<p>hours (and just deleting CJ4995) or putting in its place a different 1-credit career preparedness class. We've discussed maybe something like optional classes students could take on topics like: "Preparing for law school", "Preparing for graduate school" "Preparing to work in the CJ field", "Preparing to work in law enforcement", etc.</p>
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APPENDICES

Appendix A: Student and Faculty Statistical Summary

(Note: Data provided by Institutional Effectiveness. This is an extract from the Program Review Dashboard and shows what will be sent to the Boards of Trustees and Regents)

Criminal Justice	2018-19	2019-20	2020-21	2021-22	2022-23*
Student Credit Hours Total ¹	10,057	9,880	9,240	8,830	8,788
Student FTE Total ²	335.0	329.0	308.0	294.0	293.0
Student Majors ³	600	591	611	558	474
Program Graduates ⁴					
Associate Degree	69	95	92	115	98
Bachelor Degree	13	20	31	35	34
Student Demographic Profile ⁵					
Female	344	369	365	333	303
Male	256	222	246	225	171
Faculty FTE Total ⁶	20.3	20.8	19.8	19.5	N/A
Adjunct FTE	8.8	9.4	10.1	8.7	N/A
Contract FTE	11.6	11.5	9.7	10.8	N/A
Student/Faculty Ratio ⁷	16.5	15.8	15.6	15.1	N/A

* Subject to change as dashboards are updated

Data pulled August 2023

Notes

Due to college restructuring and departmental changes, these data are our best reflection of actual departmental/program counts.

1. Student Credit Hours Total represents the total department-related credit hours for all students per academic year. Includes only students reported in Banner system as registered for credit at the time of data downloads.

2. Student FTE Total is the Student Credit Hours Total divided by 30 for undergraduate and by 20 for graduate.

3. Student Majors is a snapshot taken from self-report data by students in their Banner profile as of the third week of the Fall term for the academic year. Only 1st majors count for official reporting.

4. Program Graduates includes only those students who completed all graduation requirements by end of Spring semester for the academic year of interest. Students who do not meet this requirement are included in the academic year in which all requirements are met. Summer is the first term in each academic year.

5. Student Demographic Profile is data retrieved from the Banner system.

Faculty FTE is the aggregate of contract and adjunct instructors during the fiscal year.

6.Contract FTE includes instructional-related services done by "salaried" employees as part of their contractual commitments.

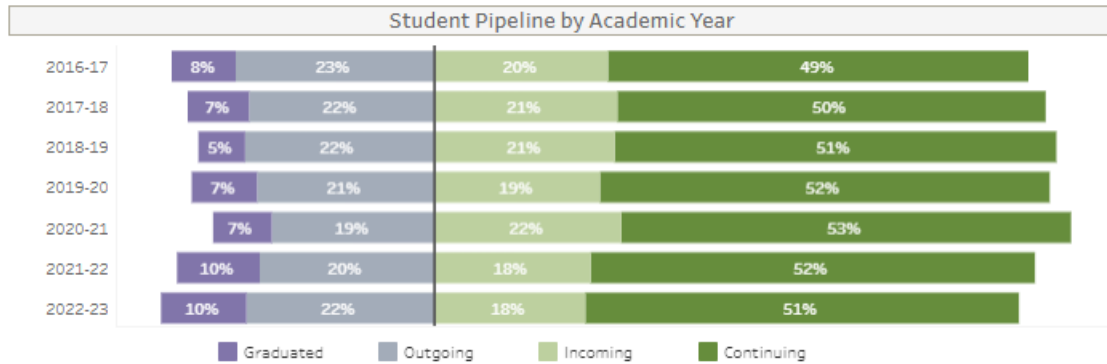
7.Adjunct FTE includes instructional-related wages that are considered temporary or part-time basis. Adjunct wages include services provided at the Davis campus, along with on-line and Continuing Education courses.

8.Student/Faculty Ratio is the Student FTE Total divided by the Faculty FTE Total.

Summary information (as needed):

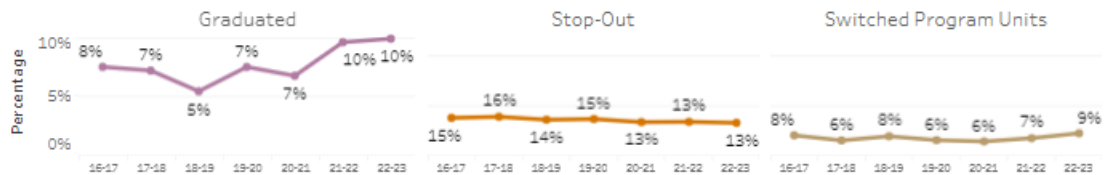
As the above chart shows, we have noticed a reduction in our major counts in the past few years. Dr. Molly Sween has done a few different data deep dive activities with the assistance Heather Chapman (Student Success Analytics) to get a better sense on what may be happening. While it is hard to piece together different data pieces into a singular narrative, Dr. Sween speculates that these may be some of the reasons for the reduction in the recent years:

1. **Graduating more students while having less coming in:** As the chart below shows, we have had a slower flow of students coming into our major and been graduating students at a higher rate than average. For example, in 2020-2021, our pipeline was 22% incoming students while we graduated 7% of students. During academic years 2021-2022 and 2022-2023, we had 18% incoming students and graduated 10% of our students.

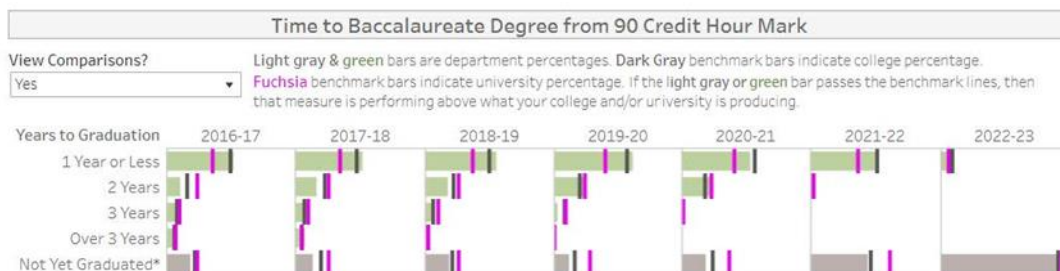


See Trends For:

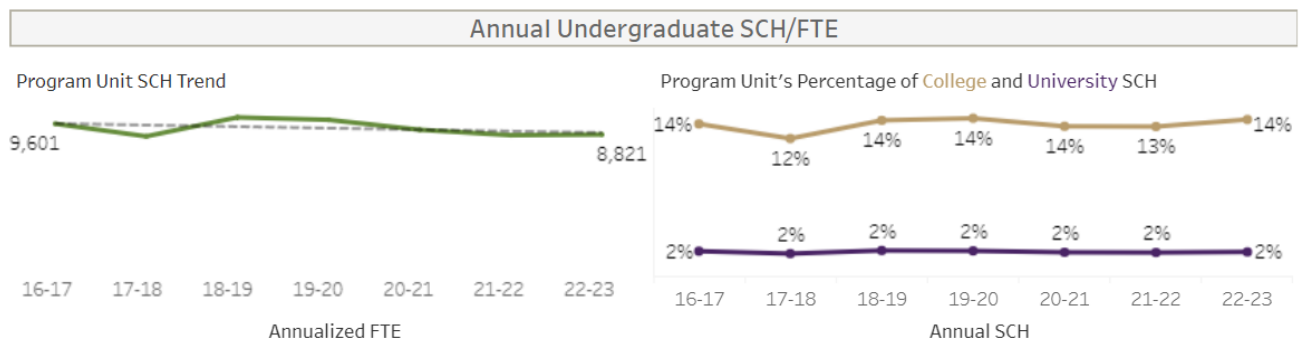
Outgoing Students



- **Additional context:** During the past two years, the department has doubled down on assisting students near the end of their degree to finish up. Dr. Molly Sween has done targeted outreach to students who are 90+ credit hours. Our faculty advisers have also sent out 90+ credit emails with tips, resources, and our availability to advise students. These efforts have been driven by University initiatives to help students nearing the end graduate, and as was already shown in the program report above, we are doing a good job graduating students with 90+ credit hours in a timely manner (often at a better rate than the college and University)



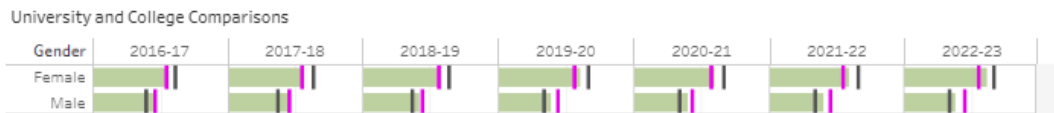
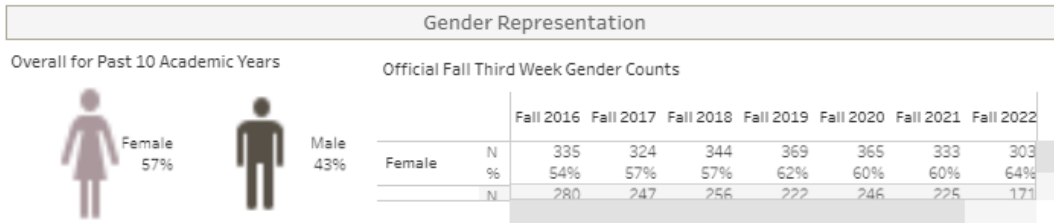
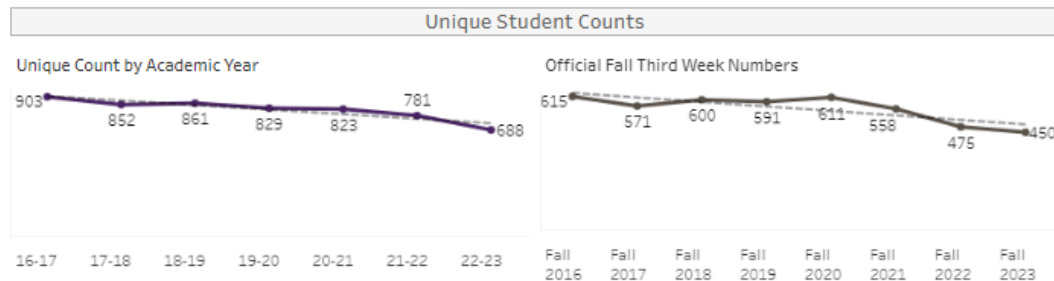
- **Something to note:** While we are down in majors, our department has not fluctuated (much) in how many SCHs we produce. Since 2016, we have produced 2% of SCHs for the University and 13/14% of College of Social and Behavioral Sciences (CSBS) SCHs (with academic year 2017-2018 at 12%) [please see image provided below]. As such, we are aware that our major trends are down. For those of us who have been here 10+ years, we also know that the number of majors ebbs and flows from year to year. Regardless, the department has a plan to address the reduction in majors and will work to actively recruit more students to the program.



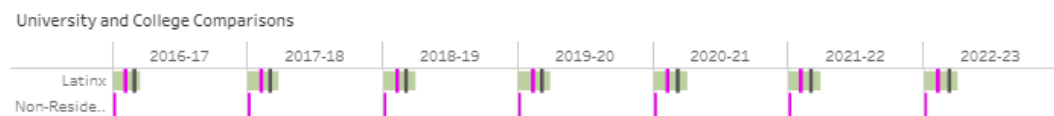
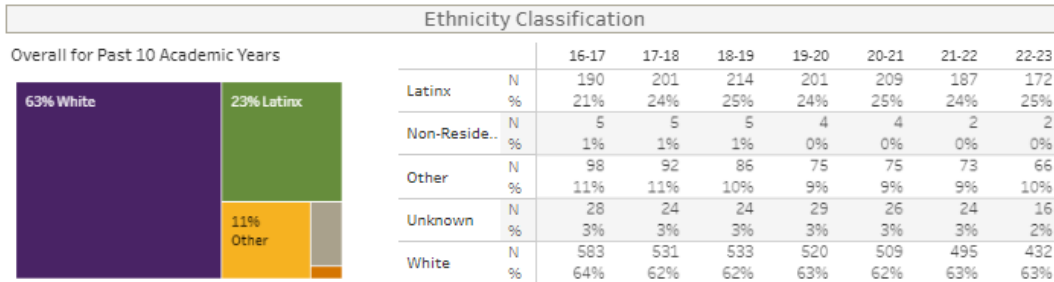
2. **Changing demographics of our majors:** As the image below shows, our major has increasingly become more women than men, especially since 2016-2017 academic year.

- **Additional context:** The department is not sure why this trend is happening, but one purely speculative reason is due to the shortage of law enforcement officers in the state of Utah and nationally. This has changed how aggressively agencies are recruiting officers and there are now many

funding incentives to start a career in law enforcement (like agencies paying an officer's way through the academy, paying them a salary while they go to the academy, and giving them signing bonuses). Policing is still predominantly a male profession (the [National Institute of Justice](#) estimates women are less than 13% of officers nationwide), so perhaps we are getting fewer male students in recent years who are going straight to a practitioner job rather than coming to us for their schooling first.



Green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the green bar passes the benchmark lines, then that measure is performing above what your college and/or the university is producing.



- **Something to note:** Another thing to note is how many Latinx students we serve (1/4 of our students self-identify as Latinx) in the Department of Criminal Justice. These numbers have been consistent since the 2017-2018 academic year, and we are above both College (CSBS) and University levels of Latinx student representation at Weber State University. In [Weber State Amplified, a 5-Year Plan for Growth](#), WSU commits “to increasing the percentage of students who identify as Hispanic or Latino to 15% by year 2025”. Our department directly supports this goal as is evident by our numbers fluctuating between 21-25% of our majors identifying as Latinx, a number which only helps the University reach its goal of 15% by the year 2025.

Current/Future Efforts to Increase the Number CJ Majors

Recognizing that our major trend is heading downward, the department is committed to bolstering our recruitment efforts to the major. To this end, the department has three plans to try to drum up interest in our major, with one of them already underway (point 1 below):

1. Increase our footprint in local high schools and do recruitment outreach for CE course offerings of CJ1010. This task is already underway via efforts of our CE Liaison, Dr. McKenzie Wood and Department Chair, Dr. Molly Sween. Starting Spring 2023, we started doing a small recruitment pitch at high schools when she and I went in and did CE instructor teaching observations. We have amplified these efforts during the Fall 2023 semester in that Dr. Wood currently teaches

CJ1010 in Ogden Highschool and we also hired a student worker to assist us with recruitment efforts. Raissa has gone to a handful of our high schools to lead activities and pitch our program. As another example of our recruitment efforts, Dr. McKenzie Wood hosted our first ever Concurrent Enrollment Open House earlier this (Fall 2023) semester. She invited the students' parents to attend, had College and Department academic advisers on hand, and also facilitated a tour through our CSI lab for the students that attended. Dr. Wood estimated that about 35-40 students attended the event. We will continue the above efforts in coming semesters to draw interest among local high schoolers about our program.

2. Recognizing that CJ1010 is the first introductory class in our major, we are going to take a close look at who we schedule for CJ1010 and in what modalities. Because CJ1010 is a Social Science Gen Ed class, students take this class for many reasons (i.e. it is a Gen Ed class, they are interested to learn more about the American criminal justice system, etc.). However, many faculty members have anecdotally heard that students enjoyed their CJ1010 class and then declared the major because of it. As such, we need to work to get “the best of the best” into teaching our CJ1010 classes to help recruit majors. This will be challenging as the schedule is already a bit of a puzzle, and if we pull our tenure track faculty from their expertise and/or upper division classes to teach CJ1010, we will need to cover those gaps that we leave behind. The department has only recently (Fall 2023 semester) started having these conversations so we will continue to explore the best path forward.

3. A third and final idea that the department has to bolster recruitment into the major is to do a large marketing campaign. This is something that Dr. Molly Sween asked for in her most recent Strategic Planning Report; however (and unfortunately) there were no funds giving this academic year to any department in the College of Social and Behavioral Sciences for any of their SPR requests. Dr. Sween will explore with Dean Julie Rich and other funding entities on campus to see if we can do some marketing to further get our name out there.

Appendix B: Faculty, Instructor, Adjunct Profiles

Faculty Headcount	2017-28	2018-19	2019-20	2020-21	2021-22
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)					
Full-time Tenured	6	6	6	6	6
Full-time Non-Tenured (includes tenure-track)	3	3	3	2	2
Part-time and adjunct	0	0	1	1	1
With Master's Degrees					
Full-time Tenured	0	0			
Full-time Non-Tenured	3	3	1	1	2
Part-time and adjunct	18	18	10	9	10
With Bachelor's Degrees					
Full-time Tenured	0	0			
Full-time Non-tenured	0	0			
Part-time and adjunct	1	1	1		
Other					
Full-time Tenured	0	0			
Full-time Non-tenured	0	0			
Part-time	0	0	5 (JD)	5 (JD)	5 (JD)
Total Headcount Faculty			26	23	24
Full-time Tenured	6	6	6	6	6
Full-time Non-tenured	6	6	3	2	2
Part-time	19	19	17	15	16

Summary Information (as needed):

The department is currently reviewing how many adjuncts are needed to support the program and in what capacity. Starting Fall 2023, we had our first two online adjuncts hired on to teach two of our lower division classes. The department has also noticed a slow and steady reduction in the need for nighttime adjuncts due to dwindling student demand. The department wants to continue to support adjuncts because they often bring a unique perspective due to them being practitioners and or CJ career employees. However, if the students do not take this modality, Continuing Education will likely not continue to support low-enrollment classes. We will continue to assess how/if night classes contribute to the overall mission/vision/goals of the department.

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Shellie Weeks	Admin. II	4 years	Please see the Adequacy of Staff section above where we discuss job duties, skills, and accolades about Shellie.

Summary Information (as needed):

As mentioned above, Shellie has recently undergone a job audit and she was approved to be elevated to an Admin III position. This likely should have happened a while ago. We are grateful for this change, but now need to work to increase her salary.

Appendix D: Financial Analysis Summary

Criminal Justice					
Funding	2018-19	2019-20	2020-21	2021-22	2022-23
Appropriated Fund	1,148,884	1,204,333	1,141,995	1,140,071	979,773
Other: IW Funding from CE	180,945	177,900	134,178	154,035	158,428
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	2,950	3,734	2,991	1,760	1,820
Total	1,332,779	1,385,967	1,279,164	1,295,866	1,140,021

Student FTE Total	335.43	329.47	308.00	294.00	293.00
Cost per FTE	3973.34	4206.66	4153.13	4407.71	3890.86

(Total cost/Student FTE) = cost per FTE

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Eric Young	Ogden Police Department, Chief of Police
Sheriff Kelly Sparks	Davis County Sheriff's Office
	Weber County Sheriff's Office
Jamie Pitt	Weber County Attorney's Office
	Davis County Attorney's Office
Megan Talamantez	New Hope Crisis Center
	State of Utah Office for Victims of Crime
	Juvenile Justice Youth Services
Patrick Tan	Roy City Attorney's Office

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Dr. Lish Harris	Department Chair of Criminal Justice	Utah Tech University
Dr. Rieneke Holman	Department Chair of Annie Taylor Dee School of Nursing	Weber State University
Dr. Mark Bigler	Professor, Department of Social Work and Gerontology	Weber State University

Appendix G: Evidence of Learning Courses within the Major

During the Fall 2022 semester, our department submitted data for a biennial report. In this report, we presented data and talked at length about how students were doing in our major based on data gleaned from our CJ4995 (Senior Assessment) class. However, and in light of us only recently overhauling our assessment plan, we would like to provide preliminary data analysis from our first semester implementing the new plan (Summer 2023).

Summer, 2023 PLO 1 Assessment Results

PLO 1 Describe key concepts, theories, or ideas related to the discipline of criminal justice	Course Numbers				
	Does not meet	Meets	Exceeds	Grand Total	% Mastery
CJ 1010 (Woods) *	5	17	1	23	78.26
CJ 1300 (Bayley) *	7	24	0	31	77.42
CJ 1330 (Jeffs) *	0	9	8	17	100.00
CJ 2300 (Reyns) *	0	19	0	19	100.00
Totals:	12	69	9	90	86.67

PLO Standards Thresholds

0-70% = Does not meet	70.1-85% = Meets	>85% = Exceeds
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Mastery is considered achieved if the student “Meets” or “Exceeds” the PLO standard. This threshold was approved by the WSU Office of Institutional Effectiveness.

Method of assessment:

* Assessed by a single encompassing assignment

Evidence of Learning: General Education Courses

(use as a supplement to your five-year summary, if needed)

With permission from the Office of Institutional Effectiveness, we deleted this section of the report since we were reviewed by GEIAC (General Education Improvement and Assessment Committee) Fall 2021 as part of their assessment for our class being a Social Science Gen Ed class.

Signature Assignment: Example #1

Big Question: “What can I learn about criminal justice that I did not already know from my favorite crime show or movie?”

Assignment Description: Using the Big Question prompt, students will construct an argument paper arguing the pros and cons of their selected topic.

Instructions:

1. *Overview:* Provide an overview of your topic (i.e., explain your topic as if you are teaching it to a family member or friend).
2. *Pros/Cons:* Present arguments for/against, OR pros/cons about your topic.
3. *Application:* Make a minimum of two class connections to your topic which you (1) define the term/concept from class and (2) explicitly state how it relates to your topic of choice.
4. *Take a stance:* Given the research that you have done, which side of the issue do you better align with, and why?
5. *Reflection:* What misconceptions (if any) did you have before starting this process? What is something new/unique/interesting that you did not already know about your topic?

Paper Format:

- Paper length → 7 paragraphs (approximately 2.5 pages - minimum):

Grading Breakdown	Length	Point Attribution
Overview	1 Paragraph	2.5
Pros/Cons	2 Paragraphs	7.5
Application	2 Paragraphs	7.5
Take a Stance	1 Paragraph	2.5
Reflection	1 Paragraph	2.5
OTHER		
Format/mechanics /tone/professionalism		2.5

- 12 pt. font, Times New Roman, double spaced, 1-inch margins
- Use headers in your paper labeled, “Overview”, “Pros/Cons”, etc.
- Check for spelling, punctuation, and grammatical errors prior to submission

Potential Topics:

- Measuring Crime
- Search and Seizure
- Three Strikes Laws
- Police Interrogations
- Plea Bargaining
- Probation/Parole
- Bail
- Jury Selection
- Capital Punishment

Signature Assignment: Example #2

The Big Question: What should we do when someone breaks the law?

Overview and objectives

Your signature assignment will be to use course material to answer the big question in a 5-minute lightning talk and short written reflection. In reflecting on what you have learned in the course, the signature assignment will help you meet our course objectives while also developing and strengthening your communication, critical analysis, and problem-solving skills. Throughout the course, I will guide your work on parts of the talk during in-class workshops and homework assignments. You can then use the feedback I provide to complete the signature assignment at the end of the semester.

To answer the big question, your lightning talk will consist of 15 (and only 15) slides that automatically advance after 20 seconds. You'll give your talk to your small group, and then discuss the similarities and differences between proposed solutions during the presentation session.

Instructions

To complete your signature assignment, do the following:

1. Imagine that you've been asked by a journalist what we should do when someone breaks the law. Create and deliver a 5-minute lightning talk consisting of 15 slides in which you use course material to explain to the journalist:
 - a. What we currently do when someone breaks the law;
 - b. Some of the problems with current criminal justice processes;
 - c. Your proposal for what we should do when someone breaks the law;
 - d. How your proposal is similar to and different from what we already do;
 - e. The strengths and weaknesses of your proposal;
 - f. Why we should adopt your proposal.
2. Submit your slideshow via Canvas by the deadline.
3. Present your lightning talk to your group on the assigned day and time.
4. During the lightning talk session, take notes on your peers' proposed solutions, including how they're similar to and different from your own.
5. Participate in the presentation session by listening to your peers' presentations, asking questions, and discussing similarities and differences between the proposals.

Standard B – Curriculum-CSI Version

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes						
	Roles & Functions	Elements of CSI Process	Legal System Interface	Case Documents	Friction Ridge Physics	Phys Evid Analysis	Research Methods
CJ 1010-Intro to CJ			I				
CJ 1330-Criminal Law			U	U			
CJ 1340-Criminal Investigation	U	E	U	U		U	
CJ 1350-Intro to Forensic Science	I	I	E	I	I	I	I
CJ 2340-Crime Scene Investigation	E	E	U	E	U	U	
CJ 2350-Laws of Evidence			E				U
CJ 3120-FS Professional Practice	E	U	E	E	U	U	E
CJ 3340-Crime Scene Photography	U	E		E	U	U	
CJ 3344-Adv Forensic Photography	U	U		E	E	U	
CJ 4110-Physical Methods FS	U	U		U	U	E	U
CJ 4115-Friction Ridge Analysis	U	U		U	E	U	U
CJ 4116-Friction Ridge Development	U	U		U	E	U	U
CJ 4125-Research Methods FS	U	U		U	U	E	E
CJ 4165-Constitutional Rights	U		U				U
CJ 4200-CJ Ethics			U				
Graduation Portfolio	A	A	A	A	A	A	A

Key: I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively

Standard C - Student Learning Outcomes and Assessment-CSI Version

A. Measurable Program Learning Outcomes

At the end of their study at WSU, students in this program will

8. State the roles and functions of the forensic scientist
9. Apply the elements of the crime scene investigation process
10. Explain the limitations, implications and interactions of legal systems on the practice of forensic science
11. Demonstrate proper case documentation for physical evidence
12. Analyze friction ridge based physical evidence
13. Summarize the assessment and analysis of various types of physical evidence
14. Illustrate the role of research methodology and experimental design in the application of forensic science work

These outcomes are intentionally selected. The outcomes were determined by CSI faculty look to develop a set of skills, knowledge and abilities that will best prepare a) for direct employment in the field as crime scene investigators, latent fingerprint technicians/analysis, or evidence technicians; and b) in the case of not being able to find employment in (a), have a set of technical, STEM-based critical thinking and problem solving skills to find employment in other various fields related to physical/life science or criminal justice. The outcomes are not developed specifically around graduate school preparation

The current list of Program Learning Outcomes is currently undergoing revision as part of the creation of a separate degree program and curriculum in Crime Scene Investigation anticipated for Fall 2025.

B. Other programs—Not Applicable

C. Five-year Assessment Summary

[In this section you should provide a summary of your assessment findings and actions since your last program review. Annual assessment reports for each of those years can be found at http://weber.edu/oie/departments_results.html. Please be sure to include information from each of the four years prior to this report. If you do have data to report for the last academic year, evidence-of-learning grids can be included in appendix G.]

Assessment of Graduating Students

A narrative describing assessment processes for graduating students (at the associate, bachelor, and/or graduate level) should be provided.

Students in the CSI concentration are assigned to a Canvas Portfolio course that must be completed prior to graduation. The portfolio was only required for CSI students that had the “Graduation Sign Off” requirement in CatTracks as part of their program of study. This report primarily captures data on students that graduated between Dec 2021 and April 2023.

The portfolio is broken into 7 sections (one for each PLO) and includes 31 learning artifacts assignments. Students are required to submit a minimum of 26 of the 31 artifacts to complete the portfolio for graduation clearance. Some of the artifacts are duplicate assignments, giving the student an opportunity to demonstrate multiple methods for achieving the outcome. The artifacts are generally attached to assignments given in the courses as part of the program. In some cases, the artifact submitted is a combined final product of assignments given in the courses. In other cases, the artifact is the original assignment with correction commentary written after submission and grading.

Students were assessed on a 0-3 scale (except for PLO#1 which has one artifact on a 0-4 scale). Minimum mastery is achieved with a score of 2 (3 for PLO#1). Zero score is used for cases where the assignment was not assigned to the student during their course, the equivalent course was taken at a different institution, or the assignment submitted did not meet the minimum requirements to be graded for learning. The included data represents 614 scored artifacts submitted by 34 different students.

Assessment revision plan:

The portfolio model through Canvas as a graduation requirement was a solid idea at the time of implementation, but no longer functions as the most efficient way to collect this data for the following reasons:

- Students tend to wait until the last semester to submit the artifacts leading to poor quality submissions that may not show their learning.
- It is biasing against students that do not complete the program. There needs to be a method to assess all students learning in the courses, regardless of final graduation major.
- The Canvas portfolio lacks social mobility. WSU’s subscription to Portfolium can serve as a better platform for the students to interact with both the assessment and course completion components of the assignments.

We are in the process of creating a separate major for CSI, with potentially new courses and revised outcomes. This will be merged with a transition away from Canvas for only selected students in the CSI program, to relevant assignments given to all students (including introductory, lower division courses) to assess all student learning. This will also give us a measure of major vs. non major learning, as well as

learning over time (improvement for majors from intro LD, into advanced UD courses). This also will add flexibility to faculty to use a variety of assignments to assess learning, as opposed to the same set of assignments every semester. The challenge will be mapping learning outcomes to specific assignments and then collecting the data each semester, in each course, in a less organized and centralized format than we currently have with Canvas.

Appendix G: Evidence of Learning Courses within the Major-CSI version

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 1: State the roles and functions of the forensic scientist	Personal Statement Assignment addressing career goals, how they plan to use their degree, and the most important topics they learned about during their studies and why.	80% of submitted artifacts score a 3 or higher.	96% of artifacts scored a 3 or 4 on the Personal Statement n=27, 26 were 3+ average=3.4/4	Students are adequately understanding the roles and functions of the forensic scientist.	No additional plans other than those noted in Standard C.
Learning Outcome 2: Apply the elements of the crime scene investigation process	Three presentation assignments addressing elements of the crime scene investigation process and documentation of evidence.	80% of submitted artifacts score a 2 or higher.	89% of artifacts scored a 2 or 3. Overall: n=65, 58 were 2+ average=2.3/3 Artifact 2.1: 92% (average=2.4) Artifact 2.2: 93% (average=2.5) Artifact 2.3: 85% (average=2.1)	Students are adequately applying the elements of CSI. Artifact 2.2 was the least submitted item. There needs to be improvement to that assignment follow up. Artifact 2.3 was the poorest scoring assignment. There needs to be work on the improvement of the artifact presentation. The most problematic issue was clarity of	Plans noted in Standard C. Ensure that the assignment related to Artifact 2.2 is given in CJ 2340. Revise the template and assignment language for Artifact 2.3.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
				presentation, not learning.	
Learning Outcome 3: Explain the limitations, implications and interactions of legal systems on the practice of forensic science	Two laboratory assignments and three writing assignments addressing the legal interface with forensic science.	80% of submitted artifacts score a 2 or higher.	75% of artifacts scored a 2 or 3. Overall: N=118, 88 were 2+ average=2.1 Artifact 3.1 64% (average=1.9) Artifact 3.2 67% (average=2.1) Artifact 3.3 80% (average=2.1) Artifact 3.4 81% (average=2.3) Artifact 3.5 88% (average=2.2)	Students are below achievement. This is likely due to the substandard submissions for Artifacts 3.1 & 3.2. Many of these submissions were not completed correctly (they were only the form, not properly filled out). This led them to being scored as 1's. While the majority of the forms were adequate, completion of the form was a necessary part of demonstrated learning. The other 3 artifacts were adequate. Artifact 3.3 was the	Plans noted in Standard C. Improvement on the clarity of Artifact 3.1 & 3.2 to ensure that submitted forms are submitted. Reformulation of the news article assignment and instruction to facilitate better writing submissions.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
				lowest scoring of the remaining. This was primarily due to writing skill failures (provide proper evidence to support the opinions claims, reliance on external references)	
Learning Outcome 4: Demonstrate proper case documentation for physical evidence	Eight laboratory and writing assignments addressing proper case documentation.	80% of submitted artifacts score a 2 or better.	82% of artifacts scored a 2 or 3. Overall: N=177, 145 were 2+ (average=2.2) Artifact 4.1 89% (average=2.4) Artifact 4.2 83% (average=2.6) Artifact 4.3 93% (average=2.0) Artifact 4.4 96% (average=2.6) Artifact 4.5 48% (average=1.6) Artifact 4.6 100% (average=2.5) Artifact 4.7 70% (average=2.1) Artifact 4.8 90% (average = 2.2)	Students demonstrated adequate documentation of evidence. Artifact 4.5 submissions were problematic. Most did not meet the expectations of what a final sketch should look like. This is an area for improvement. Artifact 4.6 is underrepresented because scoring was not fully completed.	Plans noted in Standard C. Need to reevaluate now crime sketching is taught and the assignments associated with those concepts. Improve the teaching and practice of simplified report writing, possibly look at how the portfolio assignment is written.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
				Artifacts 4.7 & 4.8 are identical submissions (same type of item, two different lab reports). These average out to acceptable but are still the lowest scoring area after 4.5.	
Learning Outcome 5: Analyze friction ridge based physical evidence	Eight laboratory, presentation and written assignments addressing friction ridge analysis.	80% of submitted artifacts score a 2 or better.	92% of submitted artifacts scored a 2 or 3. Overall: n=149, 137 were 2+ Artifact 5.1 84% (average=2.4) Artifact 5.2 96% (average=2.4) Artifact 5.3 97% (average=2.5) Artifact 5.4 100% (average=3.0) Artifact 5.5 100% (average=2.7) Artifact 5.6 85% (average=2.4) Artifact 5.7 89% (average=2.4) Artifact 5.8 96% (average=2.4)	Students demonstrated adequate ability to analyze fingerprints. Artifacts 5.4 & 5.5 are underrepresented because scoring was not fully completed.	Plans noted in Standard C.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
Learning Outcome 6: Summarize the assessment and analysis of various types of physical evidence	Three written submissions addressing selected topics of physical evidence analysis.	80% of submitted artifacts score a 2 or better.	100% of submitted artifacts scored a 2 or 3. Overall: n=52, 52 were 2+ Artifact 6.1 100% (average=2.6) Artifact 6.2 100% (average=2.4) Artifact 6.3 No submissions	Students demonstrated adequate understanding of various physical evidence analysis topics. Due to the nature of the overall portfolio assignment, students did not need to submit all 3 writing assignments. All three are identical with the student choosing different topics for each one.	Plans noted in Standard C. Revise the submission template and the rubric attached to dig deeper into student understanding. Replace the 3 rd submission with something different than what is there in an effort to increase response rate.
Learning Outcome 7: Illustrate the role of research methodology and experimental design in the application of forensic science work	Three written and presentation submissions addressing forensic science primary literature and research and validation methodology.	80% of submitted artifacts score a 2 or better.	96% of submitted artifacts scores a 2 or 3. Overall: n=26, 25 were 2+ Artifact 7.1 93% (average=2.6) Artifact 7.2 100% (average=3.0) Artifact 7.3 100% (average=2.7	No interpretation. This PLO is under evaluation in terms of the student expectations and the assignments given in which courses. The program has moved away from regularly including some of the assignments that have been used in the past	Plans noted in Standard C. This outcome needs a complete overhaul. Both the desired outcome and associated artifacts need to be reworked.

Evidence of Learning: Courses within the Major					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Direct and Indirect Measures*				
				for this outcome. This outcome has the least influence on post-completion employment at this time.	