



WICHITA STATE
UNIVERSITY

FAIRMOUNT COLLEGE OF
LIBERAL ARTS AND SCIENCES

School of Community Affairs

The School of Community Affairs in the Fairmount College of Liberal Arts and Sciences at Wichita State University is committed to maintaining the highest quality academic programs for our students. In order for us to accomplish this objective the School of Community Affairs periodically engages in program self-study as required by the Kansas Board of Regents. The primary purpose of academic program self-study is to examine, assess, and strengthen our degree programs within the School of Community Affairs. If our degree programs are to remain relevant and sustain an environment of academic excellence it is important that we actively engage in program self-study. Academic program self-study is one of several means by which academic excellence is measured within the School of Community Affairs at Wichita State University.

I am pleased to make public on this website our 2009 self-study report for the School of Community Affairs. By sharing our self-study with you we hope that prospective and current students, alumni, as well as the general citizenry will better understand our wholehearted commitment to excellence in education, research and service.

Sincerely,

Michael Birzer, Director
School of Community Affairs



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KANSAS BOARD OF REGENTS PROGRAM REVIEW
December 2009

SCHOOL OF COMMUNITY AFFAIRS

Degree Programs:

BS Criminal Justice

BS Forensic Science

MA Criminal Justice

MA Gerontology

Ethnic Studies (Field Major)

1. Program review data sheets are contained in Appendix A.

2. A statement that describes how the program relates to the mission and role of the college and the university

Overview

The mission statement of the university states, in part, “Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship, and public service, the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community.” The Fairmount College of Liberal Arts and Sciences also recognizes the tripartite goal of the university, of teaching, research and service. The college is “committed to the living traditions of the liberal arts and sciences, which recognize and affirm the dynamic nature of the world, the dignity and importance of all societies, and the need for citizens to be prepared for a changing future.”

The School of Community Affairs (SCA) is a natural compliment to these goals. The academic programs and the service centers in the SCA strive to maintain a balance between traditional liberal arts education, while at the same time providing the skills that graduates will need in the workplace and as citizens of a diverse and dynamic society. The SCA was organized in 1999 to enhance the University’s urban serving mission. The SCA offers degree programs in Criminal Justice (BS & MA), Forensic Science (BS), Gerontology (MA), as well as offering a field major in Ethnic Studies. Two service/research centers (Regional Community Policing Training Institute and the Midwest Criminal Justice Institute) provide community outreach designed to advance the university’s urban serving mission.

Criminal Justice

The Bachelor of Science in Criminal Justice program has a strong social science orientation designed to assist students in understanding the causes of criminal behavior, the dynamics of criminal law and the judicial system, and the functions and organization of social control and the criminal justice system. Academic preparation coexists with opportunities for practical experience through an extensive program of internships and cooperative education. The Midwest Criminal Justice Institute and the Regional Community Policing Institute are the community service arms of the criminal justice program. These institutes provide consultative and technical assistance services and a wide range of range of training and educational opportunities for law enforcement and criminal justice agencies across Kansas and Nebraska. The Regional Community Policing Training Institute has procured external funding of \$9 million since 1997 to support operations.

The Master of Arts in Criminal Justice is viewed as a broad, interdisciplinary study which encompasses the scientific study of crime, criminals, and the criminal justice system. The Master's program focuses on solid theory and criminal justice practice in the belief that neither stands alone. The integration of theory and practice prepares students for positions in criminal justice system practice, management, policymaking, as well as in research and teaching, and in preparation for law school or further graduate study at the Ph.D. level.

Forensic Science

The Bachelor of Science in Forensic Science was approved by the Kansas Board of Regents in 2005 and the first courses were offered in the fall semester of 2007. The Forensic Science degree is designed to meet an increasing demand for trained forensic scientists and technicians. No other university in the State of Kansas offers an undergraduate degree in Forensic Science. Similar programs exist in only nineteen other universities throughout the United States. An individual with this degree can be assigned to virtually any aspect of a forensic investigation with less pre-service training and is therefore considered more potentially viable within a typical crime laboratory setting. This program capitalizes on the diversity of academic resources available at WSU and produces forensic generalists, rather than narrowly focused specialists.

Gerontology

The mission of the Master of Arts in Gerontology is to provide knowledge of aging and its impact on individuals, families and society to students preparing for careers in which they will plan, manage and deliver services for the aging through public or private sector organizations, agencies and institutions. The master's degree in gerontology at Wichita State is the only one in the Kansas Regents system. Because gerontology is concerned with gaining and applying knowledge about all aspects of aging in a wide range of professional settings, it is by nature a multidisciplinary course of study. The program contributes to a wide variety of other programs within the university. These programs include biology, nursing, sociology, exercise sciences, women's studies and psychology. Students from these academic majors routinely enroll in courses offered in the gerontology program. The graduate degree program draws upon the faculty and courses in the colleges of liberal arts and sciences, education, and health professions. One unique feature of the gerontology program is that it requires a supervised internship experience. This experience provides real world exposure for students and is frequently mentioned by the students as one of their most valuable educational experiences. Graduates of the Gerontology program are employed in a number wide range of positions serving the aging population.

Ethnic Studies

The SCA offers a field major in Ethnic Studies. Ethnic Studies courses are included in the courses the School of Community Affairs offers as general education. Criminal justice students studying for the BS degree are required to take ETHS 360 – Dealing with Diversity. The program in Ethic Studies is interdisciplinary and the primary objective is on developing knowledge, attitudes and requisite skills needed in order to communicate effectively across cultural boundaries. As part of the curriculum students are equipped with a firm grounding in the theory and practice of intercultural communication through a broad base that encompasses not only the traditionally defined minority groups, but also newcomers in the immigrant stream.

3. Statement that analyzes the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty.

There are 10 regular faculty positions in the **Criminal Justice Program**. Of these, two are vacant. One of the vacant faculty positions is currently being filled by a visiting lecturer. All eight of the active criminal justice faculty members including the visiting lecturer hold earned doctorates. Three faculty members hold the rank of professor, four hold the rank of associate

professor, one is a Fairmount Lecturer, and as noted, one is a visiting lecturer. Six (67%) of the criminal justice faculty are full members of the graduate faculty.

There are two regular faculty positions in **Gerontology**. One position is currently vacant. The active faculty member (Dr. Nicole Rogers) holds an earned doctorate. She has an active research agenda and she has been successful in securing external funding. Dr. Rogers is an associate member of the graduate faculty.

The **Ethnic Studies** field major program has two full time positions. One of these positions is currently vacant. The active faculty member (Mr. Jerry Shaw) holds the rank of instructor. The vacant position was formerly held by a tenured assistant professor.

The **Forensic Science Program** utilizes adjunct lecturers who possess the requisite education, training and content expertise. Adjunct lecturers serving the Forensic Science Program have graduate degrees in chemistry, pharmacology, and forensic science. One of the program's adjunct faculty members (Dr. Tim Rohrig) is the Director of the Sedgwick County Regional Forensic Science Center.

In summary, there are 14 authorized full time faculty positions within the School of Community Affairs. Of the 14 authorized positions, 10 are currently filled. Of these 10 filled faculty positions, two criminal justice faculty members are on phased retirements.

Table 1: School of Community Affairs Faculty by Academic Rank & Program

Name	Position	Program
Andi Bannister ⁺	Professor	Criminal Justice
Paul Cromwell ⁺	Professor	Criminal Justice
Michael Palmiotto ⁺	Professor	Criminal Justice
Michael Birzer ⁺	Associate Professor	Criminal Justice
Delores Craig-Moreland ⁺	Associate Professor	Criminal Justice (<i>phased retirement</i>)
Ron Iacovetta*	Associate Professor	Criminal Justice (<i>phased retirement</i>)
Martha Smith ⁺	Associate Professor	Criminal Justice
Alison McKenney-Brown	Fairmount Lecturer	Criminal Justice
Jodi Beeson	Visiting Lecturer	Criminal Justice
<i>Vacant</i>	N/A	Criminal Justice
Nicole Rogers*	Assistant Professor	Gerontology
<i>Vacant</i>	N/A	Gerontology
Jerry Shaw	Instructor	Ethnic Studies
<i>Vacant</i>	N/A	Ethnic Studies

⁺Full graduate faculty membership *Associate graduate faculty membership

Teaching and Scholarship

Each faculty member within the School of Community Affairs has been nominated at least once for the Academy for Effective Teaching Award. Since 2005, SCA faculty have been nominated 27 times for the Academy for Effective Teaching Award. Student evaluations of faculty teaching, reflected in both the Student for Effective Teaching (SPTE), and the IDEA diagnostic instrument are consistently high, despite a teaching load that which averages approximately 249 student credit hours (past five years) per full time faculty member each semester.

Scholarly activity is one measure of faculty quality. The scholarly achievements of the SCA faculty over their academic careers have been enormous. Faculty publications have appeared in top tier journals including but not limited to *Deviant Behavior*, *European Journal of Criminal Policy and Research*, *Western Criminological Review*, *Criminal Justice and Behavior*, *Journal of Criminal Justice Education*, *Journal of Research in Crime and Delinquency*, *Journal of Criminal Justice*, *Law Enforcement Executive Forum*, *Police Practice and Research: An International Journal*, *International Journal of Comparative Criminology*, *Journal of Family Violence*, *Police Quarterly*, *Professional Issues in Criminal Justice: A Professional Journal*, *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, *Federal Probation*, *Security Journal*, *Free Inquiry in Creative Sociology*, *Journal of Offender Therapy*, *Comparative Criminology*, *Psychological Reports*, and *Journal of Physical Activity and Health*. Moreover, a group of researchers from Sam Houston State University recently ranked the criminal justice faculty at WSU seventh in the United States for the most textbooks published by faculty members.¹

Table 2: School of Community Affairs: Scholarly Activity 2005-2009

Activity	Number
Refereed Journal Publications	45
Presentations (regional, national and international conferences)	64
Books Published (includes edited books)	15
Technical Reports	28
External Funding (2005-2009)	
Criminal Justice	\$2,905,282
Gerontology	\$64,250
Forensic Science	-0-
Ethic Studies	-0-
TOTAL	\$2,969,532

Dr. Michael Palmiotto of the Criminal Justice Program was the 2006 recipient of the prestigious Fulbright Scholar Award. Subsequently, he served as a Visiting Professor at the University of Belgrade Law School, and the University of Kragujevac Law School in the city of Kragujevac, Serbia.

Collectively, the SCA faculty have made invited presentations internationally in England, Thailand, Germany, Poland, Japan and India. Several faculty serve in editorial roles with academic journals and university presses. Additionally, the majority of faculty members in the SCA are members of professional and academic societies. Faculty belong to such organizations as the American Society of Criminology, Academy of Criminal Justice Science, Midwest Criminal Justice Association, Southwest Criminal Justice Association, American College of Sports Medicine, American Gerontological Society, Kansas Association of Health, Physical Education, Recreation and Dance, and the International Society of Aging and Physical Activity.

¹ See Oliver, Willard M., Sam Swindell, John Marks Jr., and Ken Balusek (2009). "Book 'em Dano: The Scholarly Productivity of Institutions and Their Faculty in Criminal Justice Books." *Southwest Journal of Criminal Justice*, Vol. 6(1):59-78.

As noted in Table 2 above, the SCA faculty has been especially successful in securing external grants and contracts. From 2005 – 2007 SCA faculty have procured \$2,969,532. Moreover, since 1997, the faculty in the SCA has procured approximately \$10 million in external funding.

The graduate faculty in Gerontology consists of 10 faculty members from 10 programs or departments (Communication Sciences and Disorders, Counseling, Educational, and School Psychology, Criminal Justice, Nursing, Public Administration, Psychology, Public Health Science, and Gerontology) from three colleges – Fairmount College of Liberal Arts and Sciences, Educations, and Health Professions. Faculty from these programs have produced scores of journal publications and professional presentations in areas such as health policy, nursing, audiology, psychology, social policy, gerontology program development, elder abuse, cognition and aging, education of older adults, medicare and medicaid, and adult development and the like. The Gerontology program has 3 graduate assistants, two of which are currently supported by external funding.

4. Statement that analyzes the quality of the program as assessed by the regularly offered curriculum and the effect of the curriculum on the students.

Bachelor of Science - Criminal Justice

The Bachelor of Science in Criminal Justice stresses the importance of understanding and communicating ideas that will assist students in achieving their career goals and increase their commitment to making a lifelong effort to keep informed about developments in the criminal justice field. Undergraduate courses present knowledge useful for making informed judgments about a variety of issues related to crime and the criminal justice systems in this country, and internationally. Beyond the general survey course, the program requires courses in the application of criminological theories, research methods, law enforcement, courts, and corrections. A broad range of elective courses are offered including but not limited to community policing, criminalistics, criminal law, criminal procedure, juvenile justice, criminal evidence, community based corrections, management of criminal justice agencies, dispute resolution, correctional counseling, international criminal justice, and several contemporary topics (domestic violence, terrorism, crime prevention, victimology, etc). The required core courses are provided below.

Required Core Courses – Bachelor of Science in Criminal Justice

CJ 191 Introduction to Criminal Justice (3) CJ 407 Introduction to Research Methods
CJ 391 Corrections (3) CJ 593 Crime Causation & Criminal Justice Policy
CJ 392 Law Enforcement (3) CJ 598 Contemporary Issues in Criminal Justice
CJ 394 Courts & Judicial Systems (3)
EthS 360 Dealing with Diversity (3) also required
Engl 210 Composition: Business, Professional, and Technical Writing (3) also required

**Students select a minimum of 15 credit hours of electives to complete the BS degree*

Master of Arts – Criminal Justice

Wichita State University's graduate school admission criteria require all candidates to have earned an undergraduate degree from a regionally-accredited university and a minimum grade point average of 2.75 (4.0 system) for the last 60 hours of course work. In addition to the

Graduate School's admission requirements, applicants to the MA program in criminal justice are evaluated with respect to (1) undergraduate grade point average – a minimum of 3.0 based on the last 60 hours is required for consideration of admission to degree status, and (2) the amount, type and scope of undergraduate preparation.

The objective of the Master of Arts in Criminal Justice is to provide students with an understanding of criminological principles, theories, and concepts. The program strives to assist students in the development of critical, analytical, statistical and research skills to prepare them for professional careers in the field of criminal justice. The Master's program focuses on solid theory and criminal justice practice in the belief that neither stands alone. The integration of theory and practice prepares students for positions in criminal justice system practice, management, policymaking, as well as teaching and research, and preparation for further graduate studies in doctoral programs. The criminal justice program currently has six graduate assistants, one of which is funded by external funding. The MA in Criminal Justice offers two completion options for students. Students may complete 36 hours of course work, or students may complete 30 hours course work and a 6 credit hour research thesis. The thesis option is recommended for students who are considering doctoral studies. Of the 69 Criminal Justice Master's degree graduates since 2005, 12 (17%) have enrolled in Ph.D. or law school programs. The core curriculum is provided below.

Required Core Courses – Master of Arts in Criminal Justice

CJ 802 Quantitative Methods	CJ 897 Pro-seminar in Criminal Justice
CJ 893 Seminar in Applied Criminal Theory	CJ 897 Advanced Research Methods

**Students select 24 hours of electives to complete the MA degree*

Faculty with doctoral training in the social and behavioral sciences (e.g., psychology, sociology, criminology and law) play a principle role in the direction of criminal justice education at the graduate and undergraduate levels. Faculty meet regularly to discuss curriculum issues in an effort to ensure that students are adequately prepared for careers as responsible criminal justice personnel or for doctoral programs. In addition, faculty meet as needed with students and employers in the local area in an effort to ascertain their evaluation of the quality of the various programs in the SCA. These meetings led us to the realization that the educational process must not only provide a broad liberal arts education, but should also prepare students for careers.

The SCA is committed to staying in-tune with the most state of the art course facilitation methods. We recognize that internet technology is the key to a profound revolution in learning. In 2005, the SCA administered a survey to a group of 100 graduate and undergraduate criminal justice students regarding their interests in online learning. Over 60% of these students indicated that they thought the School of Community Affairs should offer more online facilitated courses. The survey also revealed that time is a critical factor in students learning. The SCA is sensitive to the fact that leaning (whenever possible) must be available on a 24/7 clock, with delivery outside of the traditional classroom setting to the office or home. Subsequently, the SCA offers a great deal of graduate and some of our undergraduate course work fully on-line or as a hybrid course (course content is delivered 50% online and 50% delivered in the classroom). Students have responded positively to online facilitated course work.

Bachelor of Science - Forensic Science

The BS in Forensic Science program was approved by the Kansas Board of Regents in 2005, and the first Forensic Science courses were offered during the fall 2005 semester. As pointed out previously, the Forensic Science degree is designed to meet an increasing demand for trained forensic scientists and technicians. No other university in the State of Kansas offers a Bachelor of Sciences in Forensic Science Degree. Similar programs exist in only nineteen other universities throughout the nation.

The Forensic Science Lab which is located in 311 Lindquist Hall recently underwent significant remodeling. Remodeling efforts included the construction of an additional lab bench, and additional cabinet spaces and drawers to store laboratory equipment. Two additional microscopes were also recently purchased in order to enhance student learning in the lab.

The Forensic Science Program Coordinator (Professor McKenney-Brown) meets a minimum of twice a year (once each semester) with the Forensic Science Coordinating Committee. The committee is made up of representatives from the contributing departments (i.e., Biology, Anthropology, Chemistry, Criminal Justice, and Psychology, as well as Dr. Tim Rohrig, Director of the Sedgwick County Regional Forensic Science Center). The purpose of these committee meetings is two-fold: (1) to make program admission decisions, and (2) to discuss curriculum to ensure that the most effective forensic science courses are being offered. The complete curriculum is listed below.

Curriculum: Bachelor of Science in Forensic Science

Chemistry

Chem 211 General Chemistry I (5)
Chem 212 General Chemistry II (5)
Chem 523 Analytical Chemistry (4)
Chem 524 Instrumental Chemistry (4)
Chem 531 Organic Chemistry I (5)
Chem 532 Organic Chemistry II (5)
Chem 661 Biochemistry (3)

Biology

Biol 210 General Biology I (4)
Biol 211 General Biology II (4)
Biol 223 Human Anatomy & Physiology (5)
Biol 330 General Microbiology (5)
Biol 419 Genetics (4)
Biol 420 Molecular Cell Biology (4)

Anthropology

Anthro 101/106 Biological Anthropology & lab (4)
Anthro 557 Human Osteology
Anthro 600 Forensic Anthropology

Psychology

Psy 111 General Psychology (3)
Psy 301 Psychological Statistics
Psy 544 Abnormal Psychology (3)

Forensic Science

FS 450 Forensic Identification of Marijuana (1)
FS 451 Forensic Identification of Narcotics (1)
FS 452 Forensic Toxicology of Alcohol (1)
FS 453 Forensic Serology (1)
FS 454 Fingerprint Development & Analysis (1)
FS 455 Forensic Arson Analysis (1)
FS 498 Seminar in Forensic Science Techniques I (3)
FS 499 Seminar in Forensic Science Techniques II (3)

Criminal Justice

CJ 315 Criminal Law (3)
CJ 420 Criminal Evidence

Master of Arts - Gerontology

The Gerontology Program offers courses of study leading to the MA degree in Gerontology. The MA degree in Gerontology is facilitated fully online. Because Gerontology is concerned with gaining and applying knowledge about all aspects of aging in a wide range of professional settings, it is by nature, multidisciplinary. The graduate degree in gerontology draws upon the faculty and resources of the School of Community Affairs, as well as faculty and courses in the Fairmount College of Liberal Arts and Sciences, Education, and Health Professions.

In addition to the Graduate School's admission requirements, applicants to MA in Gerontology program must have a grade point average of 3.000 (on a 4.000 scale) in their last 60 hours of their bachelor's degree program, and applicants must submit names of three references. Students without an undergraduate statistics course are required to take a graduate-level statistics course approved by their advisor.

The Gerontology program requires a minimum of 39 hours leading to the MA degree. A thesis or applied research project is a required component of the degree. Since employment in the area of aging often demands knowledge of Gerontology combined with knowledge and skills found a particular discipline, students may use elective courses to pursue an emphasis in areas such as: administration, health, long term care, programs and services, research, and policy.

In the recent past, the Gerontology program has significantly increased the involvement of faculty across the university in the curriculum in order to better utilize the resources of School of Community Affairs and the Wichita State University community as a whole. As a result, a graduate faculty in Gerontology consists of 10 faculty members from 10 programs (Communication Sciences and Disorders, Counseling, Educational, and School Psychology, Criminal Justice, Nursing, Public Administration, Psychology, Public Health Science, and Gerontology). Likewise, the Gerontology program has increased the multidisciplinary nature of the curriculum by adding appropriate existing courses and by creating several new courses where needed.

Core Courses: Master of Arts in Gerontology

Geron 518 Q Biology of Aging or
Geron 663 Economic Insecurity
Geron 715 Adult Development & Aging
Geron 798 Multidisciplinary Perspectives on Aging
Geron 804 Aging Programs & Policies
Geron 810 Adv. Gerontology Internship*
Geron 850 Selected Topics in Gerontology
Geron 702 Research Methods –or--
PAdm 702 Research Methods
Nurs 759 Chronic Illness and Aging
Geron 899 Thesis or
Geron 898 Applied Research Paper

**Students select 12 hours of approved electives to complete the MA*

Ethnic Studies

As noted previously, the Ethnic Studies program is offered as a field major only and these courses support the general education program at WSU.

Program Assessment

Program evaluation in the School of Community Affairs is utilized to make decisions about students’ progress through the program, and to make decisions about the effectiveness of the program. The curriculum/program review committee within the SCA is tasked with studying the curriculum and reviewing data for all of degree programs offered by the School of Community Affairs. The committee makes recommendations about the adequacy of academic programs. The committee is made up of the gerontology faculty member, two criminal justice faculty members, and the SCA’s academic coordinator. The Director of the SCA also discusses as needed with program faculty issues centering on curriculum, assessment, and evaluation.

On an annual basis, the SCA director, along with the Academic Coordinator examine aggregated data for the preceding year. When examining data for the graduate programs the graduate program coordinators are involved too. This includes but is not limited to surveys of graduates, surveys from employers, number of admissions to each program, number of inquires about our graduate program vs. actual applications and admissions, recruitment and marketing strategies, and external reviews if any occurred the previous year. Additionally, student data in the SCA undergraduate and graduate programs are examined to ensure that students are maintaining minimum course completion standards. Each program within the SCA is evaluated in-so-much that the students must meet specific standards some of which are embedded assessments within courses. In order to pass an assessment, students must achieve the specified criterion. To consider a program effective, 80% or more of the students should pass each assessment (i.e., standard criterion). As can be seen in the table below, data compiled from 2007, 2008 and 2009 for all SCA undergraduate and graduate programs indicate pass rates for each standard exceed the minimum percents (i.e., 70 or 80%) set for each proficiency. This indicates that the SCA programs are preparing students to meet the established parameters of learning.

Table 3: MA Criminal Justice Program Standards

Standard	Assessment	Criterion	Standard Criterion	Overall Pass Rate
1	CJ 802 - Complete course w/ B or better	80% or better	80%	100%
2	CJ 893 – Complete course w/ B or better	80% or better	80%	100%
3	CJ 894 – Complete course w/ B or better	80% or better	80%	100%
4	CJ 897 – Complete course w/ B or better	80% or better	80%	100%
5	CJ 893 – Completion of major theory paper	80% or better	80%	100%
6	CJ 894 – Critique question paper	80% or better	80%	100%
7	CJ 894 – Exploratory library research paper	80% or better	80%	100%

Table 4: MA Gerontology Program Standards

Standard	Assessment	Criterion	Standard Criterion	Overall Pass Rate
1	Gero 798 – Ten empirical article reviews	80% or better	80%	100%
2	Gero 810 – Field experience	80% or better	80%	100%
3	Gero 898 or 899 – Applied research or thesis	80% or better	80%	100%

Table 5: BS Criminal Justice Program Standards

Standard	Assessment	Criterion	Standard Criterion	Overall Pass Rate
1	CJ 598 – exploratory library research paper	70% or better	70%	100%
2	CJ 593 – Completion of course: C or better	70% or better	70%	97%

Table 6: BS Forensic Science Program Standards

Standard	Assessment	Criterion	Standard Criterion	Overall Pass Rate
1	CJ 498 – Major forensic science report	70% or better	70%	100%
2	CJ 499 – Major forensic science presentation	70% or better	70%	100%

5. A statement that addresses student needs, employer demands, and how well the program prepares the students for their goals.

The SCA with its emphasis upon community service and professional programs provides four important venues to more clearly identify student needs and employer demands. They are, (1) internship programs, (2) in-service training and continuing education activities, (3) community based applied research, and (4) the public service of the faculty through their membership on agency boards, task force groups, professional groups, and other civic organizations.

Internship Programs

Supervised academic internships or field practicum are required components in the MA graduate program in Gerontology and are recommended for all Criminal Justice majors at both the undergraduate and graduate levels. Internships and cooperative educational experiences are encouraged, where appropriate. Internships provide a unique opportunity for immediate contact between students and the professional setting under close academic supervision. Internships provide both relevance to course work and the opportunity to identify areas where additional course work is needed. Moreover, new course development can result from identified gaps in relevant course work. Internships also provide an opportunity for potential employers to provide feedback on what knowledge and skills students need. The importance and utility of internships are perhaps best demonstrated by the fact that on many occasions’ internships with an agency lead directly to employment upon graduation. Survey and anecdotal feedback from program alumni in Gerontology identified the internship as the single most useful course in the curriculum. Since 2004, 88 students in the School of Community Affairs have participated in internships or cooperative education placements.

In-service Training and Continuing Education Programs

In-service training and continuing education are important indicators of student needs and employer demands in three ways. First, since these activities are generated based upon community need, they indicate areas where additional education and perhaps formal courses should be developed. Second, since employers often pay for the educational experience, they provide important feedback about the areas they think are important and where additional

education is needed. Third, they provide an opportunity for interaction with both former students and employers in a setting which encourages discussion about educational needs of students. Various institutes within the School of Community Affairs provide a significant amount of professional continuing education. During the past six years the Midwest Criminal Justice Institute and the Regional Community Policing Training Institute have conducted a variety of continuing education programs for criminal justice personnel. An example of some of these programs include: Train-the-Trainer workshops, Executive Issues seminars, Community Policing Conferences, Domestic Violence workshops, Stress Management workshops, Crime Prevention Workshops, Racial Profiling, Cultural Awareness workshops, and Criminal Law Updates.

Applied Research

Faculty and student activities in applied research provide an important opportunity to assess academic research training and scientific knowledge and information in a real world context. Faculty participate in a large number of individual and cooperative research efforts in the community. This research provides knowledge which is brought back into the classroom and enhances the classroom experience. In response to students need, both the graduate programs in the School of Community Affairs (Criminal Justice and Gerontology) have an optional applied research course.

Community Service

One of the mandates of the School of Community Affairs is the commitment to community service. The faculty of the School serves on dozens of advisory boards, boards of directors, task forces, planning groups, commissions and related activities for public and not-for-profit agencies. Through involvement in these groups, the faculty receives informal evaluations of graduates' performance, direct contact with former students who are now in the workforce and detailed information about the needs and expectations of employers for graduates of the program.

Meeting Students Needs

The information from all of the sources mentioned above provides a comprehensive view of students and employer needs. Needs identification, however, is not beneficial unless actions are taken to meet the needs. While a detailed description of the curriculum is provided previously in this report, some examples of the responsiveness to student and employer needs are highlighted in the next paragraph.

One of the major needs identified by students is that the requirements for the various programs need to be clear and coherent and courses need to be offered at times and locations accessible to students, including online delivery. All of the programs in the School of Community Affairs have conducted major curriculum revisions with the goal of simplifying the programs' requirements and structure. Courses are offered in the evenings and weekends to meet the needs of working students. The School makes great effort to offer courses during pre-session terms based on the needs of the students. We recently began to offer Saturday courses and the feedback from students has been positive. Moreover, courses are offered each semester at both satellite campuses. In March of 2009, the SCA entered into an agreement with the Director of Satellite campuses to develop a Criminal Justice degree completion program at the west satellite campus in response to student demands. This will be launched in the fall 2010 semester. The Director of the satellite campuses has agreed to fund several adjunct instructor positions at the west satellite campus.

As noted previously, in response to the increased demand from students for additional online facilitated courses, the School of Community Affairs now offers the Gerontology graduate degree as a complete online degree. Furthermore, there are a number of criminal justice undergraduate and graduate courses that have been developed and subsequently facilitated either fully online or as a hybrid. The School of Community Affairs has been a leader in the Fairmount College of Liberal Arts and Sciences in the development of online course options for students. A listing of the Criminal Justice program's online courses is shown below.

Table 7: Criminal Justice Courses Offered Online

Undergraduate	Graduate Courses Only
CJ 191 Introduction to Criminal Justice ⁺	CJ 802 Quantitative Methods ⁺
CJ 392 Law Enforcement ⁺	CJ 893 Seminar in Applied Criminal Theory ⁺
CJ 593 Crime Causation & Criminal Justice policy ⁺	CJ 894 Pro-Seminar in Criminal Justice ⁺
CJ 515 Sex Crimes ⁺	CJ897 Advanced Research Methods [*]
CJ 518 Criminal Justice & Crime in Film ⁺	CJ 895 Seminar in Policing ⁺
CJ 641 Forensic Psychiatry ⁺	CJ 896 Seminar in Corrections ⁺
CJ 652 Juvenile Justice ⁺	CJ 853 Crime Prev. through Environmental Design [*]

⁺Facilitated fully online

^{*}Facilitated as hybrid

Employer Need for the Programs:

Criminal Justice

According to the U.S. Department of Labor (<http://www.dol.gov/>), job opportunities for Criminal Justice professionals are predicted to increase 13% by 2014. For example, judges, court clerks, police officers and criminal investigative positions, will experience a growth rate of 9 to 17 percent over this period. Private security professionals will see a significant growth rate of 18 to 26 percent. Career prospects for criminal justice professionals in the near future are excellent. The Bureau of Labor Statistics, U.S. Department of Labor, reported that probation officers and correctional treatment specialists held about 93,000 jobs in 2004. Most of these jobs were in State or local governments. As per the U.S. Department of Labor, in 2004 the median annual earnings of various occupations in the Criminal Justice field were as follows:

- Probation officers and correctional treatment specialists: \$39,600.
- Salaried private detectives and investigators: \$32,110
- Police and sheriff's patrol officers: \$45,210
- Police and detective supervisors: \$64,430
- Detectives and criminal investigators: \$53,990
- Correctional officers and detention personnel: \$33,600
- First-line supervisors/managers of correctional officers: \$44,720
- Court service officers (Bailiffs): \$33,870
- Security officers: \$20,320

We anticipate that both the undergraduate and graduate programs in Criminal Justice will continue to grow and be quite viable and sustainable for years to come because many criminal justice agencies (police, courts, corrections, probation and parole, juvenile services, etc) are increasingly requiring college course work in criminal justice to be considered for employment. Many organizations require the four year bachelor's degree in criminal justice for entry level positions. Likewise, a great many of our students use the BS in criminal justice as a pre-law degree. Criminal justice agencies are increasingly requiring the graduate degree in criminal justice for advancement.

Forensic Science

According to the Bureau of Labor Statistics, of all science technicians, forensic scientists currently earn the second highest annual salary (Bureau of Labor Statistics, www.bls.gov). In 2004 the average pay rate for a forensic scientist was \$19.73 per hour, or approximately \$41,000. The low ten percent of this scale earned around \$12.06 per hour - \$25,100 yearly. The highest ten percent earned around \$31.49 per hour - \$65,500 yearly. The pay range largely depends upon factors like type of specialty, years of experience, type of employment and location. The Bureau of Labor Statistics predicts that in the United States, the employment rate for forensic scientists is expected to grow steadily over the next decade. Current Nationwide trends estimate that job openings for forensic scientists will rise approximately 19 percent by 2012.

Gerontology

The US Department of Labor reports that careers in Gerontology are expected grow faster when compared with all other occupations (www.dol.gov). Salaries in Gerontology vary depending on the job type. For example, in 2009 the median income for a geriatric registered nurse was about \$57,037 annually, a geriatric social worker earned a salary between \$38,000 and \$48,759, and a geriatric program administrator earns about \$70,000 annually. The aging of the population will be of the major social and business issues of the 21st century. According to the Association for Gerontology in Higher Education (www.adhe.org), the types of careers available in gerontology include but are not limited to:

- Health promotion and designing intergenerational activities for older persons in senior centers, community agencies, or retirement communities.
- Providing direct care to frail, ill, or impaired older persons in hospitals, clinics, nursing homes, or through adult day care or home care programs.
- Counseling older persons and their families about issues of care giving, employment, death and dying, or mental health.
- Planning, administering, and evaluating community-based services and service delivery systems for older persons.
- Teaching careers - courses on aging to college and university students, health care professionals, and older adults.
- Advocating with or on behalf of older persons before legislative bodies or in institutional settings.
- Geriatric consultant - advising business, industry, labor regarding older workers and consumers.

6. A statement that describes the service the program provides to the discipline, other programs at the university; the metropolitan area or Kansas, or other matters as appropriate.

Criminal Justice (BS & MA)

Reflecting its interdisciplinary nature, the School of Community Affairs has an extensive variety of service initiatives and activities. Several initiatives intensify outreach to the local and regional criminal justice community. The Midwest Criminal Justice Institute (MCJI), founded in 1997, uses known criminal justice experts to conduct periodic professional education workshops for corrections, courts, and law enforcement personnel.

A second Criminal Justice initiative is the Regional Community Policing Training Institute (RCPTI), funded by the U.S. Department of Justice's Office of Policing Services. The RCPTI provides community policing training and technical assistance to law enforcement agencies, and community prevention organizations in Kansas and Nebraska, with special emphasis on rural agencies. It is a partnership with the Wichita Police Department, the Wichita Crime Commission, the Kansas Association of Chiefs of Police, the Lincoln and Norfolk, Nebraska Police Departments, and the law enforcement training centers in both states.

Criminal justice faculty engage in contract research (much of this research is evaluative) for a wide variety of criminal justice agencies. A few of these agencies include the Metropolitan Family Preservation Agency, the Juvenile Justice Authority, the Kansas Department of Corrections, Sedgwick County Department of Corrections, the Sedgwick County Sheriff's Department, and various treatment modalities in juvenile justice.

Faculty members are very involved in their respective disciplines. For example, Criminal Justice faculty advance their discipline through nationally competitive grants and service in journal editorial roles. Faculty enjoy visible statewide positions, including the Juvenile Justice Task Force, Crime Stoppers, the Sedgwick County Regional Forensic Science Center Advisory Board, and the Kansas Coalition against the Death Penalty, plus serving on other public and non-profit boards and commissions. Faculty members are active in their national professional associations, with some in leadership capacities, and are in demand by the state and local media. Since university governance depends upon faculty involvement, the School of Community Affairs has a strong history of providing key representatives to critical committees at the college and university levels. Faculty routinely serves on personnel selection committees for the Wichita Police Department, the Sedgwick County Sheriff's Department as well as serving on grievance boards for the City of Wichita. Likewise, one faculty member writes and validates all promotional exams for the Topeka, Kansas Police Department. Criminal Justice faculty have been invited to testify before the Kansas Senate on a variety of criminal justice issues.

The Criminal Justice program contributes significantly to the university's general education program. For example, "CJ191 - Introduction to Criminal Justice" is a general studies course which draws a large number of students each semester from various academic majors. We typically offer seven sections of Introduction to Criminal Justice (CJ 191) each semester. Let me provide one example of the contribution the curriculum makes to the larger university. Recall that CJ191 is offered as a general education-further studies course, during the fall 2009 semester, the largest enrolled section of CJ191 had 62 enrolled students, 52 (84%) of these students, were non-criminal justice majors. Each semester on average, 300 students enroll in CJ191 sections. Of these, over 60% are non-criminal justice majors.

Forensic Science (BS)

The Forensic Science program contributes to several other programs within the university. The Forensic Science program is a multidisciplinary approach with the departments of chemistry, biology, anthropology, and psychology. Forensic science students are required to successfully complete course work in these disciplines. The GTA assigned to the Forensic Science program is retained from the chemistry department and is shared between the Forensic Science program and the Chemistry department. Moreover, the Director of the Sedgwick County Forensic Science Center is involved in academic program operations (teaching and curriculum review).

Gerontology (MA)

Because the Gerontology program involves the study of biological, psychological, and sociological phenomena associated with aging, we think it contributes significantly to a wide variety of other programs within the university. A few of these programs include criminal justice, biology, nursing, sociology, exercise sciences, and psychology. Students from these academic majors routinely enroll in courses offered in the gerontology program. According to Dr. David McDonald (Associate Provost for Research) the Regional Institute on Aging is a key piece of the university's evolving global research plan. The gerontology program is a natural complement the Regional Institute on Aging and to the university's global research plan.

The gerontology program faculty (Dr. Nicole Rogers) is involved in consultation and applied research with a host of community organizations including the Sedgwick County Department on Aging and several geriatric residential facilities within the Wichita metropolitan area. In 2008, Dr. Rogers' was selected to participate in National Institute on Aging Grants Technical Assistance Workshop, Sponsored by The National Institutes of Health, Department of Health & Human Services. Since 2005, faculty served as elected officers and committee members of national and regional professional organizations.

7. Assessment of the program's cost effectiveness as measured by such matter as cost per credit hour, peer comparisons, and other indicators.

Enrollment Trends

Student majors in the BS in Criminal Justice program has fluctuated slightly over the past five years. We anticipate enrolled majors to increase with enhanced targeted recruitment and as we develop additional online course offerings.

Table 8: Student Enrollment: BS Criminal Justice (includes Freshman/Sophomores)

	FY 2005	FY 2006	FY 2007	FY 2008	FY2009	5 Yr. Avg.
Majors	481	428	420	394	369	418.4
Degrees Conferred	99	95	83	72	66	83

The MA degree in criminal justice has experienced steady growth during the past few years. The difference between enrolled majors from FY 2005 and 2009 is a 69% increase. We anticipate this growth trend to continue due to continued online course offerings and marketing and recruitment strategies.

Table 9: Student Enrollment: MA Criminal Justice

	FY 2005	FY 2006	FY 2007	FY 2008	FY2009	5 Yr. Avg.
Majors	36	27	27	33	52	35
Degree Conferred	11	21	12	15	20	15.8

Student enrollment in the MA in Gerontology program has remained steady during the past five years. This is in spite of the fact that the program is currently staffed by one fulltime tenure track assistant professor. The difference between enrolled majors from FY2005 and FY2009 is a 70% increase.

Table 10: Student Enrollment: MA Gerontology

	FY 2005	FY 2006	FY 2007	FY 2008	FY2009	5 Yr. Avg.
Majors	12	21	18	24	17	18.4
Degrees Conferred	2	3	5	4	9	4.6

Student enrollment in the Bachelor of Science in Forensic Science program has grown at a steady pace since its inception in 2007. We anticipate this program to grow in the coming years. Enhanced marketing and recruitment strategies are being currently being developed by the Forensic Science program coordinator.

Table 11: Student Enrollment: BS Forensic Science (Includes Freshman/Sophomores)

	FY 2005	FY 2006	FY 2007	FY 2008	FY2009	3 Yr. Avg.
Majors	---	---	19	42	55	38.6
Degrees Conferred	---	---	2	6	3	3.6

The Ethic Studies program offers the field the major and supports the University's general education program. Examining data pertaining to field majors, the ethic studies program has declined over the past five years. The difference between FY2005 and FY2009 is a 56.5% decrease in field majors. This is most likely due to the fact that the field major is facilitated by one full time faculty member and two adjuncts that teach part time.

Table 12: Student Enrollment: Field Major Ethnic Studies

	FY 2005	FY 2006	FY 2007	FY 2008	FY2009	5 Yr. Avg.
Field Majors	23	18	13	7	10	14.2
Degrees Conferred	5	4	3	0	3	15

Full Time Employee (FTE) per Student Credit Hour (SCH) Ratio

Overall, FTEs reflect an efficient School. Based on data from WSU Office of Institutional Research, tenured/tenure eligible faculty is generating an average of 2,447 credit hours annually (five year average). The SCH/FTE ratio indicates that a single tenured/tenured track faculty member averages 249 credit hours (five year average). Student credit hours per other instructional faculty reveal that an average of 328 credit hours is generated by other instructional faculty. Combining all SCH generated by both tenured/tenure track and other instructional faculty, there is an average of 272 credit hours are being generated per instructor. The SCA total credit hour production is 10,635 per fiscal year (five year average). These

numbers reflect that the School of Community Affairs is operating in a highly efficient and cost-effective manner.

School of Community Affairs Other Operating Expense Budget

The SCA is resourceful and efficient in accomplishing degree program objectives. The SCA's 12 month OOE budget for FY2009-2010 is \$38,735, or \$3,227 per month.

Summary

The credit hour production of the SCA is 10,635 per FY year based on the past five year average. This is remarkable in light of the fact that the School currently has four full time faculty positions that are vacant. In essence, the School is operating with 10 full time faculty members, this is inclusive of the visiting professor of Criminal Justice and two Criminal Justice faculty that are on phased retirement with reduced teaching assignments. The ability to maintain a fairly stable level of enrollment as well as a high level of credit hour production is impressive. Equally impressive is the School's ability to procure nearly \$3,000,000 in external funding just since 2005. Likewise, the recent national ranking of the Criminal Justice program in the area of published books exemplifies a productive faculty. It appears that the faculty is providing a program of high quality that facilitates an effective teaching-learning transaction. It is also encouraging that the Director of the satellite campuses has selected the BS Criminal Justice program as a program that she wishes to invest resources in order to offer a degree completion in criminal justice at the west campus. In all, the School of Community Affairs faculty serves on average 523 student majors, and produces an average of 10,635 credit hours each fiscal year on an average annual operating expenditures budget of \$40,973. This suggests that the School of Community Affairs is a cost effective program.