

FY2012 DEPARTMENTAL ANNUAL REPORT OF CONTINUOUS IMPROVEMENT

Department of Justice Studies Fort Hays State University

I. DEPARTMENTAL OVERVIEW

A. Departmental Mission and Vision Statements

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

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

B. Departmental Goals, Objectives, and Strategic Priorities

Goals:

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

Scope, Function, & Objectives:

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

Priorities:

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

Priority of a Public Service and Public Interest Component

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

Priority of a Liberal Arts Tradition

FHSU is charged with the mission of providing a broad, liberal arts education to its constituents. This is of particular concern to the development of the program, in that, unlike many other more traditional academic disciplines, criminal justice programs are forced to make philosophical judgments regarding the focus of their curriculums. In this instance, the decision was consciously made to develop a program built upon the liberal arts tradition, utilizing an interdisciplinary framework in order to remain consistent with the broader university mission. The program, aside from its core faculty, makes use of philosophy, political science and psychology faculty and courses as supplements and cognates. This approach is in addition to the university mandated 55 credit hour general education component.

Priority of Research Oriented Faculty and Students

FHSU is charged with the mission of providing the students and faculty who are actively engaged in expanding the body of knowledge in their respective fields, through the course of their own independent research activities, thus creating an environment whereby the students are equally inquisitive in their approach to their field and beyond. During the AY 2011-2012, the core of the Department of Justice Studies includes four full-time faculty members, with a fifth position coming on board for AY 2012-2013. One of the four members holds the terminal degree (Ph.D.) in the field, while one other is engaged in various stages of their doctorate. Most core faculty members enjoy active and on-going publication records, present regularly at conferences, and are involved in various consulting and business ventures. Justice Studies also contracts with nine (9) well-qualified adjunct faculty members to assist with delivering the online degree programs.

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

C. Department Productivity and Distinctive Accomplishments

- Professor Tammy Lynn presented two (2) papers at a competitive international social science convention;
- Dr. Raacke presented four (4) papers at regional and national conferences with undergraduate students;
- Dr. Raacke was a co-author with members of the psychology department on a successful URE grant;
- Professor Kenton Russell has successfully completed a defensive tactics program which he delivers to various entities in the Hays community at request, utilizing a number of our undergraduate students;
- Professor Tammy Lynn is making good progress in her doctoral program in sociology (criminology) at Kansas State University;
- The department set a record for undergraduate majors and total credit hour production this past academic year with increases of 16% and 8.5% respectively;
- The department set a record for service hours through the two (2) departmental clubs;
- The department will be adding a two (2) new full-time faculty member next year to fill vacancies that developed this year, Dr. Darrell Hamlin & Mrs. April Terry.

The Justice Studies Program saw continued growth in majors. The program now serves over 355 JUS majors and over 30 MLS students with only five (5) full-time faculty members and nine (9) adjunct professors.

II. DEPARTMENTAL PERFORMANCE METRICS

A. Department Performance Indicators

Key Performance Indicator	FY2008	FY2009	FY2010	FY2011	FY2012
Freshmen [20 TH DAY FALL SEMESTER, HEADCOUNT]	19	20	21	36	48
Transfer Students [20 TH DAY FALL SEMESTER, HEADCOUNT]	30	30	42	42	53
Undergraduate (first majors/second majors) [20 TH DAY FALL SEMESTER, HEADCOUNT OF FIRST MAJORS, HEADCOUNT OF SECOND MAJORS]	210/5	220/4	245/5	309/6	359/4
MLS Majors [20 TH DAY FALL SEMESTER, HEADCOUNT OF ADVISEES WITH 120-4901]	27	30	31	33	33
Major Retention [20 TH DAY FALL SEMESTER, PERCENT OF MAJORS RETURNING]	52.70%	58.54%	59.53%	61.57%	58.94%
Undergraduate Student Credit Hours [TOTAL UNDERGRAD SCH]	3040	3275	4298	5083	5515
Graduate Student Credit Hours [TOTAL GRAD SCH]	195	269	389	335	405
Tenured or Tenure-track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	1	1	1	1
Non Tenure-Track Faculty (Headcount) [FTE OCCUPIED FROM POSITION CONTROL]	2	3	3	3	3
Other Faculty (Headcount/Sections Taught) [OTHER FACULTY AT 4 SECTIONS = 1 FTE FORMULA; INCLUDE NUMBER OF FTE AND SECTIONS TAUGHT]					0 Adj: 9 Sec: 31
Undergraduate Degrees [UNDERGRAD DEGREES AWARDED]	38	53	49	53	57
MLS Degrees [MLS DEGREES AWARDED BASED ON 120-4901 ADVISEES IN DEPT]	9	10	10	9	15
Briefly note 2-3 improvements over the last year prompted from the above enrollment indicators. • Increase in both the SCH & Undergraduate majors. • Increase in the number of graduates with BS & MLS degrees. • The need to hire more tenure track full time faculty.					
Number of books, book chapters, and refereed articles published [TOTAL NUMBER PUBLISHED]	2	1	1	1	4
Percent of faculty publishing refereed books, chapters, or articles	50	25	25	25	25

Key Performance Indicator	FY2008	FY2009	FY2010	FY2011	FY2012
[PERCENT OF FACULTY PUBLISHING FOR FY2008 (FACULTY PUBLISHING/TOTAL FACULTY)]					
Number of non-refereed articles and presentations [TOTAL NUMBER COMPLETED]	5	4	6	2	8
Percent of faculty publishing non-refereed articles or presentations [PERCENT OF FACULTY COMPLETING (FACULTY PUBLISHING/TOTAL FACULTY)]	50	50	100	50	50
Number of scholarly performances and other creative activities [TOTAL NUMBER OF CREATIVE PERFORMANCES]	8	10	8	10	13
Percent of faculty in scholarly performances or other creative activities [PERCENT OF FACULTY IN CREATIVE SCHOLARSHIP (FACULTY PERFORMING CREATIVE ACTIVITY/ TOTAL FACULTY)]	100	100	100	100	100
Total number of external grant applications submitted/percent of faculty submitting [TOTAL NUMBER OF EXTERNAL GRANT APPLICATIONS/PERCENT FUNDED]	0/0	0/0	1/25%	1/25%	0/0
Total number of funded external grants/percent of faculty funded [DOLLAR AMOUNT OF EXTERNAL GRANT APPLICATIONS, PERCENT OF FACULTY FUNDED]	0/0	0/0	1/25%	1/25%	0/0
Total number students successfully completing an undergraduate research/creative project [TOTAL NUMBER OF UNDERGRAD STUDENTS COMPLETING, CONTRIBUTING TO, OR PRESENTING A CREATIVE OR SCHOLARLY PROJECT]					0
Briefly note 2-3 improvements over the last year prompted from the above scholarly/creative activities indicators. - The department recognized the need for senior faculty members to include less scholarly-productive members in their research and presentations. - The department recognizes the need to increase student participation in research/creative projects.					
[NOTE: Each department MUST report at least two direct measures of student learning outcomes and two indirect measures. Examples of direct measures include: first-time pass rate or average scores on standard exit exam, number of students successfully completing reviewed portfolios. Indirect measures would include student satisfaction, alumni and employer data, or any other perception based data.]					
Direct Outcome 1 Percentage of students successfully completing the capstone course (A, B or C)	94.7%	93.8%	95.2%	97.2%	87.8
Direct Outcome 2 Percentage of students receiving a satisfactory score on the graduating senior exit examination (P/F).				100%	NA
Indirect Indicator 1 Percentage of graduating seniors satisfied with the				96.2%	NA

Key Performance Indicator	FY2008	FY2009	FY2010	FY2011	FY2012
academic experience in the department.					
Indirect Indicator 2 Percentage of employers on the departmental advisory board satisfied with graduate knowledge base.		100%	100%	100%	NA
Dept senior students' Level of Academic Challenge [FHSU LAC SCORE, DEPT LAC SCORE]		54.65 53.76	55.9 56.69	56.4 60.53	56.2 54.29
Dept senior students' Active and Collaborative Learning [FHSU ACL SCORE, DEPT ACL SCORE]		45.34 34.86	46.1 34.21	43.9 36.71	44.5 42.03
Dept senior students' Student-Faculty Interaction [FHSU SFI SCORE, DEPT SFI SCORE, N, %]		45.34 42.56	41.0 35.06	38.5 35.99	38.4 43.33
Dept senior students' Enriching Educational Experiences [FHSU EEE SCORE, DEPT EEE SCORE, N, %]		34.72 35.16	34.0 36.98	32.9 34.91	32.7 35.07
Dept senior students' Supportive Campus Environment [FHSU SCE SCORE, DEPT SCE SCORE, N, %]		59.57 65.81	60.3 58.81	60.8 55.27	59.8 63.10
Number of NSSE participants [NUMBER OF DEPT SR STUDENTS, PERCENT]		14 17.1%	29 46.8%	26 36.6%	13 14.94%
Briefly note 2-3 improvements over the last year prompted from the above student learning/engagement indicators. - An increase in academic rigor in regards to the capstone course. - An increased level of faculty-student interaction in extra-curricular activities					
[NOTE: Departments may pick up to three key performance indicators they currently measure but are not captured above. These measures could be used to track departmental results on specific yearly goals. Examples might include: number of SRPs attended, number of new freshmen contacted. (These will vary by department based on goals.)]					
Outcome/Indicator 1 Percentage of SRP's attended by departmental faculty.				100%	100%
Outcome/Indicator 2 Number of New Freshmen Contacted					545
Outcome/Indicator 3 Number of service hours by students in departmental clubs				199	271
Briefly note 2-3 improvements over the last year prompted from the above indicators. - Improved marketing for program and freshmen recruitment procedures. - Increase in the number of student service hours to the community.					

C. Department Quality Initiatives and Results

FY2012 Quality Initiatives	Results
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Improved Academic Rigor	The department worked to increase academic rigor within courses. This process is still ongoing and will be further developed in the AY 2013.
Re-Development of Capstone Course – JUS 400	Given the lack of direction and rigor within the capstone course, Professor Lynn and Dr. Raacke are working to provide a complete capstone experience for the students. Outcome results are expected in AY 2013.

FY2013 Quality Initiatives	Responsible Party, Resources, and Plan
Re-Development of the Undergraduate Curriculum	RESPONSIBLE PARTY: Department RESOURCES REQUIRED: Support from upper administration SPECIFIC MEASUREMENT: Successful development and offering of courses IMPLEMENTATION PLAN: New curriculum developed and approved for Fall 2014
Re-Development of the Graduate MLS curriculum	[RESPONSIBLE PARTY: Department RESOURCES REQUIRED: Support from upper administration & graduate school SPECIFIC MEASUREMENT: Successful development and offering of courses IMPLEMENTATION PLAN: New curriculum developed and approved for Fall 2014

D. Institutional Quality Results

FY2012 University Initiatives	Department Activities/Results
Increase access and retention for Hispanic students	Develop, utilizing work study students and a graduate assistant, a marketing campaign directly targeting the SW corridor.
Increase the quantity and quality of K-12 teachers educated	N/A
Improve undergraduate students' foundational skills	Redesigning undergraduate curriculum to be more reflective of the need for enhanced writing skills.
Enhance physical wellness of students, faculty, and staff	Participated in defensive tactics seminar training.
Internationalize the campus and curriculum	Continuing to integrate JUS 310: Comparative Justice Systems into both the on-campus and off-campus curricula.

III. FY2010 STRATEGY AND OPPORTUNITIES FOR IMPROVEMENT

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

During the upcoming 2013AY, the department will be going through the strategic planning process. This process will include developing a 5 year plan for the department as well as include a re-development of the undergraduate and graduate majors.

Current Strengths	Current Needs
• Hard-working core/adjunct faculty • Strong major headcounts & SCH (Virtual College/On-campus) • Growth in headcounts & SCH (Virtual College) • Cohesive unit via office spacing and student rapport. • Improvement of quality control from previous years (academic rigor, student service/availability) • High employment placement upon graduation • Satisfies mission/priority statements of the university • Active engagement in developmental projects meant to advance the scope, stature, and size of the program, ensuring its role as a leader amongst academic programs at FHSU and beyond.	• Student-faculty ratios are critically inflated; need 6th slot for better class size, advising loads, and human resource needs to complete development projects • Advising loads of core faculty are critically inflated • Critical lack of OOE support • 75% of Justice Studies core faculty not tenured or tenure-track, and only 25% terminally degreed • Research agendas and outputs meet standard but are weak in sum given the larger teaching load requirements to sustain an effective on and off-campus degree program
Future Opportunities	Future Threats
• Re-Development of undergraduate program • Re-Development of MLS program • Additional assessment instrument (entrance and exit course portfolios) • Additional assessment instrument (electronically-delivered programs) • Virtual College course developments (and re-developments) • Increased support and base of criminal justice practitioners for in-service training workshops • Continued creation of victim advocacy emphasis. • Continued support for Service Learning initiative	• Student-faculty ratio (heavy teaching loads) • Growth in VC SCH and majors with no resources to meet or sustain growth • An expectation from administration to do more than what is currently being accomplished in the department.

B. Opportunities for Improvement

Opportunity for Improvement	Resources Required	Expected Result and Completion Date
Development of better departmental assessment plans	Nothing that cannot be self-funded by the department.	Development in Fall 2012, implementation in Spring 2013
Re-Development of VC courses	Re-development funds provided by VC and Provost	Partial Completion by Fall 2013
Development of MS program To coexist or replace the MLS program	A 6 th full time tenure track faculty member	Development during AY 2014-2015, Implementation Fall 2015

IV. SUPPORTING MATERIALS**A. Department Degree Program Affinity Diagram(s)**

[Contained in Appendix A](#)

B. Department Staffing Plan

[Contained in Appendix B](#)

C. Bibliography of Departmental Scholarly Activity

[Contained in Appendix C](#)

D. Department Program Assessment Results

[Not Included due to insufficient data and assessment plan.](#)

Appendix A: Department Affinity Diagrams for BS/BA in Justice Studies

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
1. Justice majors will be <i>knowledgeable</i> .	1.1 Majors will characterize the nature of criminal justice as a discipline. 1.2 Majors will demonstrate a working understanding of the theoretical, methodological and applicable skill bases within justice. 1.3 Majors will illustrate appropriate breadth and depth in selected content areas of justice	Under Going Re-Development	Under Going Development		
2. Justice majors will be <i>communicative</i> .	2.1 Majors will communicate effectively, in oral and written form their understanding of justice issues. 2.2 Majors will demonstrate knowledge and proficiency about current and future technological impacts across the criminal justice spectrum.	Under Going Re-Development	Under Going Development		
3. Justice majors will be <i>ethical</i> .	3.1 Majors will integrate constitutional due process guarantees with the practice of law enforcement, prosecution, and corrections. 3.2 Majors will know, understand, and follow the primary code of ethics for	Under Going Re-Development	Under Going Development		

Characteristics of BA/BS Graduates	Learner Outcomes	Curriculum	Assessment Methods	Results	Action
	those employed in the criminal justice system				
4. Justice majors will be <i>critical thinkers</i> .	4.1 Majors will recognize, develop, defend, and criticize arguments and appeals in respect to crime and justice issues. 4.2 Majors will understand an integrated view of crime and criminal justice systems and how the components interact/intersect to provide coordinated justice administration.	Under Going Re-Development	Under Going Development		
5. Justice majors will be <i>global citizens</i> .	5.1 Majors will apply learned terminology and theory to real-world situations that both relate to and beyond the fields of criminology and criminal justice. 5.2 Majors will relate ethically and sensitively with people of diverse background with respect to civic, social, and global responsibilities. 5.3 Majors will describe preferred career paths based on accurate self assessment of abilities, achievement, motivation and work habits.	Under Going Re-Development	Under Going Development		

Appendix B: Department Staffing Plan
(Projected-AY 2012-2013)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Anticipated Department Needs	Faculty Member	Future Faculty Expertise Needed	Retirement (Birthdate)	Assigned Instructional FTE's	Rank Current Date	Degree Completed	Track
Generalist, Justice Systems	Hamlin, Darrell	Generalist, Justice Systems		1	Assistant	PhD	Tenure-track
Gender Issues, Corrections, Victim Advocacy	Lynn, Tamara	Gender Issues, Corrections, Victim Advocacy		1	Instructor	MS	Tenure-track
Research Methods, Criminal/Psychological Profiling	Raacke, John	Research Methods, Criminal/Psychological Profiling		1	Assistant	PhD	Tenure-track
Law Enforcement, Defensive Tactics	Russell, Kenton	Law Enforcement, Defensive Tactics		1	Instructor	MS	Tenure-track
Rehabilitation, Prevention, Juvenile Delinquency	Terry, April	Rehabilitation, Prevention, Juvenile Delinquency		1	Instructor	MS	Tenure-track
Law Administration, Legal, Court Systems	TBD	Law Administration, Legal, Court Systems		1			

Appendix C: Bibliography of Departmental Scholarly Activity

Books, Book Chapters, and Referred Articles Published

- Bonds-Raacke, J. M., & **Raacke, J. D.** (2012, 2nd quarter). *What you need to know: An insider's look at graduate studies*. NOVA Science.
- Bonds-Raacke, J. M., & **Raacke, J. D.** (2012; fall 2011 adoptions). *Research methods: Are you equipped?* Upper Saddle River, NJ: Prentice Hall/Pearson. [Research Methods Textbook]
- Bonds-Raacke, J. M., & **Raacke, J. D.** (2011). Examining the relationship between degree of religiousness and attitudes toward elderly sexual activity in undergraduate college students. *College Student Journal*, 45, 134-142.
- **Raacke, J. D.**, & Bonds-Raacke, J. M. (2011). An investigation of the dimensions of SMS communication use by college students. *Individual Difference Research*, 9, 210-218.

Non-refereed Articles and Presentations

- Bonds-Raacke, J. M., & **Raacke, J. D.** (May 2011). *Speaking about... Research Methods*. Webinar for Pearson Publishing. (50 attendees)
- Burns, S. R., Bonds-Raacke, J. M., **Raacke, J. D.**, & Williams, C. (2011). *What you need to know about undergraduate research in psychology*. Panel presentation at KSU Department of Psychology's 60 Anniversary, Manhattan, KS.
- **Raacke, J. D.**, & Bonds-Raacke, J. M. (2011). *Using social networking sites: How Facebook usage is impacting us*. Presented at Science Café, Hays, Ks.
- **Raacke, J. D.**, & Bonds-Raacke, J. M. (2011). *Adjusting to college: How social networking sites are impacting students*. Presented at the Association for Psychological Science National Convention, Washington, DC.
- **Raacke, J.D.**, & Bonds-Raacke, J. M. (2012). *Dual career couples*. Invited presentation at APA workshop on dual career couples. Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.
- **Raacke, J. D.**, Bonds-Raacke, J. M., Mabrey, M., Whitaker, K., Drum, J., & Ostmeier, T. (2012). *Exploring aggressive communication styles and Facebook usage*. Presented at Southwestern Psychological Association Annual Convention, Oklahoma City, OK.

Scholarly Performances and Other Creative Activities

Student Sponsored Presentation:

- Olsen, A. (2011). *The great escape*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Dr. Raacke**.
- Ostmeier, T., Mabrey, M., Schnake, K., Drum, J., & Whitaker K. (2011). *Examining the relationship between Facebook usage and methods of grieving*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Drs. Raacke, Bonds-Raacke, Park, and Herrman**.
- Whitaker, K., Mabrey, M., & Ostmeier, T. (2011). *The value of first year undergraduate attendance and participation at research conferences*. Presented at Psychological and Educational Research in Kansas (PERK) Annual Conference, Hays, KS. Student researcher sponsored by **Drs. Raacke & Bonds-Raacke**.

Seminars and Invited Talks on Defensive Tactics & Self-Defense Seminars:

- Healey
- FHSU
- FHSU Soccer Team
- Colby Community College
- Victoria High School
- Salina High School

Other Activities:

- **Raacke, J.D.** (2011-2012). *Reviewing activities*.
- **Raacke, J.D.** (2011-2012). *Judging activities*.
- **Raacke, J.D.** (2011-2012). *Managing Editor of JPI responsibilities*.
- **Park, J., Bonds-Raacke, J. M., & Raacke, J. D.** (2011-2012). *Grant funded through URE*.