Department of Criminal Justice
Weber State University
Graduate Program

Program Review Evaluation Team Report

Introduction

The Master of Criminal Justice (MCJ) program is a fully online graduate degree that requires students to complete 36 semester hours with an overall minimum GPA of 3.0. The courses reflect traditional criminal justice offerings designed to develop critical thinking, strong analytical skills, and effective communication. The current marketing campaign targets potential applicants nationwide. The Graduate Program Director is Dr. Bruce Bayley, who coordinated the site visit by the external review team. This report reflects the first external review of the MCJ program delivered in an online format.

The Program Review Evaluation Team for the MCJ program at WSU consisted of Dr. Yvette Farmer (Division of Criminal Justice) at California State University, Sacramento, Dr. Don Davies (Department of Chemistry) and Dr. Greg Lewis (Department of History) from Weber State University, and Lt. Lane Findlay from the We   . The comments offered in this report are based upon a review of program materials (e.g., department self-study) and meetings with faculty, the Dean, and resource support staff. The following self-study criteria or standards (A-G) will be mentioned in relation to: program strengths, program challenges, program weaknesses, and team recommendations for the program.

A. *Mission Statement*   The mission statement clearly reflects the program an educational experience that encompasses both theory and practice to future leaders within the criminal justice system.

B. *Curriculum*   The course offerings cover the areas suggested by the Academy of Criminal Justice Sciences, including: Administration of Justice, Corrections, Criminological Theory, Law Adjudication, Law Enforcement, and Research and Analytic Methods.

C. *Student Learning Outcomes and Assessment*   The faculty have engaged in discussions related to the assessment of student outcomes, the development of an action plan, and they are currently in the process of collecting data about their four core courses. They are also planning to conduct an exit survey with their MCJ graduates.

D. *Academic Advising*   Students are advised using a variety of formats, including: electronic messages, phone conversations, and face-to-face meetings. Although the faculty are not aware of any advising concerns, they are planning to assess the effectiveness of their advising strategy as part of their program assessment efforts in the future.

E. *Faculty*   The full-time tenured/tenure track faculty have obtained doctorate-level degrees within their respective fields. Their collective education reflects various disciplinary training experiences and they are actively involved in scholarship. They are currently adjusting to the new online delivery format of their courses and most of the faculty have completed the WSU Master of Online Certification (MOTC) training.

F. *Support (Staff, Administration, Facilities, Equipment, and Library)*   The MCJ program receives administrative support from the department secretary, Faye Medd. She was not

initially hired to perform the graduate program duties, but assumed the tasks when another position was eliminated. The program also receives support from Dean Harrold, who has provided an adequate budget to market the program and has encouraged faculty throughout the transition to an online delivery format. The MCJ faculty also receive support from the library and the Information Technology (IT) staff.

G. *Relationships with External Communities*   A number of MCJ faculty serve on community boards or work as consultants in law enforcement and corrections.

Program Strengths

Program

The review team identified faculty consensus re: the improvement in the graduate program over

2-Explore the appropriate curriculum for the target audience; a traditional curriculum may not attract target students (e.g., law enforcement) that may be looking to learn more cutting-edge policing techniques;

3-Explore ways to make the curriculum more interactive (e.g., use video conferencing tools to approximate a more traditional classroom environment) since both students and faculty indicated that they enjoy such interaction;

4-Explore the possibility of compensating the department secretary for the additional graduate program duties