

University of Wisconsin – Superior Human Behavior, Justice, and Diversity Department Academic Program Review

Executive Summary

Summarize the main findings for this Department, associated with successful completion of the APR process. Describe this in terms of current departmental strengths, weaknesses, opportunities, and challenges for future planning.

LEGAL STUDIES & CRIMINAL JUSTICE PROGRAM NOTE: This is the first APR review that this program has participated in. The last time History, Politics and Society had a program review, the Legal Studies, Political Science and Criminal Justice programs were split from the HPS department just prior to the APR review. PLJ Department (Political Science, Legal Studies and Criminal Justice) existed for about 4 years and then Political Science transitioned into Social Inquiry and Legal Studies/Criminal Justice transitioned into HBJD. At the time of transition into HBJD, the APR review was just completing and since LSTU/CJUS was a brand new addition, we were not substantively included in the APR review of seven years ago. This is the first APR report the program has completed.

I. Mission and Program Goals

A. Provide your program's mission statement.

INTRODUCTION: The Legal Studies and Criminal Justice program has not operated with a specific mission statement for the past seven years. Historically, the program acted on a divided basis with Legal Studies and Criminal Justice operating on separate, but parallel pathways. As a result of curriculum streamlining and integration, the development of LSTU CJUS Learning Outcomes and deliberate strategic planning around an integrated program, the Legal Studies and Criminal Justice program is operating in an integrated way on budget, curriculum, staffing and strategic planning. In 2014-2015, through the PPP process, the program refined its sense of mission. In Summer 2016, the program members created a new mission, vision and values statement that reflects the lessons learned through PPP and the opportunity to re-think our primary purpose. The new mission, vision and values were reviewed and approved by the LSTU CJUS Advisory Committee and members of the LSTU/CJUS Program on July 28, 2016 and includes the following specifics:

MISSION STATEMENT: "As the premiere and only four year Legal Studies and Criminal Justice Program in the Northland region, we are dedicated to preparing students for careers and advanced studies in the areas of law, criminal justice, and beyond. The program recognizes the inherent value of a liberal arts education combined with quality pre-professional and professional education. Through both applied and theoretical knowledge in Humanities and Social Science, we help our students think critically, communicate clearly, read and understand texts, appreciate multiple perspectives, and recognize their responsibility as public service professionals and

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citizens of this world. The program is committed to intentional community engagement and transformative learning experiences with real world application for our students.”

VISION STATEMENT: “The Legal Studies and Criminal Justice Program is a program that transforms learners, engages the community and links our program members to the real world concerns, opportunities and issues of our time related to law and justice.”

VALUES STATEMENT: “The Legal Studies and Criminal Justice Program is committed to academic excellence and compassionate engagement with an emphasis on student-focused learning, intellectual and personal development, continuous growth and improvement, inclusivity, community partnerships, citizenship awareness and the practice of public service in our communities.”

These mission, vision and values program statements were deliberately crafted with the UWS Mission Statement in mind:

"The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention, embodies respect for diverse cultures and multiple voices, and engages the community and region." (Approved by the University of Wisconsin Board of Regents, Feb. 2015)

B. Describe how the program mission is aligned with the mission, vision, values and strategic priorities of the department and university.

There are no HBJD mission, vision, values and strategic priorities.

The Legal Studies and Criminal Justice Program aligns with the university mission by embracing the importance of liberal arts linked with pre-professional and professional education. To this extent, the program mission embraces both intellectual growth and career preparation. Many other Legal Studies and Criminal Justice programs around the nation are solely professional oriented. UW-Superior’s LSTU and CJUS program integrates Humanities and Social Science curriculum to ensure that students are well grounded in liberal arts learning while preparing for successful careers. The program recognizes the important linkage between liberal arts and professional/career preparation. Although a large program (over 100 majors), the Legal Studies and Criminal Justice program strives to provide individual attention to each student in the major, the concentration and in the courses. The program’s curriculum provides specific coursework (such as LSTU 365 Race, Class, Gender and Law and CJUS 312 Gender, Crime and Justice) and embedded learning around diversity and multiple perspectives in almost every course. Several courses have integrated HIP’s work in Global Awareness (such as LSTU 268 ADR and LSTU 463 Comparative Law). The well established internship, Mock Trial and Academic Service Learning (AS-L) work with many regional justice and law partners within the program demonstrates a commitment to the community and region. All aspects of the university mission are integrated within the LSTU/CJUS mission and practice.

A uniqueness of the program is the careful integration of CCE (Center for Continuing Education and Extension) certificate options in Paralegal, Mediation/Conflict Resolution and Ethical Leadership (the only Legal Studies and Criminal Justice major in Wisconsin and the region to do this). This direct university partnership allows students the chance for high quality pre-professional training and education and reflects our commitment to career preparation.

The major, concentration and minors are also active in HIPs with Academic Service Learning (AS-L), global awareness, URSCA, Senior Experience and Writing Across the Curriculum (WAC) initiatives that are either fully integrated or in process throughout the curriculum. These experiences ensure high quality liberal arts learning experiences based on pedagogy research. The curriculum includes specific and embedded learning engagement with diversity in all its array. Students are encouraged to explore their own perspective as well as mutually understand and critically engage with alternative viewpoints. The program's Senior Experience is based on applied real-world capstone experiences in internships, independent research and applied learning in Mock Trial.

LSTU and CJUS has dozens of active community partnerships that provide high quality applied learning experiences in internships, Academic Service learning projects, URSCA research projects, independent research projects and community service. Community partners directly engage with LSTU CJUS students as guest speakers, mentors, coaches, Mock Trial judges. Members of LSTU and CJUS faculty are very engaged as community activists and partners in a wide range of topics including mediation, restorative justice, conflict resolution, domestic violence, sexual assault, diversity and a range of other initiatives. As a whole, Legal Studies and Criminal Justice has intra-program, inter-institutional, and community level collaborations that enhance the student learning experience.

The LSTU CJUS learning outcomes ensure that the program teaches students how to critically think, communicate well, explore multiple perspectives, understand texts and engage in public service. Taken as a whole, these outcomes ensure a well educated and prepared community member, scholar and professional in the law, regulatory and justice system in the future. All program outcomes have been mapped onto the University Learning Goals of Communication, Critical and Creative Thinking and Personal and Social Responsibility.

Finally, the LSTU/CJUS Program intentionally aligns with the Superior Vision 20/20 strategic plan. The newly approved program vision and values statements mirror the Superior Visions 20/20 plan. The program is deliberately working on Strategic Initiative I related to Student Experience by integrating experiential learning (1.1.1), HIPS in AS-L, Senior Experience, URSCA and WAC (1.1.2.), enhancing the already well established and student centered student organizations for co-curricular learning (1.2.1.), continuing the research and development of a Distance Learning LSTU major/CJUS minor on line (1.3.1), experimenting with innovative program delivery modalities with the CCE certificates (1.3.2), developing our one year old Legal Studies/Criminal Justice Advisory Group (1.4.1) and clarifying/strengthening the pathways into workforce and graduate/professional education

(1.4.2 and 1.4.3). Our program mission reflects our dual focus on advanced education (law school and graduate school) and successful career preparation and transition. In 2016, the program completed a complete community partnership inventory, thereby enhancing the possibilities of expanded internships and AS-L projects (2.1.2.). The LSTU/CJUS Program has long established community relationships for internships and field placements as well as the Mock Trial program that has produced over 15,000 of volunteer hours between area legal professionals and Mock Trial students over ten years. The program continues to build strong feeder program relationships with two year CJUS and law related institutions through articulation agreements (3.1.1 and 3.1.2) such as Lake Superior College, Fond Du Lac Community and Tribal College, Mesabi Range Technical College and others. The program is currently completing a marketing, recruitment and retention plan (3.1.5). Finally, the program works actively with University Advancement on fundraising opportunities to support programming (4.3.4). All recent development activity in the LSTU/CJUS Program has been focused on achieving maximum alignment with the strategic plan.

C. Describe how your program's activities are driven by the mission.

INTRODUCTION: The Legal Studies and Criminal Justice Program engages in various program activities such as curriculum review, curriculum design, learning programming, co-curricular activities, and community outreach. All new initiatives, curriculum changes and new programming are filtered through the program mission, values, vision and strategic goals of the program and the university. For example, there are many new good ideas that the LSTU CJUS Advisory Committee generated in 2015-2016 for the program to pursue including identifying more community partners, enhancing our internship experiences for students, and expanding the experiential learning aspects and HIPS practices of our curriculum. All of these ideas will be evaluated through the mission to determine relevance and priorities. Our program decision-making processes reflect mission in the following specific ways:

Careers and Advanced Studies

The Legal Studies and Criminal Justice Program is committed to preparing students for advanced education including law school and graduate school. The program averages 4-6 students successfully entering law school each academic year. The program generates 2-4 students going on to graduate school per year. The program provides one-to-one consultation through a LSAC registered Pre-Law Advisor (Dr. Cuzzo) and provides numerous opportunities to prepare for the LSAT examination and prepare other admission materials. The regional and national Mock Trial program provides students experiential learning opportunities to build real world advocacy skills. Students have access to participate in URSCA projects in 300 level courses in Legal Studies and we have had consistent participation in McNair and SURF programs with LSTU students. The program also offers research assistantships to students to work directly with faculty on research projects, thus preparing them for advanced education. We have a 95% admission rate to law school by our graduates. Once our students are admitted to law school, our alumni have a 96% completion rate of law school. Several of them have communicated back to UW-Superior that the Legal

Studies & Criminal Justice Program prepared them very well for early and consistent success in law school due to our curriculum and learning activities.

The Program is also committed to preparing students for careers in law, justice and regulatory fields. There has been a significant growth in regulation in classical law and justice fields (such as lawyers, paralegals, criminal justice professions, justice positions) but there is a new national trend of more regulation in the public and private sector as well. Legal Studies students are well prepared for positions in HR, Advocacy, Compliance, Risk Management, Banking, Insurance, Legal Journalism, and non-profit work. To prepare all of our majors for future career options, the LSTU 485/CJUS 491 Internship/Applied Learning experience has been enhanced to include more specific job preparation skills including resume preparation, mock interviews, cover letter writing, social media profiles, workplace organizational culture, generational differences and a host of other practical skills.

Three student organizations housed within the Legal Studies & Criminal Justice program provide additional career and advanced education preparation through their programming: Criminal Justice Student Association (CJSA), Pre-Law Society and Mock Trial.

Liberal arts and Pre-Professional Education in Curriculum

The LSTU CJUS curriculum is a deliberate mix of liberal education, multidisciplinary coursework, social science methods and pre-professional education. Some LSTU CJUS programs across the nation are solely pre-professional programs but we have long recognized that the liberal arts combination of multidisciplinary and classical studies enhances a student's understanding of complex issues and expands their worldview and embracing of multiple viewpoints. In the LSTU curriculum, students are exposed to theories of law through LSTU 354 Jurisprudence, the history of law in LSTU 333 Great Legal Trials, core foundational and perennial issues of law in LSTU 115 Law and Human Behavior, and diversity concepts in LSTU 365 Race, Class, Gender and Law. The students are also exposed to real world professional skills such as advocacy and argumentation (LSTU 261 Contemporary Issues of Law and Society), alternative dispute resolution (LSTU 268 ADR), and legal writing and research in LSTU 305 Legal Writing. By our strong integration of HIPS practices of URSCA, AS-L and now WAC, the students are ensured of the best pedagogy approaches. The CJUS curriculum heavily emphasizes the social science paradigm of thought throughout the 57-58 credits, ensuring that the students know how to think like a social scientist in their analytical, evaluative and design skills. All student weave together the lessons of this interdisciplinary curriculum through their LSTU/CJUS 498 Senior Experience where they must articulate the key lessons learned throughout their collegiate experience. Taken as a whole, the LSTU and CJUS program attempts to deliberately blend humanities and social science approaches into a holistic commitment to both liberal arts and pre-professional programs.

Learning Outcomes Guide all Practice

The Legal Studies & Criminal Justice program weaves the five learning outcomes throughout the curriculum and in the co-curricular learning. Each course in the curriculum meets some or all of the learning outcomes to think critically, to reason analytically, to communicate (oral and writing) clearly, to read and understand texts, and to recognize their responsibility as

public service professionals and citizens of this world. Some courses are very specific to a learning outcome, such as LSTU 233 Law, Citizenship and Community Engagement matched to outcome #5 on public service, or LSTU 261 Contemporary Issues in Law and Society which teaches the analysis skill of argumentation and analytical reasoning (outcome #4). Other courses reflect an embedded commitment to multiple perspectives which weaves throughout the curriculum. Examples of specific courses that explore this University Learning Outcome are LSTU 365 Race, Class, Gender and law or CJUS 312 Gender, Crime and Society. All courses include some oral and written communication work, building from 100-300 level coursework so students have many opportunities to practice and learn effective communication skills. All courses involve extensive reading with testing or paper evaluation to ensure that students are understanding the key concepts that they read. Taken as a whole, the program tries to be mindful of integrating the learning outcomes into all curriculum. Co-Curriculum planning also reflects this commitment by providing professional examples of effective communication and public speaking of guest professional speakers, taking students on field trips to observe and practice reasoning and analytical skills, and providing opportunities for them to engage with working public service professionals so they can expand their knowledge of this responsibility and duty.

Community Engagement

The Legal Studies & Criminal Justice Program has integrated Academic-Service Learning into many courses for the past seven years. AS-L is done in 100 level courses such as LSTU 115 Law and Human Behavior in a long-term partnership with CASDA (a local non-profit agency working with victims of domestic and sexual violence) in Superior and community based events such as a screening of the documentary film *The Hunting Ground* last spring 2016. It is also done in 300-400 level courses such as CJUS 463 Delinquency and Juvenile Justice class where the course worked with the Family Court Commissioner's Office in Douglas County to generate an original video series to aid families going through CHIPS court. The program was awarded some seed grant monies three years ago to gather potential community partners together to develop more partnerships. In Spring 2016, the program completed an extensive inventory of Community Partnership for LSTU/CJUS that will be used to build more AS-L and other partnerships. The Mock Trial Program (LSTU 499-001) has generated over 13,000 volunteer hours by legal professionals between 2006-2016 in tournament judging, coaching, mentoring and other things. The program is strongly committed to building good mentoring links and ties between the students in the program and community professionals.

Real World Transformative Learning

The Legal Studies & Criminal Justice Program is committed to designing curriculum that will be real world, relevant and transformative learning for our students. The faculty and teaching staff work together on professional development such as an adjunct professional development sessions in Fall 2015 and Spring 2016 on transformative learning practice. The program has integrated three HIPS (Senior Experience, ASL and URSCA) and is working on a fourth HIP (WAC). The instructors are having ongoing design conversations about integrating more experiential learning pedagogy into the curriculum (such as case studies, applied learning, in field placements, problem based learning, field trips, role plays and simulations). Once the staffing situation is complete, the program intends to map out the real

world transformative learning pedagogies being used in specific courses to ensure that our students are exposed to learning that will make a difference to them in their future lives.

- D. Explain the ways in which the program's mission statement is communicated. For example, is your program's mission statement published in recruitment materials, in the course catalog, or on the department or program website?

NARRATIVE: Prior to this time, there was no mission to communicate. LSTU and CJUS had general statements of the program curriculum in the catalogue and on its website. Now, however, the mission will be communicated in the monthly Legal and Justice Briefs, an electronic newsletter to students, in the catalogue, on the website for LSTU and CJUS, in the new fact sheets and other marketing materials in collaboration with Admissions and Marketing/Communication and in any other venues possible. The program will include the mission, vision and values in all syllabi and tell students the value of this during opening class sessions. The new all major orientation session will also talk about the importance of the mission of the program.

- E. Briefly describe how your program is distinct from other programs on campus: For example, what unique knowledge, skills, abilities, and career opportunities does your program offer?

NARRATIVE: The Legal Studies & Criminal Justice program has the only CJUS concentration and the only Legal Studies program in the North. The Legal Studies major is one of only two offered in Wisconsin and was the first one approved by the Board of Regents. The Legal Studies-Criminal Justice concentration is the only CJUS major in the Northland. While UMD has Criminology, Criminal Justice has its disciplinary approach to crime and justice. This program is the only one in the state to offer fully integrated professional certificates through the Center for Continuing Education (CCE) including Paralegal (30 years), Mediation/Conflict Resolution (20 years) and Ethical Leadership. Additional certificates are under development in Organizational Leadership, Advocacy, Ethical Law Enforcement and Conflict Resolution in the Workplace. This program is the primary Pre-Law program at UWS---even though students can major in any discipline and go to law school, the Legal Studies major is the strongest and most targeted Pre-Law academic preparation available at UW-Superior. The program has a fully integrated LSTU/CJUS Advisory Group that ensures that academic program decisions are vetted and improved by regional practicing professionals in the law and justice field. The program has well developed and advanced active learning experiences for students such as Mock Trial, applied learning through internships (with over 100 different placements over the past twenty years) and Academic Service Learning. The UW-Superior Mock Trial team is regionally and nationally recognized, consistently being ranked as one of the top public liberal arts universities of our type in the nation by the American Mock Trial Association (AMTA). The Legal Studies & Criminal Justice program offers the unique blend of liberal arts and pre-professional education that helps ensure strong career pathways as well as success in advanced education.

Or what collaborations exist between your program and other programs on campus?

NARRATIVE: The LSTU/CJUS Program collaborations include the Center for Continuing Education (CCE), Admissions, Transportation and Logistics within DBE, HHP, Forensic Chemistry, Social Work and Journalism within COMM. LSTU and CJUS courses are integrated into all of these areas and the CJUS concentration includes courses from Social Work, Psychology, Math, Sociology, and Gender Studies.

- F. Refer to the previous program review and response (provided) and describe how the program addressed the recommendations made therein. If recommendations were not addressed, please explain why.

NARRATIVE: Because Legal Studies & Criminal Justice were being integrated into HBJD at the time of the previous APR program review, there were no recommendations specific to the program. During the PPP process, the Legal Studies Major and Criminal Justice Concentration were approved with no issues. Both the Legal Studies Minor and Criminal Justice minor were put on review with follow up reports. Once the follow up reports were completed, both minors were cleared from review. This is the first APR review that Legal Studies & Criminal Justice have participated in.

II. Teaching and Learning

A. Student Learning Outcomes

1. Provide the current student learning outcomes (SLOs) for the program.

Learning Goals of the Legal Studies and Criminal Justice Program

1. to analyze and interpret legal texts
 2. to write well
 3. to convey ideas effectively orally
 4. to think critically and to reason analytically
 5. to practice public service (formerly understand citizenship)
 6. to listen well (eliminated as a learning goal in 2013)
2. Describe the relationship of the program SLOs to the program mission statement. (Maximum 200 words)

NARRATIVE: The five Legal Studies & Criminal Justice Program learning outcomes are explicitly integrated into the mission statement approved in 2016 and guide the curricular design efforts of the program. When the program considers curriculum, programming and initiatives, a key question that we routinely ask is “how can this effort enhance the student learning outcomes?”

3. How has the program communicated its student learning outcomes to students and other stakeholders? (E.g., are the program SLOs published on the program’s website? On course syllabi?)

NARRATIVE: The program student learning outcomes are published in the catalogue, included in all syllabi, and will be featured in the new all major orientation program.

4. Explain the process by which the program's SLOs are reviewed and revised, including how new SLOs are developed. Discuss the roles of the program faculty and instructional staff; professional organizations; employers; and other stakeholders.

NARRATIVE: The Program conducts annual review discussions on the assessment results that are being measured each year. For example, in 2015-2016, the program assessed oral communication, written communication and public service (Outcomes #2 and #5). Several hours were spent in analyzing the results and making plans to improve the student learning outcomes results in the future. The program discovered that most of the students assessed possess good to excellent oral communication skills but they do not meet the 80% benchmark on writing. This, in turn, led to a decisions by the program to integrate WAC into our curriculum as a specific response to improving student writing skills. These kinds of annual review discussions have been occurring in the Legal Studies & Criminal Justice Program for the past five years. All program faculty and long-term academic staff members, as well as Advisory Group members, are included in the discussions. The results of assessment will be shared with the Advisory Group set of stakeholders and the program will solicit their ideas on how to further improve student performance on the SLO's. The program is also discussing whether or not (and how) to release the student learning outcome results directly to our students each year as another accountability mechanism. Once our current staffing situation is complete (anticipated in 2016-2017), we will re-examine the SLO's to determine if we need to make modifications or additions.

B. Curriculum

1. Provide a curriculum map showing where each SLO is introduced, reinforced, and demonstrated within the program's required or elective courses. SEE ATTACHED FROM 2011---the Program has not revised its curricular map since 2011. This will be a key task when staffing is complete in 2017-2018.
2. Referring to the map above (question B1), describe how the structure of the curriculum supports the program's SLOs. (Maximum 200 words).

NARRATIVE: In 2011, the program concluded that the six outcomes at that time were adequately supported throughout the 100-400 level progression of coursework. Each SLO was being introduced, reinforced and demonstrated at the appropriate level. In a 2013 review, the program eliminated SLO #6 on listen well and revised SLO #5 to shift to "public service" vs. "citizenship." A new curricular map would provide more detailed information such as HIPs integration.

3. How does your program's curriculum compare to similar programs at other institutions? Explain significant differences. (Maximum 500 words)

NARRATIVE: The Criminal Justice Concentration is similar to other curriculum at other universities in size and content. Criminal Justice is typically a multi-disciplinary

concentration or comprehensive major with a heavy social science emphasis. There is a distinction between Criminal Justice and Criminology programs (such as UMD's program). The UW-Superior program uses care to not shade into a Criminology or Sociology program while maintaining its purist Criminal Justice orientation. The curriculum at other institutions confirms that core areas are usually included on policing, corrections, juvenile justice, criminology, courts, criminal law, research methods and diversity. Some Criminal Justice four year programs are more vocationally focused than the UW-Superior model, but the program has deliberately chosen to ensure that this is not a "cop shop" and that the program teaches students how to think about criminal justice and not merely do it. The inclusion of alternative dispute resolution, legal studies coursework and the range of multidisciplinary coursework from Psychology, Social Work, Sociology and other fields is a uniqueness of the program. The CJUS concentration is unique in that it is embedded within a Legal Studies Humanities approach---something that enhances a Social Science perspective and deepens the student understanding of the context of justice systems. The legal framework assists CJUS graduates find careers by provided a deeper understanding and practice of legal approaches, something that most CJUS careers require but few CJUS programs provide in the depth that UW-Superior does.

The Legal Studies curriculum is comparable to other liberal arts and humanities based programs nationwide. While Criminal Justice is a common offering at many universities, there are only about 60 Legal Studies programs in the United States. Many of these programs are Sociology oriented and not law oriented. Some of them are paralegal and vocational oriented. The UW-Superior Legal Studies program is a liberal arts humanities oriented program that affiliates with CCE to offer students paralegal certificate options but does not allow the curriculum to be dominated by career preparation alone. The integration of Legal Studies with Criminal Justice is not unusual in universities that offer both programs. The law emphasis provided by Legal Studies enhances the Criminal Justice complement of courses, making our program the most unique offering in the upper Midwest because of this blend.

4. Describe any additional factors that have driven curricular design in the program.

NARRATIVE: The professional and academic interests of the faculty in the program have always influenced specific course design and new curriculum development. The ongoing partnership with CCE has provided a rich source of new coursework related to professional and career preparation via certificates. Student interest in various topics has driven Special Topics offerings and new course development as well. The Spring 2016 Visioning Focus Group results will, no doubt, influence some new course design as well as the addition of three new faculty/academic staff members within the course of 18 months. The program anticipates re-examing its full curriculum to ensure that it is "cutting edge" in both Legal Studies and Criminal Justice once the staffing decisions are complete.

5. Describe any redundancy in course content compared to the curriculum of other programs on campus, and if such redundancy exists, explain why this redundancy is justified or how it can be resolved. (Maximum 500 words)

NARRATIVE: The Legal Studies and Criminal Justice program has gone through at least two major streamlining efforts in the past eight years and all redundancies have been identified and mostly addressed. The coursework integration between the two disciplines will be completed within the next catalogue cycle. While in the past, Criminal Justice relied upon POLS 296 for its Research Methods course, the change in staffing in Political Science made this course less relevant for the social science methods needed in the field of criminal justice. Thus, the program created CJUS 374 as the Criminal Justice methods course, a curricular change that was long needed. The elective categories of Criminal Justice have always allowed for inclusion of other discipline choices for students (such as Sociology, Psychology, Social Work, etc.) and the program will continue to make wise integration decisions in those elective categories.

C. Assessment

1. List the SLOs that were assessed during the review period.
 - a. to analyze and interpret legal texts
 - b. to write well
 - c. to convey ideas effectively orally
 - d. to think critically and to reason analytically
 - e. to practice public service

During the last seven years, SLO's 2, 3 and 5 have been evaluated. SLO's 1 and 4 have not been assessed.

2. Describe the trends (successes, areas of concern) in program assessment results during the review period. (Maximum 500 words).

NARRATIVE: The past five years of assessment of the SLO's have revealed certain areas of strength and areas of concern. SLO #2 encompasses written communication. This SLO has been assessed one time in 2015-2016. At that time, the program found that most of our student work being assessed fell short of the 80% benchmark of good or excellent results. This means the program has a real issue in the quality of writing. To respond to this concern, the program will be adopting WAC pedagogy and doing some intensive discussions about what each instructor does with writing in his/her classes. The program will agree on some direct interventions to ensure that the students can write well. The program also discovered that the instructors did not have shared ideas about what good writing included. The program will work to shape better agreement on writing outcomes prior to the next assessment cycle. SLO #3 relates to oral communication. This SLO has been consistently assessed twice per year for five years. The assessment results consistently show that the seniors uniformly score 80% or better in the good or excellent category on oral communication. While the program will continue to strengthen the opportunities available in coursework to practice oral communication, there are no serious concerns about this learning outcome. SLO#5 on citizenship, now public service has been continuously assessed for the past five years twice a year. The

students continuously exceed the 80% benchmark on this SLO. It is clear that the ideas of citizenship and public service are not introduced or reinforced in the 100-300 level coursework, however, and the program will seek more opportunities to have modules or units relevant to these two key concepts embedded in the curriculum prior to senior year. The program has not yet devised adequate assessment measures on SLO #1 on reading texts or SLO#4 on Critical thinking and analytical reasoning. These will be the next areas of development.

3. Discuss how the assessment results have either supported the value of current practices, or led to changes in the program (curriculum, delivery, resource allocation, etc.). (Maximum 500 words)

NARRATIVE: The assessment results have been very important to curriculum redesign, adoption of HIPS and toward pointing the way to program changes. The early results on SLO#3 on oral communication pointed out that the program needed to have more oral presentation opportunities for students. Those changes were immediately made in courses taught by all three faculty members and the SLO results the next year showed the impact. Scores in the oral communication rubric increased substantially. The current results on SLO#2 writing shows that the program has a serious problem with the quality of student writing. This will be the top priority area of change in 2016-2017 with the adoption of WAC, obtaining professional development on course redesign using WAC and gaining deeper understanding and agreement within the program members about expectation of quality writing. The results of SLO#5 on public service (formerly known as citizenship) led to the design of LSTU 233 Law, Citizenship and Civic Engagement as well as a renewed focus on programming that would expose students to the public service aspect of their future careers. The program will be examining how the SLO's can inform any future Distance Learning development as well. Up to this point, the instructors operated autonomously with little program coordination about key shared goals, such as student learning outcomes. With the hiring of new program colleagues, the program has a unique opportunity to define program expectations about SLO's, as well as other areas, that can inform how the curriculum is integrated and works to benefit student learning.

D. Teaching Effectiveness

1. Discuss the instrument(s) used in the program for student evaluation of courses.

NARRATIVE: Each instructor in the program historically used a different student evaluation tool. One instructor simply gave students a blank sheet of paper and had them write what they liked about the course on one side and what they thought could be improved on the other side. These statements were then summarized and that was the student evaluation. Two instructors use a standard evaluation tool that also integrates Chickering and Gamring indicators of best teaching and open ended questions at the end. With the hiring of new colleagues, one important decision making area will be agreeing on a standard tool of course evaluation to be used within the program. There has been different perceptions by different program colleagues about the value of student evaluation. From this point forward, seeking quality feedback from students on teaching is a TOP PRIORITY of this program, as evidenced by the design and completion of the

first even Visioning Focus Group Study of all of our students completed in Spring 2016. Student perspective on quality teaching is critical to future design and success.

2. Does the program utilize peer evaluation of teaching? If so, describe the process; if not, why not?

NARRATIVE: No--former program members were not interested in peer evaluation of teaching. With the hiring of new colleagues, the program will re-visit this important means of assessing teaching effectiveness.

3. In what other ways (besides student and peer evaluation) does the program monitor the effectiveness of instructors?

NARRATIVE: There were very few methods of monitoring effectiveness of instructors other than the annual review process through the department. Program members paid careful attention to the annual review materials and had to provide the first level of feedback and review about each faculty members performance during the year by department rule. In addition, all DL courses had to pass Quality Matters review prior to being offered through DLC. All courses taught through CCE are evaluated using their assessment instrument. The program was not directly involved in adjunct instructor evaluation. This function is handled by the Chair but the program would prefer to have some direct involvement in the adjunct instructor performance process.

During a year of tremendous transition with many adjunct instructors, the program began some new practices including (1) requiring mid-term student evaluation with feedback by Department Chair and Program Coordinator to the instructor; (2) sharing of syllabi prior to the start of the semester for feedback/review; (3) providing mandatory professional development training on best teaching methods for all instructors; and (4) strongly recommending the use of D2L tools like grading. The new program will be discussing how the instructors can be assessed for effectiveness of teaching. Some preliminary steps are already occurring in Summer 2016, such as sharing all syllabi with each other in the program in advance of the semester start, having discussions on evaluation tools, talking about doing peer evaluation, asking CETL for assistance on teaching effectiveness and encouraging professional development. The teaching team has already done one D2L training together as a means of ensuring basic comprehension of grading tools. Teaching effectiveness is a key commitment the program makes to students.

4. What university resources does the program utilize to promote effective teaching? (E.g., CETL, OPID, development grants, etc.)

NARRATIVE: The program encourages attendance at OPID Faculty College and Conferences, SOTL work in the Homegrown CETL SOTL program, participation in

CETL professional development events, pursuit of development grants to support conference and professional development, and regular program oriented professional development related to curriculum and teaching. The program provided in-depth professional development training on effective teaching methods to all adjunct instructors in 2015-2016 in an effort to ensure quality teaching practices. Members of the program have participated as OPID SoTL Fellows and Scholars over the past seven years (Dr. George Wright, Dr. Maria Cuzzo, Dr. Gary Keveles). SoTL is direct research into teaching effectiveness and the methods that can generate demonstrable student learning. The program also encourages all members to pursue the teaching and learning tracks at national disciplinary conferences to find out best practices within the disciplinary field for teaching and learning.

5. Has the program used the results of teaching effectiveness evaluations (e.g. peer evaluation or student evaluation; see questions 1,2 above) to inform program changes during the review period? If so, describe the process.

NARRATIVE: Periodically, the program would discuss problem areas raised through the various teaching evaluation instruments and how the practices could improve. For example, one instructor received regular feedback about delayed grading and this led to a discussion within the program about timeliness of feedback/grading and the value of using D2L grading so students could access their grades on demand. In another instance, there were complaints about a program member who cancelled classes too frequently and this led to a program discussion about course coverage and the need to communicate to students when classes would be cancelled in advance. Overall however, the program did not generally use evaluation results to inform program decisions during the review period, but the program will likely determine some ways to do this in the future. The one exception was the transition year of 2015-2016 when there were more discussions with the Legal Studies and Criminal Justice Advisory Group and the adjunct teaching community on experiential learning, active teaching and HIPS pedagogies. These commitments will continue into the future.

E. Advising Effectiveness

1. How does your program assess the overall effectiveness (across all advisors) and quality of the advising of students in your program?

NARRATIVE: Word of mouth is the only systematic evaluation of advisement that currently exists. The Legal Studies and Criminal Justice Program was a pilot program for the shared advising model in 2015-2016. As a result, there were many discussions on advising quality between the professional advisors and the program advisors. These discussions helped to identify problem areas in advisement and led to practical solutions. We do not have formal advisement assessment tools nor has the program or department ever had systematic review of advisement beyond the count of advisees. The program will work with the Advisement Center to develop such tools and begin to analyze advisement effectiveness.

2. Summarize the results of advisement assessment. Based on these results, what actions has the program taken to improve advising (e.g., professional development, standardized advising tools, reassignment to other duties within the program)?

NARRATIVE: Due to excessive advisement load occurring with staffing changes, there have been reassignments to other duties to support advisement at times (e.g. when Dr. O'Connor left the program, Dr. Wright received a reassignment to cover his load). Dr. Cuzzo was professionally trained and began using the advisement notes function in 2015-2016. This helps keep a flow of communication between the professional and program advisors. All members will be required to have formal advisement training prior to assuming advising duties. All members will be expected to attend professional development on quality advisement when offered. It should be noted that advisement within the program has been very disproportionate over the past seven years with two people carrying a huge advisement load for the entire 106 student program. Advisement disparity will be noted and corrected as the new hires are brought on board with advisement over the next two years.

III. Program Resources

A. Faculty and Staff

1. List the current program faculty and staff members. Explain departures and new hires since the last review (Data sources: personnel files, HR).

CURRENT:

Dr. Maria Stalzer Wyant Cuzzo (faculty-Professor of Legal Studies—Program Coordinator)

Dr. Patricia Maddox (faculty—Assistant Professor of Criminal Justice—begins in August 2016)

Ms. Leslie Dollen (Senior Lecturer academic staff---begins in August 2016)

Various adjunct instructors for individual courses

DEPARTURES:

Dr. Gary Keveles (faculty—Professor of Criminal Justice---retired January 9, 2016 through VSIP program)

Dr. George Wright (faculty—Professor of Legal Studies---retired May 2015)

Dr. Christopher O'Connor (faculty—Assistant Professor of Criminal Justice---resigned in Summer 2014 to take another position elsewhere)

Various adjunct instructors who taught individual courses one time and did not return

2. Describe the use of part-time instructors vs full-time instructors/faculty. If the program regularly uses part-time instructors, explain whether this use is sustainable and why it is necessary.

NARRATIVE: The Legal Studies & Criminal Justice Program does not regularly use part-time adjunct staff when the program is fully staffed. Full staffing at this time is four FTE faculty and/or academic staff positions. When the program went through major transitions in 2014-2016, there was more reliance on adjunct instructor to fill particular

courses on an as needed basis. There is no long term plan to be reliant on part time instructors once full staffing is achieved but it may be necessary short-term until that goal is reached. Given this use of part time instructors, this practice is sustainable as it uses salary savings dollars to compensate any part-time adjunct instructors. For the certificate programs, CCE pays on the enrollment basis model for any adjunct instructors that teach paralegal, mediation/conflict resolution or ethical leadership courses. There is no net financial impact to this practice on HBJD budget or staffing since CCE's budgets are separate from those of the academic program.

3. What program-level support is provided to faculty and staff for professional development, retention, tenure, and promotion process? (Include program financial resources; mentoring; and revision of departmental tenure/promotion criteria in bylaws since the last program review.)

S&E allocation: All program members receive an equal allocation of approved S&E funding to support conference travel and professional development as well as supplies and expenses for the courses. Newer hires are encouraged to use at least \$500 of their S&E allocation for conference and professional development uses.

Additional LSTU/CJUS Accounts: There are some additional accounts that LSTU CJUS program has earned through participation in Distance Learning or through fundraising in the Advancement Foundation area. These funds may periodically be used on a one-time basis to support innovative programming or initiatives for program members.

Mentoring: All program members receive mentoring during their first year of hire by PETL program in CETL, a program mentor, an external mentor and the department chair. Specific meetings are held to explain department rules and to process first year experiences. Long-term, senior faculty members provide informal mentoring to junior faculty members and the department chair generally provides mentoring support to all members of the department.

Department Rules Revisions: HBJD department rules have been modified several times over the past seven years with substantial input and participation by all members of the department, including tenure track and academic staff participants. Another round of departmental rule revision is expected in 2016-2017 as mandated by UW System and Faculty Senate.

Faculty Development Grants and other funding support from CETL or Provost: There are ongoing opportunities to apply for FDG's, special grants from CETL or the Dean of Faculties/Provost to support conference travel and professional development. These opportunities are well advertised to all campus and help support ongoing development.

CETL: The Center for Excellence in Teaching and Learning provides ongoing professional development support and training for best practices and cutting edge

pedagogy.

High Impact Practices: The multiple offices affiliated with HIPS on campus provide more professional development and direct consultation assistance to program members on URSCA, WAC, ASL, Senior Experience and other HIPS opportunities. Since LSTU/CJUS is heavily invested in HIPS practice, this ongoing professional development is a valuable campus resource for course design, course redesign and curriculum development.

- Using the data set provided on program cost/revenue, discuss the overall cost effectiveness of the program (or department, if no program level data).

NARRATIVE: The Legal Studies & Criminal Justice Program is a positive contributory program on revenue to UW-Superior. The Legal Studies major generates 1157 undergraduate credits with a pro-rated cost undergraduate sum of \$132,154.86 and a cost per credit of \$114.22. This ranks the Legal Studies major at 36th out of 49 program areas, one of the most cost effective programs. The Legal Studies program generates gross profit of 58.05% or 17th out of 66 program areas, in the top quarter for profit generation.

The Criminal Justice concentration generates 939 undergraduate credits with a pro-rated cost undergraduate sum of \$130,365.49 and a cost per credit of \$138.83. This ranks the Criminal Justice concentration at 21st out of 49 program areas, one of the lower cost per credit programs. The Criminal Justice concentration generates gross profit of 49.02% or 32nd out of 66 program areas, in the top half for profit generation.

The Legal Studies major ranks 24th and the Criminal Justice concentration ranks 26th out of 53 total program areas on undergraduate credit revenue, in the top half.

Overall, the Legal Studies & Criminal Justice program is very cost effective given the overall picture of revenue and cost at UW-Superior.

- Summarize the characteristics of faculty and teaching staff supporting the program in the table provided.

Name	Classification (faculty, adjunct)	Degrees completed	Years of teaching experience	Gender	Ethnicity	Other relevant data (e.g. licenses, certificates, etc)
Dr. Maria Stalzer Wyant Cuzzo	Faculty	J.D., PhD	25	F	W	WI law license (inactive), HR Management Certificate,

						Qualified Neutral and Mediator in multiple states
Dr. Patricia Maddox	Faculty	MA, PhD	4	F	W	WAC certified
Ms. Leslie Dollen	Academic Staff	JD	?	F	W	WI law license (inactive)

6. Referring to the table in Question 5, describe trends in the diversity characteristics of the program faculty and staff members. Discuss the relative success of the program in attracting, retaining, and promoting faculty and staff of color and of diverse origins. (Maximum 200 words)

NARRATIVE: In the past seven years, the program was supported by one female and three male faculty along with numerous adjunct instructors of various gender and ethnic backgrounds. Currently, the program has all female staffing (a first in Legal Studies & Criminal Justice, traditionally a male dominated discipline). The program continues to attempt to attract diverse candidates through search and screen processes but has had little success in finding suitable candidates with ethnically diverse backgrounds. The program has not had a new tenure track member achieve tenured status in over 15 years so with so many new hires entering the program at this time, there are new opportunities to practice good retention principles to support successful retention and promotion.

7. Referring to CUPA data (<http://www.cupahr.org/surveys/results.aspx>), and additional data relevant to the program (discretionary), discuss whether the program faculty and staff are receiving competitive pay and benefits, and if not, how they fare with the current labor market salary reports.

NARRATIVE: One of the difficulties in salary analysis in Legal Studies and Criminal Justice is which category of CUPA data the positions fall into. If you examine Legal Professions and Studies, the average salary for a non-tenured track Lecturer at a four year public institution should be \$71,155, for a non-tenure tracked Assistant Professor, \$80,802 and for a full Professor non-tenured track \$121, 805. If you are examining tenure tracked faculty positions in a four year public university, the salaries go up: Lecturer at unknown levels, New Assistant Professor at \$86, 424, Assistant Professor at 89,861, Associate Professor at 104m,828 and full Professor at \$141,284. If this is the benchmark category, UW-Superior faculty and staff are grossly underpaid by more than 50%. Let’s assume this category is reserved for law school type settings.

Some universities use the Liberal Arts and Sciences categories. Under that category, a non-tenure track Lecturer should be paid \$45,904, an Assistant Professor \$60,708 and a

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Professor \$66,674. A tenured track position goes up for Professors to \$92,577. Under this category, tenure or tenure track salary and benefits are underpaying by at least 30%.

Some universities use the Homeland Security, Law Enforcement, Firefighting and Related Protective Services category for CJUS. Under the tenure track classification, Assistant Professors should be paid between \$59,363-60,029, Associate Professors paid \$72,125 and Professors paid \$93,325. Non-tenure track is about \$10,000 lower. We are not comparable.

Some universities classify Legal Studies and Criminal Justice as Public Administration and Social Service Professions. Under tenure track/tenured, the pay should be Lecturer at \$48,772, Assistant Professor between \$65,199-\$66,061, Associate Professor at \$76,216 and full Professor at \$100,438. Non-tenure track is about \$10,000 difference. Again, we may be competitive at lower ranks but not at the Associate or Full Professor.

Finally, some universities classify our disciplines in Social Sciences. Here, under tenured/tenure track, the salary should be Lecturer at \$48,925, Assistant Professor between \$64,806-\$66,686, Associate Professor at \$75,408 and Full Professor at \$98,367. Again, we may be somewhat comparable at hire but not at full rank.

Overall, the salary and benefit comparison indicates that UW-Superior probably is not comparable with CUPA data. UW-System data also confirms that faculty are paid an average of 18% less than other institutions as of 2012. This was an extremely depressing section to write.

B. Facilities

1. Explain whether the classroom facilities and labs typically used by the program are adequate for the program course offerings.

NARRATIVE: The current classrooms in Swenson and the Public Affairs Lab are adequate for the program course offerings. It would be desirable to have more seminar sized classrooms available for smaller classes and to expand the number of classrooms allocated to HBJD to reflect the size and need of the department for fair and equitable classroom allocation.

2. Explain whether the office facilities for program faculty and staff are adequate for their needs (with respect to number, size, furnishings, and equipment).

NARRATIVE: The current office facilities for program faculty and staff are adequate for their needs. It is important that program faculty and staff remain housed together to facilitate communication and networking within the program. Thus far, that has generally occurred. When Cuzzo was on 50% reassignment as CETL Director between 2007-2015, her housing on 2nd Floor in CETL did disrupt communications within the program. Physical access to each other on a daily basis is a critical part of forming program community and maintaining connections. All four offices allocated to the

LSTU/CJUS program will be filled once the 2016-2017 search is successfully concluded. There is no additional office space currently available for future staffing growth.

C. Technology, Library, and Other Resources

1. Discuss the technology and associated support used by the program on a regular basis. Explain whether the existing technology and support services are adequate for the program.

NARRATIVE: The current technology and library resources are generally adequate to meet program needs. Librarians have made the effort to become familiar with unique legal research databases like LEXIS/NEXIS and WESTLAW. The program has some concerns that future hires in the library to replace retiring members may not include this specific skill set. It is critical that there be a librarian who can assist students and faculty in the use of these legal research data bases. In addition, SSPS and other social science databases are key to the CJUS program and the university needs to ensure that individual computers as well as lab access to these social science research programs is possible at no cost. The LSTU and CJUS programs expect to be working in more collaborative partnerships with local law and justice professionals and generating more video products to educate the public. To this end, the program needs its own You Tube page and resources to create and upload these kinds of academic service learning products easily and quickly for public access. The program also needs some professional development on social media such as Facebook, Twitter and other internet resources to expand knowledge of the program and its work.

2. Evaluate the adequacy of library resources supporting the program.

NARRATIVE: The LSTU and CJUS program uses the annual acquisition cycle to constantly upgrade multimedia and book collections in their discipline area. The library resources are adequate and the library staff have tried hard to include all discipline areas, including our program, in the restocking of the library resources after the flood of 2012. The creation of a liaison to our department is one example of this great cooperation between the library and the department.

3. State and evaluate the adequacy of other resources supporting the program.

NARRATIVE: The program is generally adequately supported. It is important that the university provide a replacement program for technology (computers, docks, printers) so that programs and departments do not have to pay for normal replacement of these necessary pieces of equipment.

IV. Program Productivity

A. Graduation, Retention, Enrollment, and Credit Hour Production

1. System policy requires that a major/minor must sustain an average of five graduates per year over a five-year period to remain viable. Review your graduation data (provided) and discuss whether your major/minor meets, does not meet, or exceeds this average.

Additionally, for any majors or minors that do not meet this average, describe what actions the program is taking or planning to take to increase graduation rates.

NARRATIVE: Both the Legal Studies major and the Criminal Justice concentration exceed the average of five graduates per year over a five year period. The Legal Studies B.A. and B.S. had a total of 64 graduates between 2010-2015 with a 5 year average of 12.8 graduates per year. The Criminal Justice Concentration B.A. and B.S. had a total of 92 graduates between 2010-2015 with a 5 year average of 18.4 graduates per year. The program is currently building a recruitment & retention plan that will seek to grow the number of graduated majors over the next five years. This plan has been designed after consultation with Admissions, our two year feeder institutions, and community stakeholders through our Legal Studies & Criminal Justice Advisory Group. The plan will be finalized in September 2016 and guide program efforts at retention and recruitment to increase numbers of graduates.

The CJUS minor had 29 graduates between 2010-2015 for a 5 year average of 5.2 graduates per year. The LSTU minor had 10 graduates between 2010-2015 for a 5 year average of 2 graduates per year. Note that there is not data currently on the significant number of Individually Designed Minors that Legal Studies supports using mediation/conflict resolution and diversity topic areas. There are least 1-4 of those per year. Both minors were put on review through the PPP process and both minors were taken off review almost immediately as there was no cost implications to the minor rates. Nonetheless, the program realizes that it has an opportunity growth point with minors. Plans to grow the minors includes:

- Encouraging more LSTU majors to select CJUS as their minor;
- Identifying other majors on campus that may benefit from an LSTU or CJUS minor (this includes Natural Science majors looking for forensic angles, DBE majors looking for the legal regulatory experience, COMM Journalism majors who are looking at legal journalism and others);
- Doing more active outreach to Undeclared students about all the major and minor options with Legal Studies & Criminal Justice;
- Using the Burning Glass data to help identify career areas that could benefit from knowing the regulatory/compliance/legal aspects of their work.

One unique area of completion rates that the LSTU/CJUS program has is our collaborative partnership with CCE on professional certificates. We have excellent completion rates on these certificates. As an example, certificates awarded for the years of 2015 and 2016 were:

- 14 students completed the Paralegal Certificate according to CCE (all LSTU students)
- 18 completed the Mediation/Conflict Resolution Certificate according to CCE (mostly LSTU and CJUS majors)
- 27 completed the Ethical Leadership Certificate according to CCE (many LSTU and CJUS majors)

The topic for this section also mentions credit hour production. Over the past seven years, both Legal Studies and Criminal Justice have seen stable and sometimes increasing trends on SCH production. During this period, the Criminal Justice concentration has generated an average of

1024 SCH per year with a high point of 1196 in 2009-2010 and a low point of 732 in 2010-2011. Over the past seven years, Legal Studies has generated an average of 1352 SCH with a high point of 1569 SCH in 2012-2013 and a low point of 999 in 2009-2010. Taken as a whole over the past seven years, the LSTU/CJUS program is the second highest producer of SCH in the department. During the past year, the reliance on adjunct instructors, various program decisions to consolidate classes, the reliance on adjuncts and the staffing transitions impacted our SCH numbers in 2015. LSTU maintained a solid SCH overall of 1254, slightly down from 2014-2015. The distribution between lower level and upper level courses was almost even. CJUS maintained a solid SCH of 1047, slightly down from 2014-2015. The overall trends on SCH are stable.

2. The university has set Strategic Management Enrollment Goals for retention (provided in Department Annual Report). Review these goals and your program retention rates. Does the retention rate for your major/minor program meet or exceed the university's goals? If not, what actions is the program taking to increase retention rates? If your program exceeds the goals for retention, describe your successes in implementing retention strategies.

NARRATIVE: LSTU/CJUS retention rates were cumulated together and not broken out separately for New Freshman and Transfer retention data. First to Second Year Transfer retention rate is 72.9% and meets the university benchmark of 72%. The First to Second Year New Freshman rate is 63.5%, a slight drop from the 2014 rate of 64.9% and slightly below the university benchmark. The Second to Third Year New Freshman retention rate is 53.9%, a slight improvement from 2014 and slightly below the university benchmark of 56.4%. The Second to Third Year Transfer retention rate is 41.5%, a slight improvement from 2014 and significantly below the university benchmark of 56.4%. The Third to Fourth Year New Freshman retention rate is 43.8%, below the university benchmark of 49.1%. The Third to Fourth Year Transfer retention rate is 15.7%, far off the mark of 49.1%. Transfers have a six year graduation rate of 53% (slightly down from 2014) and New Freshmen have a six year graduation rate of 45% (slightly up from 2014). We have opportunity growth points in the retention category and have many strategies in progress or in development to respond to retention goals.

Current efforts that the program is making to understand and design effective retention strategies include:

- **Admissions and Advisement Collaboration:** Continue enhanced efforts with Admissions to recruit new students and Advisement to retain existing students in the Legal Studies/Criminal Justice program; the professional advisement pilot model of Mike Raunio advising FR/SO in LSTU/CJUS was our first attempt to integrate with the Advisement Office; we extended this pilot to all LSTU/CJUS FR/SO students in 2015-2016; we fully integrated Mike Raunio into LSTU/CJUS

Program meetings in Spring 2016 and expect to continue to enhance the relationship during 2016-2017.

- **Two Year Feeder Institution outreach:** Enhanced outreach to feeder institutions in the region emphasizing that Legal Studies & Criminal Justice are the only such programs in our area; we completed some analysis of being “transfer friendly” in CJUS and discovered that we are not; the revision of certain articulation agreements will be a top priority of 2016-2017; LSTU/CJUS will also need to revisit our existing articulation agreements with Fond du Lac, Lake Superior College, Hibbing Community College, Lac Courte Orielles, and Gogobic College once we reach full staffing. The goal will be to determine “transfer friendly” status.
- **Diagnose reasons students do not complete:** Recognize the some CJUS students do not complete degree due to professional job opportunities (many police departments and correctional institutions do NOT require four year degree) and may design a weekend completion program for those who are within 2 courses of graduation; based on new staffing, we may enhance future efforts with students close to AA or BA/BS degrees via weekend or other options; LSTU/CJUS will work with Registrar’s Office to identify students who are eligible for the AA degree or close to graduation with the BA/BS degrees. The program will also continue to inquire with students on why they do not continue to graduation in the program.
- **Personal Points of Contact through Hobson’s and Admissions:** Continue our targeted reach out campaign in collaboration with Admissions to prospective students in the Legal Studies major; over 25 specific personal points of contact to prospective students were pursued last year for new admissions. Legal Studies faculty make themselves available for on-campus visits with prospective students and their families.
- **Mock Trial High School Outreach Initiative:** Continue the innovative outreach effort with Admissions recruiting in the Mock Trial Institute initiative aimed at the Twin Cities recruitment market that will link UW-Superior Mock Trial students with potential freshman interested in forensics or Mock Trial. This event occurred in early December 2014 and December 2015. The first event generated over 30 student attendees doing high school Mock Trial in the Twin Cities plus five coaches; the second event in 2015 generated over 50 attendees in the Twin Cities; this event will be repeated this coming year with a north and south version. The Mock Trial team developed personal relationships with Superior Senior High School Mockers last year. These relationships produce at least two new students at UW-Superior this year. We intend to develop this again this year and will find it easy to do with Mark Fruehauf being both the UW-S and SSSHS coach and Danielle Gondik, a former UW-Superior alumni, as the head coach at SSSHS. The Legal Studies program and Mock Trial will continue its recruitment of high school Mockers at the Superior Durst Memorial Mock Trial Tournament the first weekend in December 2016; we will request a list of potential students from the region from Admissions (as we have in the past two years) and recruit them to attend Durst and observe a round followed by a pizza party debriefing. Last year’s event drew 20 high schoolers from the region.

- **Undeclared Student Outreach:** The Legal Studies program has specifically reached out to and recruited potential majors from the undeclared students list for the last six semesters, producing direct enrollment in LSTU 115 and other 100-200 level courses for students checking out the program. The Criminal Justice program is at maximum enrollment capacities (in fact, over capacity) given the current short staffing but with increased investment in CJUS faculty positions, the CJUS program shows every indication of being able to grow enrollment in the future.
 - **2016-2017 Recruitment and Retention Plan:** LSTU staff members have developed a new recruitment and retention plan that will involve higher profile of the program at regional recruiting fairs and at two year feeder institutions; the program invested in four new banners in Summer 2016 and expects to roll out those efforts in 2016-2017; At our request, Admissions provides detailed information about both LSTU and CJUS programs to prospective students. A new Pre-law major information handout was developed in 2013-2014 that features the Legal Studies major and minor as good choices for students interested in law school or advanced law education.
 - **Signature Program Outreach:** The Admissions Office has indicated that Legal Studies is one of their signature recruitment programs because it is a unique major/minor that UW-Superior offers that does not have a competing counterpart in other UW-System or northern Minnesota universities. A meeting occurred the week of September 4, 2015 with Robert Strand and his Admissions team last week to discuss opportunities to promote Legal Studies/Criminal Justice to new students. Given this signature status, Admissions and Legal Studies will be working closely to maximize the recruitment potential for Legal Studies and, once staffing is secured, for Criminal Justice. New fact sheets are being developed with Admissions.
 - **Distance Learning Future Development:** Admissions efforts linked to Distance Learning major/minor recruitment are in their early stages and, once developed, will also produce more majors/minors in our areas. Course development must proceed further along the three-year development plan agreed to by the Distance Learning Center to position the distance learning major/minor to grow as projected and as market research documented.
 - **Student Ambassador Programs with student organizations:** Enhance recruitment efforts with Pre-Law Society Ambassadors program and Mock Trial SSHC connection.
 - **Use Expertise of LSTU/CJUS Advisory Group;** LSTU and CJUS created the Advisory Committee this past year with area professionals involved. That group is generating all kinds of great new ideas to support both recruitment and retention.
3. Review the overall program enrollment data for the review period and discuss the trends.

NARRATIVE: Between 2009-2015, there have been some interesting trends in the program enrollment picture. In Legal Studies, there has been a period of up and down enrollment trends for majors. Fall 2009 saw the lowest number of majors at 37 followed by quick rebounds in 2010 at 54 majors, 45 majors in 2011, 47 majors in 2012, 47 majors in 2013, 31 majors in 2014 and 44 majors in 2015. The average program enrollment over seven years is 44 students. Several factors have contributed to this up and down enrollment pattern over the past seven years:

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- Dr. Cuzzo’s half time reassignment to CETL between 2007-2015 removed one of the key forces for recruitment from the program ranks and this contributed to some unstable enrollment patterns;
- The law school market dropped out between 2012-2014 with national news coverage on the lack of qualified jobs for graduated law students---this negatively impacted recruitment into the Pre-Law portion of the major;
- Little attention was paid to recruitment efforts between 2007-2015.

The program has focused on recruitment efforts into Legal Studies as summarized above and intends to stabilize and then grow the Legal Studies program by 10% over the next five years.

The Criminal Justice concentration has stable enrollment patterns over the seven year period. Between 2009-2015, the average enrollment in Criminal Justice was 79 majors. The high point in this period was 95 majors in 2012 and the low point was 69 majors in 2015. There is no problem with the enrollment pattern in CJUS. In fact, the program has been overenrolled for years with inadequate faculty staffing to handle a program of this size. Criminal Justice nationally has stable enrollment patterns and the program is confident we can grow this enrollment pattern by 10% over five years once we have full staffing.

Taken as whole program, the average enrollment for LSTU/CJUS over seven years has been 123 majors, the highest in the department over the seven year period. The program itself has strong enrollment but we can increase that enrollment with some targeted recruitment and retention strategies.

4. Using the five-year course enrollment data provided, identify those courses that on average enroll fewer than the minimum number of students per section recommended by campus administration (currently 10 students per section minimum). For each such course, explain why the course is sustainable with such low enrollment, or any changes being made to the curriculum to eliminate/consolidate low-enrolling sections.

NARRATIVE: The only courses that enrolled fewer than 10 students on average are the 400 level senior experience, senior capstone courses. Other periodic 300 level courses in the curriculum that had low enrollment have been dropped (such as LSTU 357 Law and Colonialism). The paralegal courses (30 credits of designated coursework and including several options in 200 level substantive law) often enroll less than 10 students but these courses are paid for on an enrollment basis through CCE and do not negatively impact department enrollment patterns. When the staffing is complete, a complete curriculum review will occur including looking at enrollment patterns of courses to make additional refinements.

5. Summarize the faculty and staff teaching and advising since the last review:

Name	Classification (faculty, adjunct)	Teaching FTE (average per year)	Re-assignment FTE & type	Student Credit Hour Production (average per	Avg # of advisees per year

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			(average per year)	year) NOTE: IE only provided Fall data for SCH	
Dr. Maria Cuzzo	Faculty	12-15 credits per year (CCE teaching added in)	Reassigned to CETL as Director between 2007-2015 at 50%	208 SCH average for Fall semesters over 7 years	83 average advisees over 7 years
Dr. Gary Keveles (retired 2016)	Faculty	12 credits per year	None	245 SCH average for Fall semesters over 7 years	108 average advisees over 7 years
Dr. George Wright (retired at end of 2014)	Faculty	12 credits per year unless reassigned	One sabbatical; Several reassignments for advising or alternative work for program due to low enrolling courses	146 SCH average for Fall semesters over 7 years	16 average advisees over 7 years; NOTE last year was coverage of CJUS advisees when O'Connor resigned
Dr. Christopher O'Connor (resigned Summer 2013)	Faculty	12 credits per year	One semester one course release for CETL's New Faculty Orientation in first semester	216 average SCH over three years period prior to resignation	43 advisees per year average over TWO year period of time here
15 different adjuncts for single course coverage with no advisee assignments between 2009-2015					

6. Referring to the response to Question 5 above, discuss inequities in faculty and staff student credit hour production and advisees. What is being done to create a more equitable load?

NARRATIVE: There were some inequities in faculty and staff credit hour production and advisees between 2009-2015. In SCH, Dr. Wright had lower SCH than Dr. Cuzzo and Dr. Keveles, primarily because he taught upper division LSTU courses with lower enrollment and because in the early years of his tenure in HBJD, he had several low enrolling courses that wound up being cancelled. The program adjusted the curriculum as a result and that pattern changed substantially. When there were two faculty members in CJUS, the SCH was fairly equitable once Dr. O'Connor was up to full credit load after his New Faculty Orientation release. In advisement, the CJUS concentration had fairly equal advisement loads once there were two faculty. In LSTU, there was inequitable advisee loads between Wright and Cuzzo. When O'Connor left CJUS, Wright had one year where he handled his normal advisement load of LSTU students plus CJUS load of O'Connor. This was the only year where advisement was equitable. The program attempted to remedy this inequity without success. Wright has now retired and advisement loads are different in 2016 due to the advent of the shared advisement model. Equity in advisement loads will be a significant priority once the new staff are ready to assume advisement responsibilities in their second. In the meantime, Cuzzo from the program and Raunio from the Advising Office will handle all advisement duties. The pilot project in shared advising was a success and with professional advisors handling all Freshman and Sophomore students, it should be a fairly easy matter to ensure that Juniors and Seniors are equitably apportioned.

7. Discuss other responsibilities carried by program faculty and staff, particularly those resulting in overtime, whether paid (overload) or unpaid. Explain why this overtime is necessary and whether it is sustainable.

NARRATIVE: There have been some overload course situations over the past seven years that were necessary due to short staffing. The program will address these unique situations as they arise. There were some DL overload situations and if the program decides to proceed with rapid development of the online LSTU major/CJUS minor, there may be a short period of time where DL overload may be required. Any DL development plan would be largely dependent on adjunct staffing in the future. There were some overload and stipend work in DL for course development and for service to the university (e.g. Cuzzo co-facilitating the HLC Accreditation process). These did not negatively impact work in the program and should be supported on a case by case basis. The relationship with CCE requires that faculty occasionally be involved in overload for certificate courses. This is a key commitment of the program and does not negatively affect program responsibilities. Other than this, the program has worked hard to comply with changing university expectations about overload and stipend practices. To date, the overloads and stipend practices are sustainable on a case by case basis.

B. Demand Analysis

1. Review the national SAT and ACT summaries of major preference and other relevant sources. Analyze the projected student demand for the majors/minors in your program.

NARRATIVE: The 2013 ACT Summaries of major preference show a strong interest in Protective Services, Criminal Justice, Corrections, Law Enforcement and Military

Technologies, all areas that attract students to the CJUS concentration. This was the eighth highest scoring planned major category for the 2013 ACT report. The same report shows a strong interest in Legal Studies General, Pre-Law Studies, Court Reporting, Administrative Legal Assistant/Paralegal, and Community Advocacy. This category of majors was the 2nd highest scoring for planned major choices in the 2013 report. Students planning to study in Criminal Justice related fields are 51% sure of that choice going into college. Students planning to study Social Sciences and Law are 41% sure of that choice entering college. These are all areas that show interest by high school students in the Legal Studies and Criminal Justice disciplines. It is projected that these interest areas will remain strong over the next decade.

2. Use the NACE Job Outlook Report and other relevant sources to provide analysis of the expected external demand among employers for the degrees offered in your program.
- **NARRATIVE:** The Legal Studies & Criminal Justice Program values competency development in students. In a general sense, top attributes employers seek on a candidate's resume (NACE Report, p. 29 and summary by Lisa Mattsson 2012):
 - Leadership (80.6%)
 - Problem-solving skills (75.3%)
 - Communication skills (74.7%)
 - Ability to work in a team (74.2%)
 - Strong work ethic (73.1%)
 - Analytical/quantitative skills (72%)
 - Verbal communication skills (67.2%)
 - Initiative (66.7%)
 - Computer skills (65.5%)
 - Technical skills (64%)
 - Detail-oriented (57.5%)
 - Flexibility/adaptability (57.5%)
 - Interpersonal skills/relates well to others (57%)
 - Organizational ability (49.5%)
 - Friendly/outgoing personality (33.3%)
 - Strategic planning skills (32.8%)
 - Creativity (25.8%)
 - Entrepreneurial skills/risk-taker (25.8%)
 - Tactfulness (23.7%)
 - “What sets two equally qualified candidates apart? Figure 39 reaffirms the fact that *employers are looking for leaders*. Holding a leadership position and having the right major continually receive the highest influence ratings by employers deciding between two equally qualified candidates.” (NACE Report, p. 30)
 - “Overall ratings for candidate skills/qualities show just how important communication skills are to employers. Teamwork and problem-solving skills also dominate both the resume attributes list and the skills/qualities list. *Therefore, the ideal candidate is a good*

communicator who can make decisions and solve problems while working effectively in a team.” (NACE Report, p. 31)

- Evaluating their satisfaction with new recruits’ skills in these areas, *the most needed improvement areas are verbal and written communication skills*. Work ethic is also a concern. (NACE Report, p. 32)
- The significance of experience (NACE Report, p. 32):
 - 71% prefer to hire candidates with relevant work experience
 - 60% of respondents favor experience gained through an internship
 - Approximately 20% of respondents preferred candidates with any type of work experience, relevant or not.

The program works hard to expose students to many of these attributes in curriculum and through professional certificates. The strong applied learning and internship experiences that students obtain in the program enhances their employability after graduation. It is important to “connect the dots” for students between academic preparation and career pathways and the program is strengthening its communication to students about this.

The 2016 NACE Report highlights skills and attributes employers seek on resumes; 4 out of the 5 learning goals for the Legal Studies and Criminal Justice program are listed within their top 10 desirable traits. The top 2 attributes, leadership and ability to work in a team, are highlighted in certificates, such as Ethical Leadership, that our majors are encouraged to complete during their time in our program.

The Legal Studies and Criminal Justice Program recently conducted student focus groups as part of a visioning initiative and students were asked questions about preparedness for the work force and advanced education. One student noted that perhaps it’s the package not the skills that lands the job: “... those skills that we just listed, that’s not gonna get you a job right out of college as a paralegal. What will get you a job right out of college as a paralegal is having all of these certificates attached onto it, your Lynda.com crap, and having an internship and a really bad-ass letter of recommendation.” Other anecdotal evidence also suggests that the certificates offered through CCE are indeed a marketable quality for our majors.

Moreover, according to the 2013 NACE Report, 71% of employers prefer to hire prospective workers with relevant experience and 60% of employers “favor experience gained through an internship.” The Legal Studies and Criminal Justice Program requires an internship, a seemingly marketable quality for our majors. Further, the feedback we received from our student focus groups, suggests that our students want more applied knowledge as well as to gain relevant professional experience in the program. Once fully staffed, we will explore additional ways in which we may be able to incorporate more transfer of learning and resume-building components.

Overall in law and justice related professionals, there is a major demographic change happening with Baby Boomer retirements. This is a good time to be entering these fields.

CRIMINAL JUSTICE JOB OUTLOOK

In researching the forecast for specific occupations for our majors, the Occupational Outlook Handbook and ONET suggest that, “Protective Service Occupations,” a typical pursuit for someone with a criminal justice background, are growing at a 4% rate, which is slower than average. According to ONET, there are some specific jobs within this field that have a “bright outlook.” These include: correctional officers/jailers (growth rate of 5% in WI); Intelligence Analysis (growth rate of 3% in WI); Police Officer/Sheriff’s Deputy (growth rate of 3% in both WI and MN); Retail Loss Prevention Specialists (growth rate of 5% in MN and 6% in WI). Private detectives and investigators have a growth rate of 8%, above average.

Another field typical of majors with a criminal justice background is “Community & Social Services.” The Occupational Outlook Handbook predicts a growth rate of 10% in this field which is faster than average and promising for our majors. ONET shows that specific jobs within this field have a “bright look” and include: Social & Human Service Assistants (growth rate of 16% in MN and 5% in WI); and Substance Abuse and Behavioral Disorder Counselors/Technicians (growth rate of 22% nationwide).

What may be promising for our students is to partner with other departments at UWS to create some marketable major/minor pairings. For instance, according to the Georgetown University report, *Good Jobs Are Back (2015)*, one of the fastest growing job fields is that of managerial occupations, including positions such as Regulatory-Affairs Managers and Security Managers. A Legal Studies/Criminal Justice degree combined with a major/minor in Business, Economics and/or supplemented with a certificate, such as Ethical Leadership, would seem to prove valuable.

Another area of fast growth is that of Science and Technology. Pairing our degrees with Computer Science, IT, Biology or Chemistry may also prove marketable for our students. According to the Occupational Outlook Handbook jobs in these fields, such as an Information Security Analyst, are looking at a growth rate of 18%, while a job as a Forensic Science Technician is expected to grow at a rate of 27%.

Other possible pairings with majors/minors at UWS would be Business, Accounting and Economics for careers in the insurance industry as a Claims Adjuster, Appraiser, Examiner or Investigator. Growth rate for these jobs is around 3% according to the Occupational Outlook Handbook. The combination of a Legal Studies/Criminal Justice degree with Business would also be useful in Human Resource positions, with a growth rate of 5-9%.

LEGAL STUDIES CAREER DEMAND ANALYSIS

The Legal Studies interdisciplinary approach to the study of law allows students to pursue distinguished and diverse career paths including:

- Attorneys (additional JD degree required)

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- Consultants
- Contract Administrators
- Court Administrators
- Court Clerks
- Data Analysts
- Expert Witnesses
- Government Relations Directors
- Hospital Administrators
- Human Resources Managers
- Insurance Adjusters and Risk Managers
- Compliance Officers in regulatory environments
- Investigators
- Labor Relations Directors
- Legal Assistants
- Legal Consultants
- Legislative Liaisons
- Litigation Analysts
- Lobbyists
- Magistrates
- Medical records analysts
- Paralegals
- Policy Developers
- Politicians
- Professors
- Public Service Administrators
- Real Estate Professionals
- Reporters
- Research Associates
- Social Workers
- Union Representatives
- Mediation, arbitration and conciliation

Here is a sampling of different occupations that LSTU majors may pursue. According to the Occupational Job Outlook Handbook and ONET, the growth rate for lawyers is 6% annually (better than average currently). Many LSTU majors plan to attend law school. For paralegal/legal assistant positions, the growth rate is 8% annually (above average). Insurance sales agents have a growth rate of 9% (above average). Claims adjusters, appraisers and examiners have a 3% growth rate (below average). Medical records and health information technicians have a growth rate of 15% (way above average). Banking loan officers or similarly situated legal professionals in banking have a growth rate of 8% (above average). Arbitrators, Mediators and Conciliators have a 9% growth rate (above average). Real estate agents have a growth rate of 3%. According to ONET, compliance managers have a growth rate of 4% and human resource specialists have a growth rate of 9%.

Taken as a whole, the Legal Studies and Criminal Justice job outlook contains stable, if not some growth areas, for future employment.

C. Service to General Education and Other Programs

1. Refer to the table (provided) listing course number, title, credits, and requirement category for all general education courses offered by your program. How often are these general education courses offered? Are these general education offerings filling to capacity? If not, discuss the rationale for the frequency of offering, in light of enrollment concerns; or discuss plans to adjust the frequency of offering so that courses reach capacity.

General Education Courses Offered by Program (# /title / credits)	General education category in which this course fits.	Is this general education offering filling to capacity? Are you offering too many seats/sections or too few?	How often is this course offered? Rationale for frequency.	Enrollment cap for this course? Exp. if course has cap of less than 25.
LSTU 115 Law and Human Behavior, 3 credits	Social Science; approved for University Studies	Yes---properly scheduled amount of sections	Two sections in Fall; one section in Spring (needed for both programs as required course and Gen Ed enrollments ensure full or nearly full capacity)	20 students each section due to AS-L projects
LSTU 261 Law and Contemporary Issues. 3 credits	Social Science; approved for University Studies	Yes---this course consistently overenrolls	One section in Spring (needed as requirement in LSTU; elective in CJUS; Gen Ed)	30
LSTU 365 Race, Class, Gender and Law, 3 credits	Diversity	Yes—one offering every other year	300 level option for LSTU; one of two required options for CJUS major; open to Gen Ed	30
CJUS 106 Crime, Behavior and Social Control, 3 credits	Social Science; pending approval for University Studies	Yes—two offerings every semester face to face; one offering DL per year	Required course for CJUS majors; Gen Ed	25; DL=20
CJUS 312 Gender, Crime and Justice, 3 credits	Diversity	One offering per year	One of two required courses for CJUS major; 300 elective for LSTU major; Gen Ed	20 for CJUS; GST for 5 for total enrollment of 25

NARRATIVE: The table above summarizes the answers to the key questions. The Program has done analysis of its Gen Ed offerings and concluded the rotation and number of offerings does regularly meet the minimum of 10 enrolled students and frequently enrolls to capacity. The program provides service to Gen Ed in Social Science and Diversity categories. Continued monitoring of enrollment patterns will help ensure that enrollments remain strong.

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Service Courses Offered by Program (# /title / credits)	For what programs is this a service course?	Is this course offering filling to capacity? Are you offering too many seats/sections or too few?	How often is this course offered? Rationale for frequency.	Enrollment cap for this course? Explanation if course has cap of less than 25.
LSTU 303 Environmental Law & Regulation, 3 credits	Transportation & Logistics (required course); new Env. Studies/Env. Science; Journalism elective course in COMM Journalism track	YES---offered face to face Fall; online Spring	Twice per year due to demand of T&L program and expected demand of Env. Studies/Env. Science	30
LSTU 115 Law and Human Behavior, 3 credits	Sports Management Minor, HHP (required legal course up to 2012 catalogue)	YES	Three times per year	30
LSTU 363 Comparative Law and Courts, 3	Global Studies minor	YES	Every other year	25
LSTU 210 Criminal Procedure, 3 credits	Forensic Science concentration in Chemistry/Natural Science	YES	Every year, Spring	25
LSTU 233, Law, Citizenship and Civic Engagement,	Communicating Arts (Journalism) elective course	YES	Every Fall	20
LSTU 357, Post-Colonialism, 3 credits	Global Studies	no longer offered	N/A	N/A
CJUS 106, Crime, Behavior and Social Control, 3	Social Work	every semester	25	20

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CJUS 212 Managing Criminal Investigations, 3 credits	Forensic Science concentration in Chemistry/Natural Science	YES	Every other year	25
CJUS 312 Gender, Crime & Justice, 3 credits	Gender Studies Minor in SI	YES	Every year	25

- List the courses in your program, including general education courses, that act as service courses to other majors/minors (list each course number, title, credits, and which major/minor uses the course). Is this service load sustainable?

NARRATIVE: The Legal Studies & Criminal Justice Program provides a great deal of service to other programs on campus. So far, this is a sustainable load and the program intends to strengthen the enrollment patterns into these courses with other programs. The one area that will merit watching is the growth of the newly approved Environmental Studies/Environmental Science major. The LSTU 303 course is a required course for both of these tracks. That may push enrollment higher as the new program grow and may, at some point, require additional sections of this course.

- Review the summary of how many IDS/IDMs have used content areas from your program. What criteria has your program established to approve IDS/IDM requests?

Year	CJUS IDS/IDM credits	LSTU IDS/IDM credits
2009-2010	29.66	40
2010-2011	15	63
2011-2012	29	47
2012-2013	30	39
2013-2014	72	9
2014-2015	12	18

NARRATIVE: Legal Studies and Criminal Justice content areas has been used to construct IDS/IDM majors and minors over the past seven years. The pattern is variable and probably with little intention other than individual student demand. This is a growth area for us to work with the DLC and students to develop more IDS/IDM plans. In addition, the program could design several IDS/IDM pathways that make sense and provide those templates to DLC and Registrar for use. Our process for IDS/IDM approval is to have the primary disciplinary content expert review the IDS/IDM plans to ensure quality academics and then inform the program of IDS/IDM work. As the use of IDS/IDM grows in our program, more protocols will be developed.

D. Additional Contributions

- Discuss in narrative format the notable service contributions that the faculty and staff in your program have made to the students, program, department, university, or discipline/profession since the last review period. (Maximum 300 words)

NARRATIVE: Note that neither Dr. Wright nor Dr. O'Connor left copies of their annual reports for the relevant time period so it is not possible to summarize their contributions. Both of them were recognized published scholars (in their fields at national and international levels) in their disciplines (Legal Studies, Constitutionalism and Criminal Justice). Both of them served on university and departmental committees as requested. Both of them contributed to program administrative functions: Dr. Wright as a Program Coordinator and Assessment Coordinator and Dr. O'Connor as Program Recorder and head of Assessment. Dr. Keveles regularly presented at national discipline conferences, was an active national leader in the National Criminal Justice Honor Society, coordinated scheduling and other administrative functions for the program, directed the work of the Criminal Justice concentration and served on many important university committees as requested. He was also active in the HIPS movement as one of the key Academic Service Learning faculty chairs and facilitators. He was a published author in his field. Dr. Cuzzo has coached the regional and nationally award winning Mock Trial team for the entire time period, serves as an advisor to student organizations, is a published author in conflict resolution and ADR, has presented at a regional or national conference every year during the review period and has contributed to the university in multiple key positions including HLC Accreditation Faculty Co-Facilitator, CETL Director (2007-2015), member of Provost's Leadership Team and numerous other committees and Task Forces established by the Provost and Chancellor. All members of the program have received university recognition awards for scholarship, teaching or service work over the past seven years.

2. Briefly describe any grants, fellowships, and other external funding awarded to faculty/staff in the program since the last review period. (Maximum 200 words)

NARRATIVE: There is no documentation of grants, fellowships or external funding awarded to the program in the review period.

3. Describe notable achievements among program faculty and staff in research, scholarship, and creative activities since the last review period. (Maximum 200 words; you may provide an appendix if you wish to include more detailed information)

NARRATIVE: Dr. Wright published several international and national books and articles. Dr. Keveles presented at national and international conferences each year during the review period. Dr. Cuzzo presented at national and international conferences each year and published two key chapters in her field. Dr. O'Connor presented at national and international conferences and published in his field. Dr. Keveles and Dr. Cuzzo were involved as OPID Faculty Fellow and Scholar in SoTL work during the period.

V. Synopsis and Future Planning

A. Retrospective review:

1. What were the program's challenges, strengths, weaknesses, and opportunities during the review period?

NARRATIVE: The strengths of the Legal Studies & Criminal Justice program include:

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- Integrated and efficient curriculum between Legal Studies & Criminal Justice;
- Robust and continuing high enrollment in Criminal Justice concentration and growing enrollment in Legal Studies;
- Only Criminal Justice program in the region;
- Only Legal Studies program in the region and one of two such programs in Wisconsin (Madison being the other);
- Nationally respected Mock Trial team and CJUS CJSA competitive team;
- Clear pipelines into law school, graduate school and employment from both programs;
- Cutting edge law-related and justice-related curriculum;
- Opportunity to hire new faculty and academic staff, which will bring new vision and enthusiasm to the program (two hires successful in 2015-2016: Dr. Patricia Maddox for Criminal Justice and Ms. Leslie Dollen in Legal Studies---one more search pending in 2016-2017);
- Strong partnership to career related certificates with Center for Continuing Education & Extension;
- Robust student organizations such as Mock Trial, CJUS Student Association, Pre-Law Society and CJUS Honor Society which provides many co-curricular learning opportunities for students; several of them have had regional and national success in academic competitions;
- Established relationship with Admissions and Advisement offices for both recruitment and retention into the program;
- Well respected program in the region by legal justice/criminal justice constituencies including employers, law schools and graduate schools;
- Regularly consulted by local media outlets for expert opinions on law and justice issues;
- We provide coursework to Forensic Chemistry concentration in Chemistry, Transportation & Logistics in DBE, Gender Studies minor in SI, Global Studies Minor in SI, new Environmental Science and Environmental Studies majors, and Sports Management minor in HHP;
- Newly created Legal Studies and Criminal Justice Advisory Committee in 2015-2016 which will advise program on field and career relevance and programming;
- Completed MAJOR self-study efforts in 2015-2016 to enhance future planning efforts for the program including:
 - Student Focus Group Study (Spring 2016)
 - Community Partnership List Research (Spring 2016)
 - National Distance Learning Summary of Legal Studies and Criminal Justice online programs for purposes of developing MOU with DLC (Spring 2016)

The trends of the Legal Studies & Criminal Justice program include:

- Need to reverse a decline in enrollment in Legal Studies which must be turned around in a reasonable time (already seeing progress in 2015-2016 on this);
- Pending and current significant short staffing which affects capacity of the program to engage in extra activities such as recruitment and retention efforts;
- Consistently strong enrollment in Criminal Justice, which enhances course enrollment in both disciplines;

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- Consistently solid interest by students in more Distance Learning offerings (which is under discussion and development in the program);
- More consistently integrating professional legal and justice communities into curriculum and programming;

The concerns/weaknesses of the Legal Studies & Criminal Justice program include:

- Faculty retirements and resignations have led to unstable staffing situation over the past five years;
- Successful onboarding of two new faculty/academic staff positions in 2015-2016;
- Completion of second CJUS Assistant Professor national search in 2016-2017;
- Managing loss of years of academic and professional expertise to retirements; this is a time of personnel turbulence in the program and managing this time without negative effect to the students and program is key;
- Need to ensure continuity of course offerings and provide managed communication plan to students to keep them informed and reassure them of the solidity of the program during transition;
- Need to build better community between students and with faculty/instructional staff;
- Need to continue to grow community partnerships for our students;
- Need to enhance enrollment in Legal Studies major;
- Need to continue development of DL on line LSTU major and DL online CJUS minor;
- Need to strengthen retention rate in program;
- Re-negotiate articulation agreements with regional feeder institutions into the program to be more “transfer friendly”;
- Processing and integrating valuable insights from the research completed this year
- Lack of adequate funding for Mock Trial and student organizations in general that exist in LSTU/CJUS.

The opportunities of the Legal Studies & Criminal Justice program include:

- Developing and following a clear recruitment and retention plan with the goal of increasing enrollment by 10% over the next five years;
- Developing and following a marketing plan to increase the visibility of the program on the university and in the community;
- Developing an online Legal Studies major with CJUS minor to grow the DL enrollment and expand the reach of the program to DL students around the country IF sufficient staffing and support exists and IF the program can design effective HIPS and partnership efforts;
- Revision of the curriculum to bring in new ideas and content disciplinary knowledge based on expertise of new hires;
- Enhance the level of community partnerships between our students, faculty/staff and the local professional communities in LSTU and CJUS;
- Generate a more coherent “plan for success” for our majors to help them “connect the dots” between their academic learning and their future life and career goals;
- Continue to enhance the shared advising relationships between LSTU/CJUS and the Advising Center;

- Provide strong support to all faculty/staff members of the program for their personal and professional development and scholarly agendas;
 - Continue to develop and expand the options with CCE in professional certificates that will enhance our student's competitiveness in the job market;
 - Deeply embed multiple HIPS throughout the curriculum based on a clear curriculum map and agreements between faculty/staff in the program about our pedagogical goals and promises to our students on active learning;
 - Ensure that the curriculum in LSTU/CJUS is responding to the changing job market for new positions by maintaining close eye on developing NACE data and other datasets;
 - Continue to strengthen and build on the value of the Legal Studies & Criminal Justice Advisory group for professional insight and advice on quality curriculum and programming in the field;
 - Continue to embed key aspects of the Superior Visions 20/20 into the planning efforts in LSTU/CJUS
 - Develop and build a Legal Services Clinic to provide links between LSTU/CJUS students and the public to aid self-represented litigants, small claims litigants, CHIPS parties, etc. in order to enhance community partnerships and student experiential learning experiences
 - Stabilizing funding for Mock Trial on a permanent basis.
2. How has the program addressed its challenges and weaknesses during the review period?

NARRATIVE: The program used a case by case reactive response model in the past to issues or challenges. Because of ongoing short staffing and understaffing, the program was limited in its capacity to forward vision. Issues were often addressed individually by program members rather than in a programmatic way. The undisclosed "divide" between Legal Studies and Criminal Justice ensured that there was not continuity or cohesion in programmatic planning or responses. Sometimes all program members were not equally aware or participating in the analysis and crafting of responses to issues. Despite these difficulties, many issues were addressed in real time and the program maintained a fairly healthy level of enrollment and productivity.

Now that the university has committed to four FTE positions, the program has some new opportunities to change the reactive response process into a proactive planning model. The emphasis is on developing clear plans (e.g. recruitment and retention; curriculum mapping, pedagogy maps) to guide the work of the program so it can respond proactively rather than reactively to issues and challenges. The program needs to develop a vision for its future and then work specifically to achieve those goals. Problems and issues should be brought to the program as a whole. That is what the program took concrete steps to achieve in the transition year of 2015-2016 and will continue into the future.

3. How has the program utilized its strengths and identified opportunities?

NARRATIVE: The summary above in A1 indicates that many strengths that the program has to build upon. During the past seven years, the program has used these strengths to respond to a rapidly changing environment. With the hiring of three new faculty/staff by the end of 2017, there will truly be a new set of opportunities for the program to move things

forward in a positive direction. While it will take a while for our new hires to become acclimated to the university and its culture, this will be a time of revitalizing and renewing the vision of the Legal Studies & Criminal Justice Program. The strengths and opportunities are clear. The program needs to cultivate a respectful, caring community of faculty, staff and students in order to maximize the various opportunities and bring them into fruition.

B. Projection:

1. Summarize the program's outlook and plans for the next review period, including goals, measurable outcomes, and anticipated challenges.
 - i. **GOAL 1: Developing and following a clear recruitment and retention plan with the goal of increasing enrollment by 10% over the next five years;**
 1. MEASURABLE OUTCOME: existence of plan; increased enrollment by 10% from 2014-2015 levels
 2. ANTICIPATED CHALLENGES: recruitment picture is changing and program members will need to fully invest and participate in recruitment activities with Admissions---time and priority may be a problem; retention picture is fraught with unexpected dynamics so the program will have to keep diagnosing and understanding WHY students leave the university---on the reasons we can influence, the program needs to be proactive.
 - ii. **GOAL 2: Developing and following a marketing plan to increase the visibility of the program on the university and in the community;**
 1. MEASUREABLE OUTCOME: existence of marketing brochures, banners and other marketing tools as well as a plan; survey of community partners to determine if their overall knowledge of program has increased between now and next review;
 2. ANTICIPATED CHALLENGES: lack of expertise on marketing within the program and need to obtain assistance from Marketing and Communication to assist in developing skills
 - iii. **GOAL 3: Completing the assessment, developing a plan and implementing an online Legal Studies major with CJUS minor to grow the DL enrollment and expand the reach of the program to DL students around the country;**
 1. MEASUREABLE OUTCOME: DLC MOU completed between LSTU/CJUS program and DLC for online major in LSTU and minor in CJUS; course development completed and major/minor rolling by next review cycle
 2. ANTICIPATED CHALLENGES: securing program agreement to this commitment, solving load issues for teaching, recruiting quality adjuncts to teach courses, integrating DL into face to face planning
 - iv. **GOAL 4: Revision of the curriculum to bring in new ideas and content disciplinary knowledge based on expertise of new hires;**
 1. MEASURABLE OUTCOME: completed curricular plan, successful proposal of redesigned courses/new courses through governance where needed

2. **ANTICIPATED CHALLENGES:** letting go of past curricular vision and moving toward a shared new vision of curriculum, need fourth hire in place to complete this revision at end of 2017
- v. **GOAL 5: Enhance the level of community partnerships between our students, faculty/staff and the local professional communities in LSTU and CJUS;**
 1. **MEASURABLE OUTCOME:** more developed internship program in place, more guest speakers in classes to provide real world insight to students, more mentoring relationships in place between community professionals and students, more joint programming such as CCR-DV and CCR-SA
 2. **ANTICIPATED CHALLENGES:** getting clear line of responsibility with faculty/staff on who is working on which aspect of this plan
- vi. **GOAL 6: Generate a more coherent “plan for success” for our majors to help them “connect the dots” between their academic learning and their future life and career goals;**
 1. **MEASURABLE OUTCOME:** new student orientation in place starting in 2016-2017; more electronic newsletter attempts to “connect the dots”; more mock interview and career oriented preparation for students
 2. **ANTICIPATED CHALLENGES:** finding adequate timing to have all student orientation
- vii. **GOAL 7: Continue to develop and expand the options with CCE in professional certificates that will enhance our student’s competitiveness in the job market;**
 1. **MEASURABLE OUTCOME:** additional certificates in perhaps Advocacy, Risk Management/Compliance and/or Conflict Resolution in Workplace
 2. **ANTICIPATED CHALLENGES:** time to develop the curriculum; ability to schedule course offerings using alternative delivery methods and alternative scheduling
- viii. **GOAL 8: Deeply embed multiple HIPS and experiential learning throughout the curriculum based on a clear curriculum map and agreements between faculty/staff in the program about our pedagogical goals and promises to our students on active learning;**
 1. **MEASURABLE OUTCOME:** completed pedagogy curricular map; completed training in HIPS pedagogy; clear choices of which experiential learning pedagogies to use in different courses;
 2. **ANTICIPATED CHALLENGES:** buy-in by program colleagues with program vision of shared pedagogy
- ix. **GOAL 9: Continue to strengthen and build on the value of the Legal Studies & Criminal Justice Advisory group for professional insight and advice on quality curriculum and programming in the field;**
 1. **MEASURABLE OUTCOME:** regular meetings of the Advisory Committee with minutes documenting their insights/contribution
 2. **ANTICIPATED CHALLENGES:** time

- x. **GOAL 10: Continue to embed key aspects of the Superior Visions 20/20 into the planning efforts in LSTU/CJUS**
 - 1. MEASURABLE OUTCOME: Map completed of how LSTU/CJUS Program has integrated Superior Visions 20/20 matrix that are appropriate
 - 2. ANTICIPATED CHALLENGES: making time to move toward these new practices
- xi. **GOAL 11: Assess the feasibility of developing a Legal Services Clinic to provide links between LSTU/CJUS students and the public to aid self-represented litigants, small claims litigants, CHIPS parties, etc. in order to enhance community partnerships and student experiential learning experiences**
 - 1. MEASURABLE OUTCOME: complete a feasibility study on having a clinic functioning in the community sponsored by LSTU/CJUS program
 - 2. ANTICIPATED CHALLENGES: obtaining permissions from university, securing community referral sources for cases, recruiting students to serve in the clinic, liability coverages, obtaining proper supervision with credentials, developing and obtaining funding and budget, revising curriculum to allow credit for clinical experience, training of clinic members
- xii. **GOAL 12: Obtain permanent university funding support for Mock Trial at the level of \$25,000 per year**
 - 1. MEASURABLE OUTCOME; standing line of funding for Mock Trial through HBJD department at \$25,000 per year
 - 2. ANTICIPATED CHALLENGES: securing ongoing commitment from Chancellor/Provost/Dean for permanent funding for Mock Trial to exist just as it does for Athletics Teams

C. Resource Implications and Requests:

Referring to the Projection above,

- 1. Discuss whether any program resources (personnel, technology, infrastructure, etc.) will become redundant or unnecessary.

NARRATIVE: The program does not expect any redundant or unnecessary outcomes at this time.

- 2. If additional positions are needed, indicate the needs and provide justification for hiring additional **faculty and staff**.

NARRATIVE: If the program grows face to face enrollment by 10% and/or implements a new online LSTU major/CJUS minor, the program will need an additional faculty line that can move between LSTU and CJUS for course coverage (additional sections, etc.) and a standing commitment to adjunct instructors for the DL portion of the development (number undetermined at this time). The university will have to commit to course development funding for the online major/minor and course redesign funds for the existing courses created

by former faculty that may not conform to desired standards (amount unknown). If the demand on particular service courses (such as LSTU 303 Environmental Law & Regulation) grows with Environmental Studies/Environmental Science or Transportation Logistics needs, additional sections with adjuncts may be required. If the program develops a Legal Services Clinic, supervisory staffing may be required (amount undetermined).

3. If classroom facilities and labs are not adequate, indicate what would be necessary to fully meet the program needs.

NARRATIVE: no additional facilities or labs are anticipated. However, if Legal Services Clinic is developed, space would have to be provided to house this clinic.

4. If office space for program faculty and staff is not adequate, indicate what would be necessary to fully meet their needs.

NARRATIVE: if additional faculty or adjuncts are hired, the program may need additional office space in the Swenson Hallway where the program is located.

5. Explain what additional library resources the program needs and justify their acquisition.

NARRATIVE: None anticipated at this time.

6. Explain what other additional resources the program needs and justify their acquisition.

NARRATIVE: Mock Trial funding will require a permanent commitment by the university of \$25,000 per year (non-SUFAC funds) to allow the team to exist. Legal Services Clinic would require space, supervisor staff funding and some resource budget to assist the public as well as insurance coverage.

7. Describe possible funding sources for the resource needs identified above.

NARRATIVE: University line item commitments; Foundation support