Department/Program: Criminal Justice Graduate Program
Academic Year of Report:
Date Submitted: 11/15/2014
Report author: Brad Reyns

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   Email: breyns@weber.edu
A. Brief Introductory Statement:

Please review the Introductory Statement and contact information for your department displayed on the assessment site: [http://www.weber.edu/portfolio/departments.html](http://www.weber.edu/portfolio/departments.html) - if this information is current, please indicate as much. No further information is needed. We will indicate “Last Reviewed: [current date]” on the page.

If the information is not current, please provide an update:

Information is current.
B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If the information is not current, please provide an update:

Information is current.
C. Student Learning Outcomes
Please review the Student Learning Outcomes for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.
If they are not current, please provide an update:

Information is current
D. Curriculum
Please review the Curriculum Grid for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if it is current, please indicate as much; we will mark the web page as “Last Reviewed: [current data]”. No further information is needed.
If the curriculum grid is not current, please provide an update:

Information is current.
E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as “Last Reviewed [current date]”. No further information is needed.

If the plan is not current, please provide an update:

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee’s planning documentation.

Primary instructors for MCJ 6100, MCJ 6110, and MCJ 6120 will assess at the class-level whether learning objectives have been met using a method of their choosing. This information will be relayed to the department’s assessment committee by either course instructors or the graduate program director.
F. Report of assessment results for the most previous academic year:

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for ‘acceptable performance’ is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

1. Outcomes assessed:
   a. Analyze the key issues affecting our criminal justice system
   b. Synthesize and apply theoretical foundations
   c. Discriminate between various methodological techniques and their use

2. Method of measurement:
   a. Method of measurement varies from instructor to instructor and across objectives.
      i. MCJ 6100
         1. Five forums, five exams, eight quizzes, three research papers
      ii. MCJ 6110
         1. End of chapter quizzes and exercises, discussion postings
      iii. MCJ 6120
         1. Collectively all assignments (2 papers, 12 notes guides, 12 discussion posts, and 1 article leader assignment) assessed objectives for the course (see A and B below). However, objective A) was directly assessed by the notes guides and discussion posts while B) was directly assessed through Papers 1 & 2.
            a. Comprehend each of the major criminological theories and their interpretation in the literature
            b. Compare and contrast each criminological theory's validity and application

3. Threshold for ‘acceptable performance’:
   a. Threshold for ‘acceptable performance’ varies from instructor to instructor, across objectives, and depend on the nature of the measurement method.
      i. MCJ 6100
1. 80% - the grade threshold for passing the class

ii. MCJ 6110
   1. 75% or higher – varies depending on the objective and method of measurement

iii. MCJ 6120
   1. 83% or higher on given assignments or when a student demonstrated an improvement from Paper 1 to Paper 2.

4. Results of the assessment:
   a. Results vary from instructor to instructor, across objectives, and depend on the nature of the measurement method. Examples of varying degrees of 'quality' student work will be uploaded into Canvas by instructors to illustrate their respective threshold or expectations of students.
      i. MCJ 6100
         1. Course Objectives:
            a. Distinguish between the contemporary issues relevant to the current field of criminal justice. Mean Score: 86%
            b. Identify moderating and mitigating factors relevant to contemporary criminal justice. Mean Score: 84%
            c. Analyze current research on a variety of contemporary issues relevant to the current field of criminal justice. Mean Score: 72%

ii. MCJ 6110
   1. Course Objectives:
      a. To gain an understanding for the functions and purpose of conducting social science research.
         i. Measure 1: 89% of the class scored 87% or higher
         ii. Measure 2: 91% of the class scored 84% or higher
      b. To become familiar with the importance of validity and reliability in research and the importance of using sound research methods.
         i. Measure 1: 100% of the class scored 91% or higher
         ii. Measure 2: 88% of the class scored 82% or higher

iii. MCJ 6120
   1. For objective A), the majority of students showed improvement from notes guide 1 to notes guide 12 and from discussion post 1 to discussion post 12. For example, all but one student scored an average of 84% or higher on the notes guides assignments while all but one student scored an
average of 83% or higher on the discussion posts. For objective B) all students scored a 70% average or better on both papers and the majority improved their scores from paper 1 to paper 2.

5. How are findings interpreted:
   a. Findings are interpreted individually by instructors based on the chosen measurement method. The goal is to ensure that all learning objectives are met throughout the course. If objectives are not being met or the evidence suggests students are not meeting the instructor's chosen threshold, action will be taken.
      i. **MCJ 6100**
         1. Overall, students are achieving at an acceptable level on Course Objectives 1 and 2. The less than satisfactory score on Course Objective 3, however, was more of a function of students' poor writing skills and their deficiency in being able to adequately address the topic at hand and defend their thoughts using empirical support.
      
   ii. **MCJ 6110**
      1. Course Objectives:
         a. To gain an understanding for the functions and purpose of conducting social science research.
            i. Measure 1: Students successfully demonstrated an understanding for the functions and purpose of social science research methodologies.
            ii. Measure 2: The class was successful in applying various research methods to more creative research contexts and settings.
         b. To become familiar with the importance of validity and reliability in research and the importance of using sound research methods.
            i. Measure 1: 100% of the class engaged in class discussions on a systematic basis. Students replied to one another and also posted independent of other posts.
            ii. Measure 2: The class successfully gained an understanding of operationalization and the role of reliability and validity in the measurement of social variables.
      
   iii. **MCJ 6120**
      1. Given that students overwhelmingly showed improvement or averaged a B or better on assignments the professor feels as though the objectives of the class were met.
6. Course of action:
   a. Again, the course of action varies by instructor. The faculty have not deemed any large scale changes to the program necessary at this time. Faculty teaching core MCJ courses will make changes to their courses as they deem necessary.
      i. MCJ 6100
         1. Students will be required to purchase mandatory resources, such as the APA manual and a text on how to write a literature review, to help develop the type of writing skills expected at the graduate level.
      ii. MCJ 6110
         1. Course Objectives:
            a. To gain an understanding for the functions and purpose of conducting social science research.
               i. Measure 1: Curricular changes will include increasing the difficulty level of quiz questions.
               ii. Measure 2: For this measure, the students will be asked to engage in more group related exercises in the future in addition to individual efforts.
            b. To become familiar with the importance of validity and reliability in research and the importance of using sound research methods.
               i. Measure 1: Students will be asked to develop more comprehensive postings.
               ii. Measure 2: Curricular changes will include increasing the difficulty level of quiz questions.
      iii. MCJ 6120
         1. Maintain the numbers of successful students, if not improve those numbers for the next time around teaching this course.

B. Evidence of Learning: High Impact or Service Learning

   Not applicable
C. Evidence of Learning: General Education Courses (CJ 1010)

Not applicable
G. Summary of Artifact Collection Procedure

Professors teaching core courses collect artifacts throughout the semester and upload representative examples or data into a course in Canvas that has been designated for the purpose. This process is routinely repeated every time core MCJ courses are taught.
Appendix B

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

<table>
<thead>
<tr>
<th>Faculty</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>8</td>
</tr>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td>8</td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>4</td>
</tr>
<tr>
<td>Full-time Non-Tenured (includes tenure-track)</td>
<td>4</td>
</tr>
<tr>
<td>Part-time</td>
<td></td>
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<tr>
<td>With Master’s Degrees</td>
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<tr>
<td>Full-time Tenured</td>
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<td>Full-time Non-Tenured</td>
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<tr>
<td>Part-time</td>
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<tr>
<td>With Bachelor’s Degrees</td>
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<tr>
<td>Full-time Tenured</td>
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<tr>
<td>Full-time Non-tenured</td>
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<tr>
<td>Part-time</td>
<td></td>
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<tr>
<td>Other (J.D.)</td>
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<tr>
<td>Full-time Tenured</td>
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<tr>
<td>Full-time Non-tenured</td>
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<tr>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td><strong>Total Headcount Faculty</strong></td>
<td><strong>8</strong></td>
</tr>
<tr>
<td><strong>Full-time Tenured</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>
Please respond to the following questions.

1) Reflecting on this year’s assessment(s), how does the evidence of student learning impact your faculty’s confidence in the program being reviewed; how does that analysis change when compared with previous assessment evidence? To answer this question, compare evidence from prior years to the evidence from the current year. Discuss trends of evidence that increases your confidence in the strengths of the program. Also discuss trends of concern (e.g. students struggling to achieve particular student outcomes).
   a. Both this year and last year, results indicated that course and program objectives were being successfully met, which speaks to the effectiveness of the teaching methods being utilized in our MCJ courses.

2) With whom did you share the results of the year’s assessment efforts?
   b. The Department Chair
   c. The Dean
   d. The faculty

3) Based on your program’s assessment findings, what subsequent action will your program take?
   e. Program:
      i. Faculty will continue to monitor student success in MCJ 6100, 6110, and 6120.
      ii. At present, associated professors will make pedagogical changes based on individual assessments of need and “what works.” Illustrative examples of subsequent actions were discussed above.
      iii. Assessment of program objectives will occur annually in the Fall semester.