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, but there is a typo in the grid; CJ 4160 should be listed as CJ 4165.
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.

Information is current
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. Demonstrate comprehension of case processing in the system from arrest through parole
   b. Demonstrate comprehension of the major theories of crime causation
   c. Demonstrate comprehension of the major issues in police work
   d. Demonstrate comprehension of the major issues in corrections
   e. Demonstrate comprehension of the major theories of ethics
   f. Demonstrate comprehension of the fundamental concepts of the criminal law
   g. Demonstrate comprehension of the principles of social research methodology
   h. Demonstrate comprehension of the issues of due process, equal protection and fundamental fairness in policing, courts and corrections
   i. Demonstrate comprehension of the central issues in victimology, including types, consequences, and theories of victimization

2. Method of measurement:
   a. CJ 4995 assessment exam was administered for the first time Fall of 2014 and will be administered every semester going forward.
   b. The assessment includes questions from each of the core classes that students majoring in CJ are required to take.

3. Threshold for ‘acceptable performance’:
   a. Threshold for ‘acceptable performance’ in on the exam is 70%
4. Results of the assessment:
   a. The average score on the assessment was 68%. Of the 9 students taking the CJ 4995 assessment exam in Fall 2014, 3 scored 70% or higher on their first attempt; 3 more students passed the exam three weeks later on their second attempt; as of this writing, 3 students have still not passed.
   b. Course results across categories (objectives) of the assessment are listed below. Students did not reach the 70% threshold in the highlighted courses.
      i. CJ 1300: average score was 72%
      ii. CJ 1330: average score was 69%
      iii. CJ 2300: average score was 63%
      iv. CJ 3270: average score was 58%
      v. CJ 3300: average score was 69%
      vi. CJ 3600: average score was 83%
      vii. CJ 4165: average score was 76%
      viii. CJ 4200: average score was 69%
      ix. CJ 4980: average score was 65%

5. How are findings interpreted:
   a. Findings indicate there is work to be done to improve student performance on the assessment exam, particularly in the highlighted courses.

6. Course of action:
   a. The CJ Department has recently created an assessment committee. The committee is currently devising a proposal to address issues raised as a result of the assessment. The proposal includes plans for revising some of the assessment questions to better reflect material being taught in core classes, as well as a strategy for creating online modules that students can study if they initially fail the 4995 assessment.

B. Evidence of Learning: High Impact or Service Learning

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

1. Outcomes assessed:
   a. Written, oral, or graphic communication
   b. Abstract logic or reasoning
   c. Describe a social science approach to studying and understanding human behavior
   d. Explain the basic elements and operations of a sociocultural system
   e. Apply a social science perspective to a particular issue and identify factors impacting change (past or present)

2. Method of measurement:
   a. Method of measurement varies from instructor to instructor and across objectives. Examples of methods include writing assignments, essay questions on exams, and oral presentation assignments.

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.

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 have been uploaded into Canvas by instructors to illustrate their respective threshold or expectations of students. Artifacts for CJ 1010 courses are archived in a shell course in Canvas.

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. Instructors provide their assessment of findings for their courses in the Canvas shell course.

6. Course of action:
   a. The course of action taken is at the instructor’s discretion. If or when the evidence suggests objectives are not being met satisfactorily, it is the instructor’s responsibility to remedy the situation by making changes as
needed. Instructor plans are outlined, along with the instructor's artifacts, results, and findings in the Canvas shell course.
G. Summary of Artifact Collection Procedure

CJ 1010 Learning Objectives:

Artifacts for CJ 1010 are stored in a “shell” Canvas course that has been set up to act as a repository for artifacts, results, interpretations, and course of action plans. Every full-time professor in the criminal justice department has teacher-level access to the course, and is able to upload files for storage. Based on professors’ chosen methods for assessing the learning objectives for CJ 1010 (e.g., exams, assignments), corresponding artifacts and evidence of student learning are uploaded and stored in Canvas. This process repeats every semester.

Program Learning Objectives:

Artifacts are not collected for program assessment. However, results of the assessment exam are stored in ChiTester.
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>Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td>4</td>
</tr>
<tr>
<td>Full-time Non-Tenured (includes tenure-track)</td>
<td>7</td>
</tr>
<tr>
<td>Part-time</td>
<td>1</td>
</tr>
<tr>
<td>With Master's Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-Tenured</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>12</td>
</tr>
<tr>
<td>With Bachelor's Degrees</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>1</td>
</tr>
<tr>
<td>Other (J.D.)</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></td>
</tr>
<tr>
<td>Full-time Non-tenured</td>
<td></td>
</tr>
<tr>
<td>Part-time</td>
<td>8</td>
</tr>
<tr>
<td>Total Headcount Faculty</td>
<td></td>
</tr>
<tr>
<td>Full-time Tenured</td>
<td></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?
   a. Many of the assessment practices described in this document have been only just been implemented – Fall 2014.
   b. A pilot test of the CJ 4995 assessment tool was administered in Fall of 2013, and while this is not an “apples to apples” comparison, the data suggest that there has been an improvement in performance across categories of the exam. Notably, students scored above 70% in three courses this year, whereas last year, students only scored above 70% in CJ 3600.
   c. Members of the faculty are confident that moving forward our strategy for assessing, evaluating, and responding to the program’s objectives will be successful. We have also recently created an assessment committee to address issues raised in assessing CJ 1010 and the undergraduate program.
   d. The early assessment data indicate that not all learning objectives are being successfully met, but the CJ faculty have decided that it is too early to implement changes without multiple data points.

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

3) Based on your program’s assessment findings, what subsequent action will your program take?
   a. CJ 1010:
      i. The department will continue to assess CJ 1010 in the ways previously described for the foreseeable future. However, the assessment committee is working on a proposal that would allow CJ 1010 to be assessed in a uniform way.
      ii. The faculty teaching CJ 1010 will work toward making maintenance of the previously described Canvas course part of their ‘end of semester routine.’
   b. Program:
      i. The assessment exam taken as part of the requirements for completing CJ 4995 will continue to act as the department’s metric for assessing student learning.
      ii. Patterns in results from future administrations of the exam will be identified so that deficiencies can be addressed.
c. The CJ Department’s plan for the coming years is to continue the assessment methods outlined herein.