Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program:
Academic Year of Report: 2016/17 (Summer 2016, Fall 2016, Spring 2017)
Date Submitted:
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A. **Brief Introductory Statement:**
Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if this information is current, please place an 'X' below. No further information is needed. We will indicate "Last Reviewed: [current date]" on the page.

___ Information is current; no changes required.
_x__ Information is not current; updates below.

Update:

New chair of the CJ Department, and new bldg., for "Contact Information" purposes:

Dr. Brent Horn
1206 University Circle
Ogden, UT 84408-1206
Science Bldg, Rm 302MC
(801) 626-8843

B. Mission Statement
Please review the Mission Statement for your department or academic program 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:

_x__ Information is current; no changes required.
___ Information is not current; updates below.

Update:

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your academic program 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:

__x_ Information is current; no changes required.
___ Information is not current; updates below.

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D. **Curriculum**

Please review the Curriculum Grid for your department or academic program 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; no changes required.**
_x__ **Information is not current; updates below**

Curriculum Map Format

Core Courses in Department/Program	Department/Program Learning Outcomes								
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8	Learning Outcome 9
CJ 1010	1	1	1	1	1		1		
CJ 1300	2								
CJ 1330		2						2	
CJ 2300			2						
CJ 3270				2					
CJ 3300					2				
CJ 3600						1, 2			
CJ 4165								2	
CJ 4200								2	
CJ 4980									1, 2
CJ 4995	3	3	3	3	3	3	3	3	3

Note[a]: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered

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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 is current, please indicate as much; we will mark the web page as "Last Reviewed [current date]". No further information is needed.

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.

Assessment plan (updated):

Assessment data for the social science general education learning outcomes is collected at the end of every fall and spring semester from every section of CJ 1010. This data is collected using a uniform multiple choice exam in ChiTester, with questions reflecting each outcome as they apply to CJ 1010.

Assessment of the Criminal Justice Department's undergraduate program outcomes is accomplished through a comprehensive assessment exam administered through Chi Tester to all criminal justice majors prior to graduation. This assessment occurs as part of the CJ 4995 Senior Capstone course and includes materials from each of the core courses in the CJ program. Accordingly, assessments will take place every semester that CJ 4995 is offered.

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
       (**this is a sample page for purpose of illustration only**; a blank template can be found on the next page)

Sample only - Evidence of Learning: Courses within the Major – **Sample only**					
Measurable Learning Outcome: Students will…	Method of Measurement*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1:	Measure 1: A set of 10 multiple choice questions from Exam 1 Measure 2: Student presentations	Measure 1: 85% of students will score 80% or better on 10 questions Measure 2: Using a rubric to assess the presentation, 90% of students will achieve a score of 75% or above.	Measure 1: 93% of students scored 80% or better on 10 questions Measure 2: the threshold was met, but students performed poorly (avg. = 1.8) on one criterion.	Measure 1: Students successfully demonstrated interpretation skills Measure 2: unclear where the issue is	Measure 1: No curricular or pedagogical changes needed at this time Measure 2: provide better explanation of the expectations for this criterion and re-assess.
Learning Outcome 2:	Measure 1: Results of standardized test Measure 2: Students are surveyed about their perceived competence of the outcome	Measure 1: 85% of students will score at or above the national average. Measure 2: On a 5 point Likert scale, 90% of students will indicate 4 or 5	Measure 1: 90% of students scored above national average Measure 2: Less than half of students felt competence with this outcome.	Measure 1: Students successfully demonstrated competence; lowest average score was in transfer of knowledge, where only 69% of questions were answered correctly. Measure 2: Students tested well, but their perceived competence was lower than expected.	Measure 1: Faculty agree to include review of transfer in all related courses; this outcome will be reassessed during next review Measure 2: Students will be given more opportunity to practice this skill with immediate feedback.

*Can be a mix of direct and indirect measures, but at least one measure must be direct

Evidence of Learning Worksheet: **Courses within the Major**

Measurable Learning Outcome	Description of Outcome	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes – Average Score	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1 (CJ 1300)	Recognize the key historical, theoretical, and practical components of contemporary corrections	The average score for this outcome is 70% or better	Summer 2016: 65.45% Fall 2016: 70.55% Spring 2017: 70.45%	• The 70% threshold seems to be generally appropriate, with most learning outcomes (especially for CJ 1300, 1330, 2300, 3300) meeting or approaching that standard most semesters over the past year.	• Questions, particularly for CJ 3600, 4165, 4200 and 4980, continue to undergo review. Problematic questions are in the process of being modified or removed during Summer and Fall 2017.
Learning Outcome 2 (CJ 1330)	Identify the fundamental concepts of criminal law as they are applied in the courts	The average score for this outcome is 70% or better	Summer 2016: 65.45% Fall 2016: 70.18% Spring 2017: 67.27%		
Learning Outcome 3 (CJ 2300)	Recognize the key historical, theoretical, and practical components of contemporary policing	The average score for this outcome is 70% or better	Summer 2016: 76.97% Fall 2016: 72% Spring 2017: 69.09%		
Learning Outcome 4 (CJ 3270)	Distinguish between the major theories of crime causation	The average score for this outcome is 70% or better	Summer 2016: 52.12% Fall 2016: 60.73% Spring 2017: 58.18%	• Work still remains for some learning outcomes to achieve the 70% goal, although currently faculty believe this to be primarily a fault with some of the questions, and work is ongoing to identify and fix some of the questions.	
Learning Outcome 5 (CJ 3300)	Distinguish between the various types, consequences, and theories of victimization	The average score for this outcome is 70% or better	Summer 2016: 70.91% Fall 2016: 73.09% Spring 2017: 70%		
Learning Outcome 6 (CJ 3600)	Recall the fundamental concepts of social science statistics	The average score for this outcome is 70% or better	Summer 2016: 64.85% Fall 2016: 65.45% Spring 2017: 57.5%		
Learning Outcome 7 (CJ 4165)	Distinguish between the key constitutional rights that impact the contemporary criminal justice system	The average score for this outcome is 70% or better	Summer 2016: 63.64% Fall 2016: 69.09% Spring 2017: 61.82%		
Learning Outcome 8 (CJ 4200)	Distinguish between the major theories of ethics	The average score for this outcome is 70% or better	Summer 2016: 56.97% Fall 2016: 60.36% Spring 2017: 55%		
Learning Outcome 9 (CJ 4980)	Recall the fundamental principles of social science research methodology	The average score for this outcome is 70% or better	Summer 2016: 61.21% Fall 2016: 65.09% Spring 2017: 60.91%		

Note: All outcomes are measured using the CJ 4995 assessment exam. The course codes from the outcome column are associated with a section of questions from the exam that correspond to a learning outcome.

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b.   Evidence of Learning: High Impact Practices (HIPs)

List the activities you have within your academic program that you consider to be high impact. For key elements of high impact practices, see: Key Elements of High-Impact Practices.

If you cannot identify any HIPs occurring within your academic program, please indicate that. Are you planning to incorporate HIPs in the near future?

[List and/or narrative]

In May of 2017, Dr. Williams and Dr. Reyns took a group of students to London for the first study abroad trip from the Criminal Justice Department in several years. The primary learning objective for the course was to compare and contrast the English criminal justice system with the U.S. criminal justice system. During the two week trip, students had many opportunities to interact with officers and court officials, and to sit in on court proceedings. Based on the work produced by the students, the professors view the trip as a successful example of high impact learning. A second trip is tentatively planned for May of 2019.

Since Fall, 2014, Dr. Williams has been involving students in community engaged learning through CCEL's community research team. To date, four CJ majors and one CJ minor have been selected as community engaged leaders on the research team. These students have conducted community-based research with and for community partners such as South Ogden City and the Ogden Police Department to inform these partners' governance and policing practices. In the 2016-2017 academic year, our CJ students' efforts resulted in a survey of public opinion of policing in Ogden, the results of which one of our students presented to the Ogden Police Department. Another CJ student worked as a research assistant on some additional data analysis and presented her results at the OUR Symposium on campus in the spring. Students directed and were involved in all aspects of the project from research design and survey development to the IRB application, organizing and participating in door-to-door data collection, and data analysis.

CJ 4860 Field Experience is the CJ internship class, offered regularly each semester by Dr. Bayley, in which students can arrange their own internships with local agencies.   Dr. Denniston also helps act as a liaison with the Walker Institute for criminal justice students who prefer an internship with congressional offices in D.C. or the Utah Legislature.

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c. Evidence of Learning: General Education Courses
(Area-specific EOL grids can be found at http://weber.edu/oie/Complete_Rubrics.html; they can replace this page.)

1. Outcomes assessed:
   Outcome A. Interactions between individuals and society
       Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process.
   Outcome B. Application of concepts, theories, and methods
       Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change.
   Outcome C. Diverse perspectives
       Students will identify an argument about a social phenomenon and understand alternative explanations.

2. Method of measurement:
       In every section of CJ 1010 during Fall 2016 and Spring 2017 a thirty-item multiple choice assessment exam was given. This exam includes 10 criminal justice questions reflecting each of the three general education learning outcomes of the College of Social and Behavioral Science.

3. Threshold for 'acceptable performance':
       The Department's threshold of each objective is set at 70%.

4. Results of the assessment:
       The average score on the assessment during Fall 2016 (which included 249 student scores) was 70% and during Spring 2017 (which included 167 student scores) was 60%.
       The average score on Outcome A (above) for Fall 2016 was 70.04% and for Spring 2017 was 52.5%
       The average score on Outcome B (above) for Fall 2016 was 65.38% and for Spring 2017 was 60.6%
       The average score on Outcome C (above) for Fall 2016 was 72.55% and for Spring 2017 was 57.9%

5. How are findings interpreted:
   a. Findings indicate that across all sections of CJ 1010 learning objectives were generally met during Fall 2016, but not during Spring 2017. As the threshold is set at 70%, the overall CJ 1010 average across was above this mark for Fall 2016, as were the averages for two of the three CJ 1010 learning outcomes. The scores in Spring 2017 all fell short of the 70% threshold.

6. Course of action:
   a. The CJ faculty will continue to administer this assessment exam at the end of each fall and spring semester and monitor the results. The results for Spring 2017 are concerning, and if continue, will need to be addressed.

G. **Summary of Artifact Collection Procedure**

<u>CJ 1010 Learning Objectives:</u>

The CJ 1010 assessment exam is given during fall and spring semesters during the last two weeks of instruction. No artifacts will be collected for assessment – performance will be evaluated based on exam scores. These scores are stored in ChiTester.

<u>Program Learning Objectives:</u>

Artifacts are not collected for program assessment. However, results of the assessment exam are stored in ChiTester.

Appendix A

Most departments or programs receive a number of recommendations from their Five-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

Date of Program Review: 2016-2017	Recommendation	Progress Description
Recommendation 1	Rotate and Incentivize Advising Duties	Year zero—no action yet taken
Recommendation 2	Study the Likely Implications of an Online Bachelor's Program	Year zero—no action yet taken
Recommendation 3	Create a Schedule of Adjunct Evaluation	Year zero—no action yet taken
Recommendation 4	Writing Intensive and Oral Communication Designation	Year zero—no action yet taken
Recommendation 5	Disassemble Forensic Science Degree	Year zero—no action yet taken
Recommendation 6	Recalibrate CJ 4995 Senior Capstone Course	Year zero—no action yet taken

Additional narrative:

In 2016-17 the CJ Department conducted its 5 year program review. As such no action has yet been taken on the recommendations.

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.

Faculty 2016-17	
Headcount	10
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	9
Full-time Tenured	6
Full-time Non-Tenured (includes tenure-track)	3
Part-time and adjunct	
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	1
Part-time and adjunct	
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time and adjunct	
Other	
Full-time Tenured	
Full-time Non-tenured	
Part-time	
Total Headcount Faculty	10
Full-time Tenured	6
Full-time Non-tenured	4
Part-time	

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Please respond to the following questions.

1) Based on your program's assessment findings, what subsequent action will your program take?

   a. Undergraduate Program:
      i. We will continue to assess the program objectives in the manner described, with the CJ 4995 assessment exam acting as the department's metric for assessing student learning.
      ii. Program assessment questions, particularly covering material for CJ 3600, 4165, 4200 and 4980, continue to undergo review. Problematic questions are in the process of being modified or removed during Summer and Fall 2017.

   b. CJ 1010:
      i. The department will continue to monitor the results of the CJ 1010 assessment. If the trend of the past semester (failing to meet the threshold goal of 70%) continues we will examine the quality of the questions as we are currently doing for the CJ 4995 Senior Capstone program assessment exam, and also discuss steps to assist low performing instructors to improve their performance (the Department has recently created a teaching evaluation committee).

2) We are interested in better understanding how departments/programs assess their graduating seniors or graduate students. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed. Finally, what were your findings from this past year's graduates?

   Other than the Assessment exam used to measure the undergraduate program objectives (which is typically taken during a student's final year and frequently a student's final semester) we do not currently collect any such data.