

Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program: Criminal Justice Undergraduate Program
Academic Year of Report: 2014/15
Date Submitted: 11/16/15
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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> - 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.

Information is not current; updates below.

Update:

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; no changes required.

Information is not current; updates below.

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; no changes required.

___ **Information is not current; updates below.**

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; no changes required.

 Information is not current; updates below

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.

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:

Assessment plan for the CJ Department’s undergraduate program is current.

Assessment plan for CJ 1010 is **not** current. Assessment data for the social science general education learning outcomes will be collected at the end of every semester from every section of CJ 1010. These data are collected using a uniform multiple choice exam reflecting each outcome as they apply to CJ 1010. Review of these data will take place every Fall semester.

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.

Measurable Learning Outcome	Description of Outcome	Findings Linked to Learning Outcomes – Average Score	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 1 (CJ 1300)	Demonstrate comprehension of the major issues in corrections	59.5%	<ul style="list-style-type: none"> The average score across all learning outcomes was 59.7%, which is below the 70% threshold The high score was 73.7% and the low score was 36.6%, indicating a wide range For all 9 learning outcomes, student averages were below the 70% threshold These findings indicate that either the 70% metric needs to be revisited or course delivery needs to be adjusted 	<ul style="list-style-type: none"> Faculty will discuss whether 70% truly reflects success or whether this threshold is arbitrary If the threshold remains at 70% then efforts need to be made to ensure students are learning the materials associated with the learning objectives in every core CJ course
Learning Outcome 2 (CJ 1330)	Demonstrate comprehension of the fundamental concepts of the criminal law	63.6%		
Learning Outcome 3 (CJ 2300)	Demonstrate comprehension of the major issues in police work	66.3%		
Learning Outcome 4 (CJ 3270)	Demonstrate comprehension of the major theories of crime causation	52.2%		
Learning Outcome 5 (CJ 3300)	Demonstrate comprehension of the central issues in victimology, including types, consequences, and theories of victimization	65.4%		
Learning Outcome 6 (CJ 3600)	Demonstrate comprehension of the principles of social research methodology	54.5%		
Learning Outcome 7 (CJ 4165)	Demonstrate comprehension of the issues of due process, equal protection and fundamental fairness in policing, courts and corrections	62.7%		
Learning Outcome 8 (CJ 4200)	Demonstrate comprehension of the major theories of ethics	55%		
Learning Outcome 9 (CJ 4980)	Demonstrate comprehension of the principles of social research methodology	63.6%		

Note: All outcomes are measured using the CJ 4995 assessment exam. The threshold for learning is 70% for all outcomes. The course codes from the outcome column are associated with a section of questions from the exam that correspond to a learning outcome.

b. Evidence of Learning: High Impact or Service Learning

If you provide students with high impact or service learning opportunities briefly describe those opportunities and explain how you assess their impact on student learning. This [excerpt](#) from George D. Kuh provides a brief overview of high-impact practices.

c. Evidence of Learning: General Education Courses

1. Outcomes assessed:
 - a. Interactions between individuals and society
 - b. Application of concepts, theories, and methods
 - c. Diverse perspectives
2. Method of measurement:
 - a. In every section of CJ 1010 a 30 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. The assessment will be administered every semester.
3. Threshold for 'acceptable performance':
 - a. Fall 2015 was the first administration of this assessment exam. Tentatively, the Department's threshold is set at 70%.
4. Results of the assessment:
 - a. The average score on the assessment, which included 227 student scores, was 74%.
 - b. The average score on Outcome A (above) was 74%.
 - c. The average score on Outcome B (above) was 69%.
 - d. The average score on Outcome C (above) was 75%.
5. How are findings interpreted:
 - a. Findings indicate that across all sections of CJ 1010 learning objectives are generally being met. As the threshold is set at 70%, the average across learning objectives was above this mark, as were the averages for two of the three outcomes.
6. Course of action:
 - a. The CJ faculty will continue to administer this assessment exam at the end of each semester and monitor the results. These initial results suggest some additional focus may be warranted on Outcome B.

G. Summary of Artifact Collection Procedure

CJ 1010 Learning Objectives:

The CJ 1010 assessment exam will be given every semester during the last two weeks of instruction. No artifacts will be collected for assessment – performance will be evaluated based on exam scores. These scores will be stored in ChiTester.

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.

Faculty	
Headcount	12
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	4
Full-time Non-Tenured (includes tenure-track)	8
Part-time	1
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time	12
With Bachelor's Degrees	
Full-time Tenured	
Full-time Non-tenured	
Part-time	1
Other (J.D.)	
Full-time Tenured	
Full-time Non-tenured	
Part-time	8
Total Headcount Faculty	
Full-time Tenured	
Full-time Non-tenured	
Part-time	

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. Patterns in results from future administrations of the exam will be identified so that deficiencies can be addressed.
 - iii. The CJ assessment committee will propose changes to the program's learning objectives so that the objectives are phrased in more measurable ways.
 - b. CJ 1010:
 - i. The department will continue to assess the new SS gen ed learning objectives using the new assessment tool that went 'live' Fall of 2015.
 - ii. As results of the assessment become available in forthcoming semesters, patterns in the data will be examined, and changes proposed if necessary. No changes are currently being considered since the exam has only been administered once.

- 2) Are there assessment strategies within your department or program that you feel are particularly effective and/or innovative? If so, what are those strategies and what do you learn about your students by using them?