

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: Criminal Justice
Academic Year of Report: 2021 and 22 (covering Summer 2020 through Spring 2022)
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The Institutional Effectiveness website hosts a page for each program that displays assessment reports and information. All available biennial assessment and program review reports are located at the bottom of the program's page on our site. As a part of the biennial report process, we ask that you please review your page for completeness and accuracy, and indicate below the changes that need to be made.

Program page link: https://www.weber.edu/ie/Results/Criminal_Justice.html

A. Mission Statement

Information is current; no changes required.

Update if not current:

B. Student Learning Outcomes

(Please include certificate and associate credential learning outcomes)

Information is current; no changes required.

Update if not current: Certificates and AS degree is current. Please update BS degree to the following:

1. Describe key concepts, theories, and ideas related to the discipline of criminal justice.
2. Explain the experiences, perspectives, and contributions of diverse groups in criminal justice systems.
3. Apply theories and research findings to the operation of criminal justice systems.
4. Effectively communicate.
5. Analyze problems in criminal justice using critical thinking and problem-solving skills.
6. Develop a personal framework for ethical decision-making.

C. Curriculum Grid

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc. You may request access to the Google Sheet on our site if that is easiest, or we can make the updates. Please reach out to oe@weber.edu if you wish to have access)

Information is current; no changes required.

Update if not current

D. Program and Contact Information

Information is current; no changes required.

Update if not current:

E. Assessment Plan

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

Information is current; no changes required.

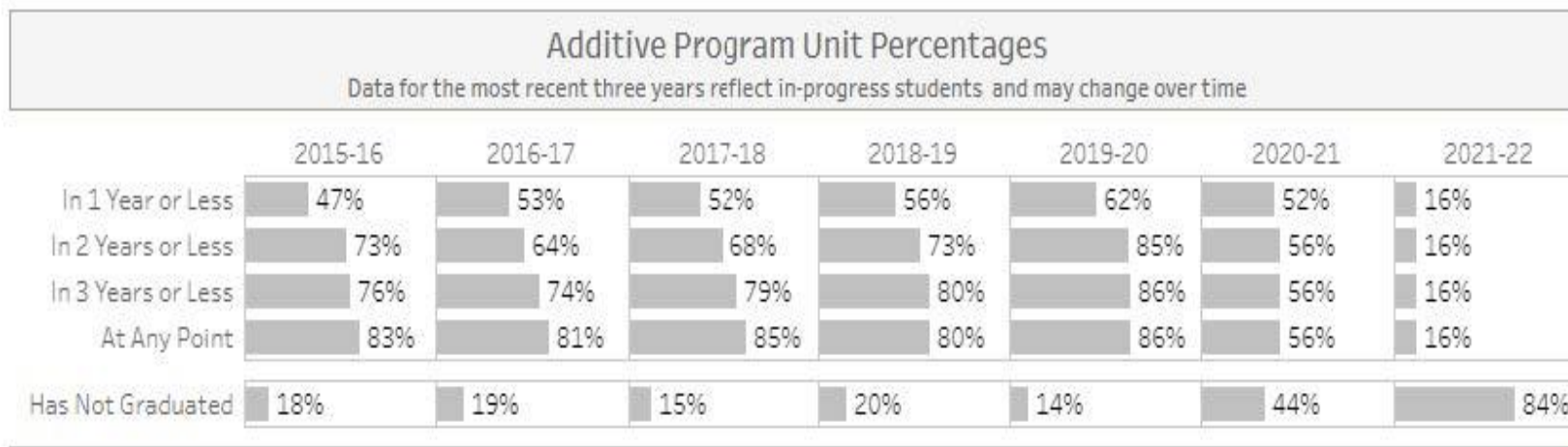
Update if not current:

F. Student Achievement

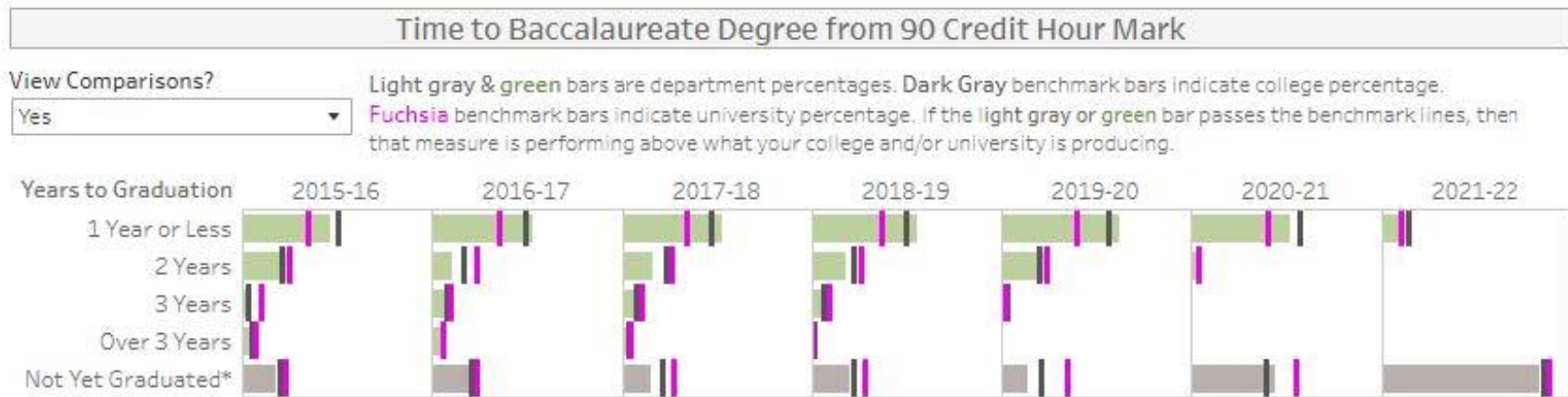
F.A: For undergraduate programs only: Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric. Here are instructions on how to access this information:

- 1) Log into the eWeber portal
- 2) Search for, and select the app, "Report Gallery"
- 3) Agree to the FERPA warning
- 4) In the Report Gallery search for Program Review Undergraduate - you can enter that text into the search bar or you can scroll down the list of dashboards until you find it.
- 5) Once you select the Program Review dashboard, select your program in the filter box labeled 'Program Review Unit' directly below the Weber State University logo at the top of the page.
- 6) Then select the tab labeled "Time to Grad from 90 CH" at the top of the page.
- 7) You may use a screenshot of the information as a part of your report

Please discuss what initiatives the department is doing to address the numbers shown. If you require assistance or have questions, please email oi@weber.edu.



Narrative: The above chart shows that our students who have completed 90+ credit hours are graduating in a timely manner. Excluding the 2021-2022 academic year, ~54% of students are graduating in one year or less after hitting the 90+ credit mark while ~70% of students hitting the 90+ credit hour mark are graduating in 2 years.



Narrative: The above chart compares departmental averages to CSBS and university percentages. As you can see from the bar charts, the department is performing at or above CSBS and University metrics, aside for the academic year of 2020-2021.

F.B: For Graduate Programs Only: We have been informed that we do not have to do this section since the MCJ program just underwent a successful 5-year program review, so I am deleting section F.B.

G: Evidence of Learning

There are varieties of ways in which departments can choose to show evidence of learning.

1) Course-based assessment

- a. This is the format we have traditionally suggested programs use for assessment. The familiar ‘evidence of learning worksheets’ are included in the template and can also be accessed from the IE website. The critical pieces to include are:
 - i. learning outcomes addressed in the course,
 - ii. method(s) of measurement used,
 - iii. threshold for ‘acceptable – that is, the target performance,
 - iv. actual results of the assessment,
 - v. interpretation/reflection on findings,

- vi. the course of action to be taken based upon the interpretation,
- vii. how that action will be evaluated.

2) Outcome-based assessment

- a. Moving from course-based to outcome-based assessment has the potential for programs to gather and reflect upon data that are more meaningful, and to connect assessment findings from throughout the program. The approach may be much easier for associates and certificate programs where only select students in classes are earning the credential. For more information email (oiie@weber.edu)
- b. Reporting options include:
 - i. A traditional evidence-of-learning [worksheet](#) with an outcome (across multiple courses) as the focus (instead of a course with multiple outcomes).
 - ii. A report that is more [narrative-based](#).
 - iii. Other tools such as an ePortfolio in which key or signature assignments have been identified by the faculty, and uploaded by the student with their reflection. The key or signature assignments are aligned to student learning outcomes. (ePortfolio is an excellent assessment tool for certificates and associate degrees.)
 - iv. There are other approaches such as juried reviews, physical portfolios, field tests, etc.

- 3) General Education course assessment needs to continue to be reported at the course level using either the [traditional template](#) or a more [narrative-based format](#). See the [Checklist and Template](#) page for area-specific worksheets as well.

Note: if you cannot download templates directly from this document, please visit our [template page](#) for downloads.

G.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 or at [this site](#))**G.B Evidence of Learning Worksheet: Courses within the Major – Copy as needed (see appendix for alternative format)**

Course: CJ 4995 (N=104)

Semester taught: Sum 20', F 20', Sp 21', Sum 21'

Sections included: All

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 1: Recognize the key historical, theoretical, and practical components of contemporary corrections.	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on outcome specific questions	Measure: 87.5% of students scored 8 or higher on questions related to CJ 1300.	Measure: Students are performing at our level of expectation for this objective.	See note below table	See note below table
Learning Outcome 2: Identify the fundamental concepts of criminal law as they are applied in the courts.	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on outcome specific questions	Measure: 96.1% of students scored 8 or higher on questions related to CJ 1330	Measure: Students are performing at our level of expectation for this objective.	See note below table	See note below table
Learning Outcome 3: Recognize the key historical, theoretical, and practical components of contemporary policing.	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on outcome specific questions	Measure: 95.2% of students scored 8 or higher on questions related to CJ 2300	Measure: Students are performing at our level of expectation for this objective.	See note below table	See note below table
Learning Outcome 4: Distinguish between the major theories	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on	Measure: 94.2% of students scored 8 or higher on questions	Measure: Students are performing at our level of expectation for this objective.	See note below table	See note below table

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
of crime causation.		outcome specific questions	related to CJ 3270			
Learning Outcome 5: Distinguish between the various types, consequences, and theories of victimization.	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on outcome specific questions	Measure: 83.7% of students scored 8 or higher on questions related to CJ 3300	Measure: Students are not performing at our level of expectation for this objective.	See note below table	See note below table
Learning Outcome 6: Recall the fundamental concepts of social science statistics.	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on outcome specific questions	Measure: 78.9% of students scored 8 or higher on questions related to CJ 3600	Measure: Students are not performing at our level of expectation for this objective.	See note below table	See note below table
Learning Outcome 7: Distinguish between the key constitutional rights that impact the contemporary criminal justice system.	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on outcome specific questions	Measure: 85.6% of students scored 8 or higher on questions related to CJ 4165	Measure: Students are (just barely) performing at our level of expectation for this objective.	See note below table	See note below table
Learning Outcome 8: Distinguish between the major theories of ethics.	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on outcome specific questions	Measure: 88.5% of students scored 8 or higher on questions related to CJ 4200	Measure: Students are performing at our level of expectation for this objective.	See note below table	See note below table

Evidence of Learning: Courses within the Major						
Measurable Learning Outcome	Method of Measurement*	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	"Closing the Loop"
Learning Outcome 9: Recall the fundamental principles of social science research methodology.	Measure: Performance on the CJ 4995 exam	Measure: 85% of students score a minimum of 8 (72%) on outcome specific questions	Measure: 83.7% of students scored 8 or higher on questions related to CJ 4980	Measure: Students are not performing at our level of expectation for this objective.	See note below table	See note below table

*Direct and indirect: at least one measure per objective must be a direct measure.

Additional narrative (optional – use as much space as needed):

Action Plan: As was the case at our last biennial report, students were struggling with the upper division core courses that are more theoretical or conceptual (i.e. CJ4980 [now course number is CJ3610] and CJ3300) and/or number based (CJ3600) [noted in red shading above]. With this said, each of these classes showed improvement from the last biennial report, and some showed more marked improvement than others.

When we submitted our biennial report in 2019, 60.1% of students scored 8 or higher on questions related to CJ 3270 and in this report, 94.2% of students reached that same threshold. This is marked improvement. As another example, in the 2019 biennial report 58.0% of students scored 8 or higher on questions related to CJ 3600 and in this report, 78.9% of students reached that same threshold.

The three red boxes noted above are the classes where students are not performing at the intended threshold. CJ3600 is no longer part of the core curriculum, so we will take no action to correct this deficiency. However, we will continue to assess CJ3300 and CJ4980 (now CJ3610) closely to see why students are performing lower in these classes than others.

Closing the Loop: I will share this data with the faculty, but the assessment plan for the program is undergoing change, so all this data may be moot soon. We are moving from 9 to 6 PLOs and the department is currently figuring out what a new assessment process will look like as we recognize that CJ4995 may be broken. Namely, there are little security mechanisms to ensure that students are not cheating as they can take the assessment test at home and on any computer (i.e. not in a testing center). As such, we fear there may be cheating issues and that we are not truly testing students on what they've learned during their time in the program.

G.C Evidence of Learning: General Education Courses We have been informed that we do not have to do this section due to CJ1010 recently being reviewed by GEIAC, so I am deleting section G.C.

Appendix A

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

Date of Program Review: 2016-17	Recommendation	Progress Description
Recommendation 1-- Rotate and Incentivize Advising Duties	We suggest implementing an advising rotation.	2017-18: Department embarked on the development of a new advising program by creating a narrow advising committee of three faculty members.
		2018-19: Continued with new advising strategy. Recommended to Dean and Provost the need for resources to provide a rotating course release for Advising Committee members
		2019-20: Advising is continuing as designed
		2020-21 - ?
		2021-2022 - The advising team of 3 slowly dwindled to an advising team of 2 with the promotion of Dr. Brent Horn to Associate Dean of the College of Social and Behavioral Sciences. As such, the new Director of the CSI Program (Mitch Pilkington) was folded in to assist Dr. Horn with advising CSI students.
		Fall 2022 - In an effort to get our advising team back up to three faculty deep, Dr. Mark Denniston and myself have been mentoring Professor Michelle Jeffs to eventually get folded into departmental advising. We hope to get her trained up and advising Certificate and Internship students. I am also looking into a rotating stipend for

		<p>faculty advisers or a rotating course reduction.</p>
<p>Recommendation 2-- Study the Likely Implications of an Online Bachelor's Program</p>	<p>See CJ Site Visit Report</p>	<p>2017-18: At the end of the program review year, the faculty had a discussion and held a vote. There was insufficient support from the faculty to implement an online BS program.</p> <p>2018-19: No action. The 18-19 Strategic Planning Report recognized that unstable program enrollments, declining night program enrollments, demand from students, and the potential threat from other USHE institutions required action during the coming year to create undergraduate online programs.</p> <p>2019-20: An Online Program committee is formed and investigating scheduling and policies for putting the CJ AS online this year, and the CJ BS online in the near future.</p> <p>2020-21 - ?</p> <p>2021-2022 – More online upper-division classes were offered this year to help students reach the 40-credit upper-division university graduation requirement. This move was strategic in light of our department dropping the requirement for students to have to declare a minor as part of our major. It is now an option, not a requirement of CJ students.</p> <p>Fall 2022 – Upper admin has approached Dr. Molly Sween about offering a fully online BS degree. We are in conversations now about the potential of creating such a program.</p>

<p>Recommendation 3-- Create a Schedule of Adjunct Evaluation</p>	<p>Constructing a schedule of evaluation that incorporates all of the faculty members eligible and able to help may help diffuse this significant, yet important, responsibility.</p>	<p>2017-18: Formulated a department Teaching Improvement and Curriculum committee charged to conduct evaluations of adjunct faculty members. Committee developed the process for conducting the evaluations</p> <p>2018-19: First round of evaluations were conducted (3 in Fall and 3 in Spring)</p> <p>2019-20: Evaluations are continuing</p> <p>2020-21 - ?</p> <p>2021-2022 – Evaluations of adjuncts fell off our radar, but Dr. Molly Sween has hopes to revamp this evaluation process. Our assessment energy shifted to our CE CJ1010 classes in the high schools. Dr. McKenzie Wood and Dr. Molly Sween conducted 5 reviews of CJ1010 instructors in the high school as well as created a Canvas start-up and resource page for our CE instructors.</p> <p>Fall 2022 – no action</p>
<p>Recommendation 4-- Writing Intensive and Oral Communication Designation</p>	<p>To help ensure this, we recommend that two core courses are selected as writing intensive and one core course is selected as an oral communication course in which succinct briefs or reports be delivered by students. These courses should demand more intense writing and oral communication assignments. The responsibility of teaching these courses should be shared by creating a teaching assignment rotation.</p>	<p>2017-18: No action</p> <p>2018-19: Department embarked on a mission/vision/values revitalization and long-term strategic plan. This plan included development of new Program Learning Objectives, one of which is to communication skills.</p> <p>2019-20: Department Assessment committee is mapping PLOs to course learning objectives. The discussion is communication intensive courses has not been addressed in this mapping process.</p>

		2020-21
		2021-2022 – Little progress has been made here, but this recommendation is on our radar as we work to revamp our assessment structure to better reflect the new PLOs.
		Fall 2022 – no action
Recommendation 5-- Disassemble Forensic Science Degree	We recommend the forensic science degree be changed to a minor, emphasis, or certificate. In its current state, it should not exist as a major. Dr. Horn concurs with this recommendation.	2017-18: Forensic Science Fundamentals Certificate was developed but had hidden prerequisite issues at Faculty Senate.
		2018-19: The Certificate was revised and passed Faculty Senate. A concurrent proposal also passed Faculty Senate to disband the Forensic Science Concentration. The Certificate, current courses and faculty support the CSI concentration, and students in physical, life and health science majors who want lab careers.
		2019-20: no action
		2020-21: no action
		2021-2022 – It was decided this year to decouple the CSI concentration from the General CJ Concentration. There were staffing issues which made the CJ faculty pause and some trepidation in hiring a tenure-track faculty member into the CJ faculty without guarantee the CSI program would stay afloat. The CSI program is in the process of moving into the College of Social and Behavioral Sciences Interdisciplinary program.
		Fall 2022 – no action

<p>Recommendation 6-- Recalibrate CJ 4995 Senior Capstone Course</p>	<p>See CJ Site Visit Report</p>	<p>2017-18: Faculty began discussions about revising the Program Learning Outcomes that would drive a change to the assessment course. The name of the course changed from “capstone” to “assessment”, however the format is the same.</p>
		<p>2018-19: Department embarked on a mission/vision/values revitalization and long-term strategic plan. This plan included development of new Program Learning Objectives.</p>
		<p>2019-20: Preliminary design of a new assessment process has begun that will replace CJ 4995 and be congruent with the new PLOs and other USHE and WSU initiatives.</p>
		<p>2020-21</p>
		<p>2021-2022 – Part of our goal in revamping our assessment structure is to do away with this metric. We recognize as executed, it is broken and we are likely not getting meaningful data. I hope we can implement a new assessment structure in the near future (next 1-2 years).</p>
		<p>Fall 2022 – no action</p>

Additional narrative: The department has not undergone another 5-Year Program Review since 2016-2017. I took over as Department Chair in 2021 and requested a two-year extension on our 5-year program review which was approved. Our next report is due during AY 2023-2024. As such, I am submitting the same material that Dr. Horn did on our last Biennial Report and making additions where warranted (and I will change the color font so you that OIE knows that it is new data).

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.

Please note: I deleted 2018-2019 AY as Dr. Horn reported on that during last biennial.

Faculty Headcount	2019-20	2020-21	2021-22
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	6	6	6
Full-time Non-Tenured (includes tenure-track)	3	2	2
Part-time and adjunct	1	1	1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured	1	1	2
Part-time and adjunct	10	9	10
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct	1		
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time	5 (JD)	5 (JD)	5 (JD)
Total Headcount Faculty	26	23	24
Full-time Tenured	6	6	6
Full-time Non-tenured	3	2	2
Part-time	17	15	16

Please respond to the following questions.

- 1) Looking back at your previous biennial report where you identified strategies for improvement, what progress has been made in implementing improvements?

While a lengthier narrative is provided in the grid above, we have made progress in three areas:

1. Managed to maintain quality student advising amidst a shortage due to Dr. Brent Horn becoming Associate Dean of the College of Social and Behavioral Sciences. Additionally, folded newest hire (Michelle Jeffs) into advising and hope to roll her out Spring 23' to handle certificate and internship advising.
 2. The department was approached (Fall 2022) by CE and the Associate Provost for Enrollment Management & Student Success to entertain offering a fully online BS degree. Negotiations and discussions are ongoing.
 3. The remaining goals are ongoing, but progress is slowly being made in the revamping of CJ4995 and creating a writing and oral communication intensive class in our program.
- 2) Please take a few minutes to review the new DFWI dashboard in the Report Gallery. This dashboard allows you to see the percentage of students in each course who earn a D+, D, D-, E, W, UW, or NC grade. The data can be filtered by several parameters. Reflect on the DFWI rates overall and of your underserved minority students versus your Caucasian students:
 - a. What are you seeing?
 - i. I notice that some of our upper-division core classes have slightly higher DFWI rates, like CJ3610, CJ4165, and CJ3270. This reflects what our assessment data above shows in that students may struggle a bit in our upper-division core classes. But at the same token, none of these reached an alarming level which I believe was noted to be anything above 30% DFWI rates. CJ2360 had a high DFWI rate, but also a small sample size which can amplify the percentage changes. This is a new prep for a new faculty, so I will continue to monitor DFWI rates in this class. The other class that was highlighted red in our DFWI reports from the Dean's Office was CJ3700 taught as a new prep for a faculty member no longer with our department. I will continue to monitor this and other classes for high DFWI rates.
 - b. What concerns you?
 - i. I am concerned with how department chairs are being asked to interpret the data. As the College Council for CSBS (comprised of Deans and Chairs) discussed at length a couple of times, having a high W rate may actually reflect we are doing proper outreach. If our students are struggling, and we reach out and suggest they drop before drop deadlines, we are doing outreach and trying to help them. However, some chairs felt as though this could count negatively against us and our faculty for doing outreach and encouraging W's for those students who are most in need. The largest concern I have as chair is the lack of direction with this data. What am I supposed to look at? Be concerned with? Monitor? And work to change? This was never clear to me from upper administration and I would like some direction on this point.

- c. What additional data could be beneficial?
 - i. Trend data to see if there are any telling patterns by class and course. A one-year snapshot (that which we were provided for AY2022) is not super helpful to assess change or patterns.
- 3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?
- a. We had a lot of momentum on this task at departmental meetings held on 1/21/2022, 1/31/2022, 2/14/2022, and 2/28/2022. Then at the faculty meeting on 3/21/2022, Dr. Monica Williams informed us she was leaving the University effective Summer 2021. Additionally, it was during Spring 2021 that we separated from the CSI program and that conversation took up a lot of our headspace and faculty meeting time. In summation, no concrete plans have been formed about what a new assessment process looks like, but we collectively agreed on the following points and will work to implement these changes in the near future (hopefully Spring 23' and Fall 23' – once our [hopefully again] new faculty is hired and started up).
 - i. Faculty were uninterested to pursue Portfolio. I had meetings with Robert Ameling and reported out on the advantages/disadvantages of this software. Faculty decided not to pursue Portfolio.
 - ii. Faculty wanted to only assess the core since we have little control over what CJ electives students take.
 - iii. We are thinking of having assignments and rubrics in Canvas so we can extract data through the OIE office. We would likely need assistance setting this process up.
 - iv. We started to map particular classes to each of the PLOs listed below, and decided that we wanted multiple classes to map to each PLO. We also started looking at how course level learning outcomes could map to program level learning outcomes. I will note in purple the classes we talked about mapping to each PLO below.
 1. Describe key concepts, theories, and ideas related to the discipline of criminal justice. CJ3270, CJ3300
 2. Explain the experiences, perspectives, and contributions of diverse groups in criminal justice systems. CJ1010, CJ1300, CJ1330, CJ2300. I would like to create an undergraduate Diversity class that replicates what we teach in the MCJ program (roughly about American CJ system as it intersects with race/class/gender). Currently, we have an UG Gender and an UG Race class but not one about class. This is just Dr. Molly Sween's idea though, she needs to run this by the faculty.
 3. Apply theories and research findings to the operation of criminal justice systems. CJ3270, CJ3610
 4. Effectively communicate. We are still trying to figure out which class(es) we could designation as presentation classes so we can measure effective communication.
 5. Analyze problems in criminal justice using critical thinking and problem-solving skills. CJ3610, CJ4165. We are thinking of making a standard project (in CJ3610) that would demonstrate this and possibly exams would for CJ4165.
 6. Develop a personal framework for ethical decision-making. CJ2300, CJ4200

You asked what help we need. I would love for OIE to come to a faculty meeting to riff ideas with us. I feel like none of us have assessment expertise, and maybe you all could help to give us pointers, especially if you know what other departments are doing well, pitfalls, etc. Things we could work to replicate or avoid. That insider knowledge would be very helpful! Thank you!

Glossary

Student Learning Outcomes/Measurable Learning Outcomes

The terms ‘learning outcome’, ‘learning objective’, ‘learning competency’, and ‘learning goal’ are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word ‘outcomes’. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.

- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid

A chart identifying the key learning outcomes addressed in each of the curriculum’s key elements or learning experiences (Suskie, 2019). A good curriculum:

- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as ‘Threshold’)

The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance

How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop

The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

Continuous Improvement

An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence

Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence

Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.

HIEE – High Impact Educational Experiences

Promote student learning through curricular and co-curricular activities that are intentionally designed to foster active and integrative student engagement by utilizing multiple impact strategies. Please see <https://weber.edu/weberthrives/HIEE.html>