

**Criminal Justice  
Annual Assessment Report 2016-2017**

# Annual Assessment

## Criminal Justice

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

The Mission of the Criminal Justice Program at William Woods University is to provide students with both practical and academic knowledge coupled with a solid grounding in the legal principles necessary to be a highly effective and ethical criminal justice professional. Our faculty teach with a range of experiences in both academics and the field; they strive to empower students to critically examine issues related to crime, law and justice. Our curriculum offers three areas of concentration each of which is designed to encourage students to pursue a minor or, if possible, an additional major in another separate but related discipline in order to enhance students' job placement potential as well as provide background in a necessary related field of study. We prepare students to be competitive for entry level positions in the criminal justice system, including, but not limited to, the areas of: local, state and federal law enforcement; industrial security, the court system, probation and parole; and corrections. Graduates of this program will possess strong skills in critical thinking, written and verbal communications, and foundation in practical skills, analysis, research, and ethics.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)  
Online  
Hybrid

##### Students Majors 2015-2016

16

##### Student Minors 2015-2016

4

##### Student Majors 2016-2017

24

##### Student Minors 2016-2017

14

##### Concentrations 2015-2016

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

##### Concentrations 2016-2017

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

### **Student Demographics**

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

Retention numbers and current enrollment trends have not been amassed in this period since the program is relatively new; however, program goals are the same as the university overall retention, persistence and completion goals. Some department based actions in the future include:

- (1) Clarity in advising, mentoring and degree completion criteria.
- (2) Student participation in club, local, state and international activities.
- (3) Early identification and intervention for at risk students.

Persistence and completion goals are tied to constant monitoring and early intervention for students at risk.

Local enrollment trend data is not available at this time; however, once adequate marketing has begun, trends will be compiled by the Admissions Department. On a national level, careers in criminal justice are continuing to increase, according to the Bureau Labor of Statistics (BLS) 2014 report. the most recent 2016 data from BLS states 3 million workers are employed in the field. Recent events in 2017 also point to an increase in border patrol and other federal law enforcement careers.

### **Is the Program Externally Accredited**

Yes

No (selected)

### **External Accreditation**

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

## **Program Assessment**

### **Standard/Outcome**

Identifier	Description
<b>WWU2016.1</b>	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
<b>WWU2016.2</b>	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
<b>WWU2016.3</b>	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
<b>WWU2016.4</b>	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

**Additional Standards/Outcomes**

Identifier	Description
<b>CMJ.1</b>	Be able to describe the history, development, impact, and current role of criminal justice institutions (such as the police, courts, corrections, and corporations) as well as the impact of laws, events and criminological theories.
<b>CMJ.2</b>	Know the constitutional concepts of due process, equal protection, and exertion of rights as they apply to the police, courts, corporations, the public and correctional institutions and understand the impact laws have on our society.
<b>CMJ.3</b>	Comprehend the basic principles of qualitative and quantitative social science research, including introductory statistics and project based research standards.
<b>CMJ.4</b>	Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the criminal justice field.
<b>CMJ.5</b>	Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement professionals and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.
<b>CMJ.6</b>	Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.
<b>CMJ.7</b>	Demonstrate professional writing and computer literacy skills sufficient to enter into criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.
<b>CMJ.8</b>	Work on improving their ability to present in front of other students on related issues.
<b>CMJ.9</b>	Students will learn the core concepts and essential principles associated with each course.

**General Education Alignment to Program**

*How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

**Course Name****CRJ 110 Introduction to Criminal Justice****Grouping**

Cultures, Society and the Individual/Social Science.

**Standard**

Students will study the behavior of people and employ the principles of science to explain both group and individual behavior.

**Course Description**

This introductory course will examine crime in America with a focus on the role of police, courts, and correctional institutions. Students will consider the balance between freedom and security issues and evaluate the strengths and weaknesses of the American justice system as it adapts to cultural, political, and societal changes.

**Justification**

Here students learn about the various institutions our society has created to deal with criminal behavior. They explore the behavior of individuals and society's resulting solutions to deal with that behavior; In doing so, they are exposed to the science and the resulting policy decisions based upon that science to deal with a necessary social control mechanism.

## **GE Objective**

### **Assignment**

#### **Artifact**

Examines the ways culture, social structures, institutions, or processes influence human behavior.

(1) The assigned paper will require students to apply their research on the issue of elder abuse and crime to address society's treatment of this sub group. There are 7 sociological theories that examine this issue, students are required to address and apply their theoretical findings.

(2) In-class Assignments/Case Studies- several ICA's are distributed to students who address specifically targeted issues in a group setting but are then required to submit their own individual responses.

Both the paper and the in class assignments are completed in written form then submitted via Livetext/OWLNET and processed through a grading rubric which addresses the specific GE objectives and /or preprogram objectives.

Examines the ways culture, social institutions, or processes influence a person's beliefs, assumptions, and values.

Apply social science theory to interactions among individuals, community or society

## **Course Name**

### **CRJ 180 Criminology**

Grouping

Critical Analysis/Critical Thinking

Standard

Students will use the principles of logic to develop analytical and reasoning skills

#### **Course Description**

This introductory course will explore the causes and major theories of criminal behavior. Students will learn the various research techniques that have been used to study criminal behavior and examine connections to social, environmental and ethnographical factors. Students will gain a more complete understanding of crime and how it relates to human social life. Finally students will apply the knowledge gained in their studies to examine current policy trends and the methods used to address crime and proscribed social behavior

#### **Justification**

By examining both modern and historical research on why people commit crimes, students through in class assignments, group discussions and other activities will apply theories that try to attach the principles of logic

and the scientific method to real scenarios. In doing so, they develop critical thinking skills as well as the ability to apply a rule to a hypothetical situation to produce an outcome based upon logical reasoning.

## **GE Objective**

### **Assignment**

#### **Artifact**

Identifies the rhetorical features of an argument, including its logical principles (inference, argumentation, reasoning) and common fallacies.

(1) The assigned paper will require students to research articles on the possible connection between SSRI inhibitors and Criminal acts/shootings. They must construct a logical argument making a connection based upon their research as well as address any counter arguments, inferences, motives, and what additional evidence would be needed to strengthen their argument.

(2) In-class Assignments/Case Studies- several ICA's are distributed to students who address specifically targeted issues in a group setting but are then required to submit their own individual responses.

Both the paper and the in class assignments are completed in written form then submitted via Livetext/OWLNET and processed through a grading rubric which addresses the specific GE objectives and /or preprogram objectives.

Evaluates the quality of an argument on the basis of its application of logic and evidence

Develops an argument that uses both logical principles and appropriate evidence

## **Course Name**

### **CRJ 290 Criminal Justice Ethics**

Grouping

Critical Analysis/Ethical Reasoning

Standard

Students will consider ethical problems in terms of competing interests, historical and cultural roots of conflict, and use various models of theories of ethical reasoning to resolve moral dilemmas.

#### **Course Description**

This course will examine three major criminal justice related ethical schools of thought (virtue, formalism, and utilitarianism) and emphasizes how ethics impacts individual decision-making. We will engage in extensive critical-thinking exercises, explore Police ethics as interpreted in movies, books and television and raise ethical questions to assist students in developing ethical-reasoning skills

Justification

This course through various assessments, including case studies, group discussions and in-class assignments, will explore the history of ethical decision making in law enforcement, weigh the benefits and detriments of any one particular choice, then apply the knowledge and reasoning gained to resolve potential dilemmas.

## GE Objective

### Assignment

#### Artifact

Identify interested parties and their claims

(1) (1) The assigned paper will require students to examine a historical ethical conflict theory which explains and examines the issue/considerations involved in deciding to act ethically and to apply that theory to a provided ethical dilemma.

(2) In-class Assignments/Case Studies- several ICA's are distributed to students who address specifically targeted issues in a group setting but are then required to submit their own individual responses.

Both the paper and the in class assignments are completed in written form then submitted via Livetext/OWLNET and processed through a grading rubric which addresses the specific GE objectives and /or preprogram objectives.

Locate cultural and/or historical bases of conflict.

Apply varied models and theories to approach moral dilemmas.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

## Curriculum Map

A - Assessed

I - Introduced

R - Reinforced

M - Master

### Criminal Justice Program

	CMJ 160	CMJ 180	CMJ 220	CMJ 240	CMJ 290
<b>CMJ.1</b> Be able to describe the history, development, impact, and current role of criminal justice institutions (such as the police, courts, corrections, and corporations) as well as the impact of laws, events and criminological theories.	A, I	A, I	A, I	A, I	A, I

<b>CMJ.2</b> Know the constitutional concepts of due process, equal protection, and exertion of rights as they apply to the police, courts, corporations, the public and correctional institutions and understand the impact laws have on our society.	A, I	A, I	A, I	A, I	A, I
<b>CMJ.3</b> Comprehend the basic principles of qualitative and quantitative social science research, including introductory statistics and project based research standards.	A, I	A, I	A, I	A, I	A, I
<b>CMJ.4</b> Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the criminal justice field.	A, I	A, I	A, I	A, I	A, I
<b>CMJ.5</b> Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement professionals and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.	A, I	A, I	A, I	A, I	A, I
<b>CMJ.6</b> Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.	A, I	A, I	A, I	A, I	A, I
<b>CMJ.7</b> Demonstrate professional writing and computer literacy skills sufficient to enter into criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.	I, A	A, I	A, I	A, I	A, I
<b>CMJ.8</b> Work on improving their ability to present in front of other students on related issues.	I, A	A, I	A, I	A, I	A, I

<b>CMJ.9</b> Students will learn the core concepts and essential principles associated with each course.	I, A	A, I	A, I	A, I	A, I
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## Assessment Findings

### Assessment Findings for the Assessment Measure level for Criminal Justice Program

CMJ.1 Be able to describe the history, development, impact, and current role of criminal justice institutions (such as the police, courts, corrections, and corporations) as well as the impact of laws, events and criminological theories.

#### Assessment Measures

<b>CMJ 160</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion The final examination contains an essay question requiring the student to demonstrate proper historical perspective. been met yet? Met	Average score was 91.1 with a high of 100 and a low of 90.		

<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion The final examination contains an essay question requiring the student to demonstrate proper historical perspective. been met yet? Met	Average score was 87.2 with a high of 100 and a low of 60. 1 student of 25 fell below the benchmark.		

<b>CMJ 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion The final examination contains an	Average score was 84.5 with a high of 100		

	essay question requiring the student to demonstrate proper historical perspective. been met yet? Met	and a low of 70 1 of 11 students fell below the benchmark.		
<b>CMJ 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion The final examination contains an essay question requiring the student to demonstrate proper historical perspective. been met yet? Met	Average was 96.3 with a high of 100 and a low of 90.		
<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion The final examination contains an essay question requiring the student to demonstrate proper historical perspective. been met yet? Met	Average of 90 with a high of 100 and a low of 60. 1 of 10 students fell below the benchmark.		

<p>CMJ.2 Know the constitutional concepts of due process, equal protection, and exertion of rights as they apply to the police, courts, corporations, the public and correctional institutions and understand the impact laws have on our society.</p>				
Assessment Measures				
<b>CMJ 160</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Mid-term contains an essay question requiring the students to demonstrate proper legal perspective. been met yet? Met	Average score was 78.8 high of 100 low of 0 1 of 9 students fell below benchmark.		

<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Mid-term contains an essay question requiring the students to demonstrate proper legal perspective. been met yet? Met	Average score was 99.2 with a high of 100 and low of 90		

  

<b>CMJ 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Mid-term contains an essay question requiring the students to demonstrate proper legal perspective. been met yet? Met	Average score was 79 with a high of 80 and low of 70 1 of 11 students fell below the benchmark.		

  

<b>CMJ 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Mid-term contains an essay question requiring the students to demonstrate proper legal perspective. been met yet? Met	Average score is 81 low of 70 high of 100 1 of 11 students fell below benchmark.		

  

<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Mid-term contains an essay question requiring the students to demonstrate proper legal perspective. been met yet? Met	Average score was 87 with a high of 100 and low of 70 1 of 10 students fell below the benchmark.		

introductory statistics and project based research standards.

Assessment Measures

<b>CMJ 160</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion Case Studies were assigned to evaluate student's basic research skills. been met yet? Met	Average score was 88.2 with a high of 96 and a low of 80		

<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion A paper is assigned which evaluates student's basic research skills. been met yet? Met	Average score was 91.2 with a high of 98 and a low of 80.		

<b>CMJ 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Weekly outlines were required to be written, submitted and graded. been met yet? Met	Average was 90.1 with a high of 96 and a low of 80.		

<b>CMJ 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion A paper is assigned which evaluates student's basic research skills. been met yet? Met	Average was 91.0 with a high of 98 and a low of 85.		

<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion Case Studies were assigned to evaluate student's basic	Average score of 90.0 with a high of 96 and a low of 88.		

	research skills. been met yet? Met			
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CMJ.4 Students will be able to engage in relevant and meaningful dialogue, determine potential outcomes, and evaluate past and present issues by applying what they have learned about the criminal justice field.

#### Assessment Measures

CMJ 160				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion (1) A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average Score was 91.6 with a high of 95 and a low of 88.		
Direct - Case Study	Has the criterion (2) In this course case studies are assigned which requires the students to research an assigned topic and present their finding to the instructor for grading. been met yet? Met	Average score was 88.2 with a high of 96 and a low of 80		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average score was 91.6 with a high of 95 and a low of 90.		
Direct - Research Paper	Has the criterion In this course a research paper (no accompanying presentation) is assigned which requires the students to research an assigned topic and present their finding to the instructor for grading. been met yet? Met	Average score was 91.2 with a high of 98 and a low of 80.		

<b>CMJ 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average score was 89.8 with a high of 95 and a low of 88.		

  

<b>CMJ 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average score was 80 with a high of 88 and a low of 60. 7 of 11 students fell below the benchmark.		
Direct - Research Paper	Has the criterion In this course a research paper (no accompanying presentation) is assigned which requires the students to research an assigned topic and present their finding to the instructor for grading. been met yet? Met	Average was 91.0 with a high of 98 and a low of 85.		

  

<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average score of 89.8 with a high of 95 and a low of 80.		
Direct - Case Study	Has the criterion In this course case studies are assigned which requires the students to research an assigned topic and present their finding to the instructor for grading. been met yet? Met	Average score of 90.0 with a high of 96 and a low of 88.		

CMJ.5 Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law enforcement professionals and be able to embrace those choices which are legal, ethical and embody the most positive aspects of society into their own future careers.

Assessment Measures

<b>CMJ 160</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Final examination contains an essay question requiring the students to demonstrate proper ethical perspective. been met yet? Met	Average score was a 95.1 with a high of 100 and a low of 90.		

<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Final examination contains an essay question requiring the students to demonstrate proper ethical perspective. been met yet? Met	Average score was 89.6 with a high of 100 and a low of 60. 1 student of 25 fell below the benchmark.		

<b>CMJ 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Final examination contains an essay question requiring the students to demonstrate proper ethical perspective. been met yet? Met	Average score was 78.1 with a high of 90 and a low of 70. 3 of 11 students fell below the benchmark.		

<b>CMJ 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Essay	Has the criterion Final examination contains an essay question requiring the students to demonstrate proper ethical perspective. been met yet? Met	Average score is 97.2 with a high of 100 and a low of 90.		
<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Final examination contains an essay question requiring the students to demonstrate proper ethical perspective. been met yet? Met	Average score was 89 with a high of 100 and a low of 80.		

CMJ.6 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.				
Assessment Measures				
<b>CMJ 160</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Mid-term examination contains an essay question requiring the students to demonstrate proper diverse perspective. been met yet? Met	Ave score was 97, high of 100 low of 80. 0 students fell below benchmark.		
<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	Has the criterion Mid-term examination contains an essay question requiring the students to demonstrate proper diverse perspective. been met yet? Met	Average score was 94.8 with a high of 100 and low of 0		
<b>CMJ 220</b>				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Mid-term examination contains an essay question requiring the students to demonstrate proper diverse perspective. been met yet? Met	Average score of 75, with a high of 80 and low of 60 4 of 11 students fell below the benchmark.		

<b>CMJ 240</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Mid-term examination contains an essay question requiring the students to demonstrate proper diverse perspective. been met yet? Met	Average score was 95, low of 70 high of 100 1 of 11 students fell below benchmark		

<b>CMJ 290</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Mid-term examination contains an essay question requiring the students to demonstrate proper diverse perspective. been met yet? Met	Average score was 96. With a high of 100 and low of 80.		

CMJ.7 Demonstrate professional writing and computer literacy skills sufficient to enter into criminal justice and allied professional fields, or alternatively to pursue graduate studies in such fields and disciplines.				
Assessment Measures				
<b>CMJ 160</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion In this course a case studies were assigned which require the students to research an assigned topic and to reduce	Average score was 88.2 with a high of 96 and a		

	their findings to writing for grading. been met yet? Met	low of 80		
<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion In this course a research paper (no accompanying presentation) is assigned which requires the students to research an assigned topic and present their finding to the instructor for grading. been met yet? Met	Average score was 91.2 with a high of 98 and a low of 80.		
<b>CMJ 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Weekly outlines were required to be written, submitted and graded. been met yet? Met	Average was 90.1 with a high of 96 and a low of 80.		
<b>CMJ 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Research Paper	Has the criterion In this course a research paper (no accompanying presentation) is assigned which requires the students to research an assigned topic and present their finding to the instructor for grading. been met yet? Met	Average was 91.0 with a high of 98 and a low of 85.		
<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Case Study	Has the criterion In this course a case studies were assigned which require the students to research an assigned topic and to reduce their findings to writing for grading. been met yet?	Average score of 90.0 with a high of 96 and a low of 88.		

	Met			
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CMJ.8 Work on improving their ability to present in front of other students on related issues.				
Assessment Measures				
<b>CMJ 160</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average Score was 91.6 with a high of 95 and a low of 88.		
<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average score was 91.6 with a high of 95 and a low of 90		
<b>CMJ 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average score was 89.8 with a high of 95 and a low of 88.		
<b>CMJ 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric. been met yet? Met	Average score was 80 with a high of 88 and a low of 60. 7 of 11 students fell below the benchmark.		
<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	Has the criterion A graphic organizer requiring formal submission and presentation is graded against a specific rubric been met yet? Met	Average score of 89.8 with a high of 95 and a low of 80.		

CMJ.9 Students will learn the core concepts and essential principles associated with each course.				
Assessment Measures				
<b>CMJ 160</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion A mid term exam is given to test subject matter mastery through a combination questions. been met yet? Met	average was 82.1 with a high of 93 and low of 60 3 of 9 students fell below the benchmark.		
Direct - Final Exam	Has the criterion A final exam is given to test subject matter mastery through a combination questions. been met yet? Met	Average score was 86.1 with a high of 94 and a low of 75. 1 of 9 students fell below the benchmark.		
<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Quiz/Exam	Has the criterion A mid term exam is given to test subject matter mastery through a combination questions. been met yet? Met	average score is 88.7 with a high of 100 and low of 75. 2 of 25 students fell below benchmark.		
Direct - Final Exam	Has the criterion A final exam is given to test subject matter mastery through a combination questions. been met yet? Met	average score is 87.6, with a high of 100 and a low of 75 4 of 25 students fell below the benchmark.		

<b>CMJ 220</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion A mid term exam is given to test subject matter mastery through a combination questions. been met yet? Met	Ave is 91 high of 94 and low of 89.		
Direct - Final Exam	Has the criterion A final exam is given to test subject matter mastery through a combination questions. been met yet? Met	Ave is 92.8 with a high of 96 and a low of 90.		

<b>CMJ 240</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion A mid term exam is given to test subject matter mastery through a combination questions. been met yet? Met	average score of 72.0 with a high of 84 and a low of 60. 7 of 11 students fell below the benchmark.		
Direct - Final Exam	Has the criterion A final exam is given to test subject matter mastery through a combination questions. been met yet? Met	Average score of 85.4 with a high of 97 and a low of 70 2 of 11 students fell below the benchmark.		

<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the</b>	<b>Improvement Narratives</b>

			Assessments	
Direct - Quiz/Exam	Has the criterion A mid term exam is given to test subject matter mastery through a combination questions. been met yet? Met	Average is 77.4 with a high of 95 and a low of 60 5 of 10 students fell below the benchmark.		
Direct - Final Exam	Has the criterion A final exam is given to test subject matter mastery through a combination questions. been met yet? Met	Average score was 77.2 with a high of 94 and a low of 60. 4 of 10 students fell below the benchmark.		

### Analysis of the Assessment Process

*Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

For each course there are multiple assessment instruments used such as case studies, papers, traditional exams, research projects and others. Relative to retention and evidence of those assessments, I keep all final exams in a secure location for a period of 2 years and with via, all case studies, research papers and graphic organizers are required to be uploaded and therefore will be saved for later evidence. by computer.

### Improvement Narrative List

#### Assessment Findings for the Assessment Measure level

No improvement narratives have been added.

## Program Activities

### Student Performance Review

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

This year I had four student in the senior showcase. In addition I did use ETS testing as well to measure student progress, however, I have not been able to see the results over a 4 year period or to test student who have had a II classess in the newly desinged currul, so the ETS is only a moderate guage at this time.

### **Student Performance Review Schedule**

*Upload the program schedule for students during Performance Reviews.*

### **Senior Showcase**

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

All four students presented their findings in the Model courtroom via powerpoint. No changes.

### **Assessment Rubrics**

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

### **Service Learning**

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No (selected)

### **Service Learning Component**

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

We do have internship programs, but they are not mandatory.

### **LEAD Events**

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

#### **Hosted Webinar on Creating a Safe Culture on Campus**

Aug. 17, 2016

Hosted an ASIS webinar for all students and staff in Burton 102 on campus safety.

#### **Callaway County Sherriff's Office Handcuffing Demo**

Sept. 7, 2016

Sherriff Clay Chisolm demonstrated handcuffing techniques and suspect control to students who had a chance to practice the same on each other.

#### **Hosted Webinar on Current Trends in Global Terrorism (LEAD)**

Oct. 5, 2016

Hosted an ASIS webinar for all students and staff in Burton 102 on trends in terrorism.

#### **Hosted FBI Lecture on Human Trafficking (LEAD)**

Nov. 16, 2016

Organized and set up LEAD event on campus with a Special Agent from the Saint Louis Office of the Federal Bureau of Investigation who spoke to students about human trafficking.

**Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

nothing yet.

	<b>3.00 Assessment Reflects Best Practices</b>	<b>2.00 Assessment Meets the Expectations of the University</b>	<b>1.00 Assessment Needs Development</b>	<b>0.00 Assessment is Inadequate</b>	<b>N/A</b>
Learning Objectives weight: 1.000	✓ • Detailed, measurable program learning objectives • Objectives are shared with students and faculty	✓ • Measurable program learning objectives. • Learning objectives are available to students.	✓ • Program learning objectives are identified and are generally measurable	✓ • Program learning objectives are not clear or measurable	✓ N/A
Comment:					
Assessment Measures weight: 1.000	✓ • Multiple measures are used to assess a student-learning objectives. • Rubrics or guides are used for the measures. • All measurements are clearly described. • External evaluation of student learning included.	✓ • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning.	✓ • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established.	✓ • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established.	✓ N/A
Comment:					
Assessment Results weight: 1.000	✓ • All objectives are assessed annually, or a rotation schedule is provided. • Data are collected and analyzed to show learning over time. • Standards for performance and gaps in student learning are clearly identified.	✓ • Most objectives assessed annually. • Data collected and analyzed showing an annual snapshot of student learning. • Data are used to highlight gaps in student learning. • Some data from non-course based content.	✓ • Data collected for at least one program objective. • Data collection is incomplete. • Gaps in student learning not identified. • Lacking external data to support course data.	✓ • Learning objectives are not routinely assessed. • Routine data is not collected. • No discussion on gaps in student learning. • No use of external data to support student learning. • Assessment data not yet collected.	✓ N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	✓ • Data is shared that incorporates multiple faculty from the program. • Discussions on data results incorporate multiple faculty. • Opportunities for adjunct faculty to participate. • Includes input from external sources when possible.	✓ • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results.	✓ • Minimal faculty input about results is sought • Data not used to determine success or not to the objective. • Minimal conclusions made.	✓ • Faculty input is not sought. • Conclusions about student learning are not identified. • N/A Program recently started or too few graduates to suggest any changes.	✓ N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included. • Changes to assessment are inclusive of multiple faculty. • Description of changes is detailed and linked to assessment results.	• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided. • Changes to assessment measures is highlighted. • Changes are realistic, with a good probability of improving learning or assessment.	• At least one change to improve learning or assessment is identified. • The proposed action(s) relates to faculty conclusions about areas for improvement. • Adjustments to the assessment are proposed but not clearly connected to data	✓ • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan	✓ N/A
Comment:					