



Criminal Justice
Annual Assessment 2017-2018

CRIMINAL JUSTICE	3
<i>Program Profile</i>	3
<i>Program Assessment</i>	4
<i>Curriculum Map</i>	5
<i>Assessment Findings</i>	6
<i>Program Activities</i>	21
<i>Assessment Rubric</i>	24

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

	Minors	Majors
2017-2018	14	20
2016-2017	4	22

Concentrations 2016-17

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

n/a

Concentrations 2017-18

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

n/a

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 complied 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?

n/a

Program Assessment

Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	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.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	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
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.
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.
CMJ.3	Comprehend the basic principles of qualitative and quantitative social science research, including introductory statistics and project based research standards.
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.

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.
CMJ.6	Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.
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.
CMJ.8	Work on improving their ability to present in front of other students on related issues.
CMJ.9	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.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

Criminal Justice Program(Imported)

	CMJ 280	CMJ 310	CMJ 330	CMJ 355	CMJ 425	CMJ 320	CMJ 370	CMJ 380	CMJ 480
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.	I, A	R, A	R, A	R, A	M, A	R, A	R, A	R, A	M, A
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.	A, I	R, A	R, A	R, A	M, A	R, A	R, A	R, A	M, A
CMJ.3 Comprehend the basic principles of qualitative and quantitative social science research, including introductory statistics and project based research standards.	A, I	I, A	R, A		R, A				
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.	A, I	A, I	R, A	R, A	M, A	R, A	R, A	R, A	M, A
CMJ.5 Students, in alignment with the overall university goals, will explore the ethical implications of decisions made by law	A, I	A, I	R, A	R, A	M, A	R, A	R, A	R, A	M, A

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.									
CMJ.6 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.	A, I	A, I	R, A	R, A	M, A	R, A	R, A	R, A	M, A
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.	A, I	A, I	R, A	R, A	M, A	R, A	R, A	R, A	M, A
CMJ.8 Work on improving their ability to present in front of other students on related issues.	A, I		R, A	R, A	M, A	R, A	R, A	R, A	M, A
CMJ.9 Students will learn the core concepts and essential principles associated with each course.	A, I	R, A	R, A	R, A	M, A	R, A	R, A	R, A	M, A

Assessment Findings

Assessment Findings for the Assessment Measure level for Criminal Justice Program(Imported)

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				
CMJ 280	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave score was 78.9 with a high of 90 and a low of 60 4 of 19 students fell below the benchmark been met yet? Met	low here, will improve		
CMJ 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave score was 95 with a high of 100 and a low of 90 been met yet? Met			
CMJ 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Essay	Has the criterion Average score was 80.0 with a high of 90 and a low of 60. 2 of 11 students fell below the benchmark. been met yet? Met	little low		
----------------	---	------------	--	--

CMJ 335				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average was 83.5 with a high of 100 and a low of 70. 3 of 14 fell below benchmark been met yet? Met			

CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average of 75.7 with a high of 90 and a low of 70. 4 of 7 students fell below the benchmark. been met yet? Met	low average here, will improve		

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave score of 83.1 with a high of 100 and a low of 50. 3 of 16 students fell below the benchmark. been met yet? Met			

CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave. Score was 81.7 with a high of 100 and a low of 60. 5 of 23 fell below the benchmark. been met yet? Not met			

CMJ 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave. score was 90 with a high of 100 and a low of 80. 0 students fell below the benchmark been met yet? Met			

CMJ 480				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Essay	Has the criterion Ave score was 85 with a high of 90 and a low of 80. 0 students fell below the benchmark. been met yet? Met			
----------------	---	--	--	--

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.

Assessment Measures

CMJ 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 81 with a high of 100 and low of 60 7 of 19 fell below the benchmark been met yet? Met	little low		

CMJ 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave score was 95.1 with a high of 100 and low of 90 been met yet? Met			

CMJ 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 88.1 with a high of 100 and low of 70 1 of 11 students fell below the benchmark. been met yet? Met			

CMJ 335				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score is 89.2 low of 80 high of 100 0 students fell below benchmark. been met yet? Met			

CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Essay	Has the criterion Average score was 85.7 with a high of 100 and low of 80 0 students fell below the benchmark. been met yet? Met			
----------------	---	--	--	--

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave. is 86.1 with high of 100 low of 70. 2 of 16 fell below benchmark been met yet? Not met			

CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave was 88.3, high of 100 low of 50 4 of 23 fell below benchmark. been met yet? Not met			

CMJ 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave. score 91.1. High of 100 low of 80. No students fell below been met yet? Met			

CMJ 480				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave 93.5, high of 100 low of 70 1 of 6 fell below benchmark been met yet? Not met			

CMJ.3 Comprehend the basic principles of qualitative and quantitative social science research, including introductory statistics and project based research standards.
--

Assessment Measures

CMJ 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Case Study	Has the criterion Average score was 87.9 with a high of 95 and a low of 80. been met yet? Met			
---------------------	--	--	--	--

CMJ 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion ave score was 95 with a high of 100 and a low of 90 been met yet? Met			

CMJ 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Average was 91.3 with a high of 95 and a low of 88. been met yet? Met			

CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Average score of 90.4 with a high of 95 and a low of 88. been met yet? Met			

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave. Score was 91.3 , High of 96 low of 60 1 of 16 students fell below the benchmark. been met yet? Not met			

CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave. score was 86.4, high of 90 low of 65 1 of 23 students fell below the benchmark. been met yet? Not met			

CMJ 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Research Paper	Has the criterion Ave score was 88.6, high of 95 low of 86. 0 students fell below benchmark been met yet? Met			
-------------------------	--	--	--	--

CMJ 480		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			
Direct - Research Paper	Has the criterion Ave score was 90, with a high of 96 and a low of 88 0 students fell below the benchmark. been met yet? Met			

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 280		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			
Direct - Presentation	Has the criterion Graphic organizer Average score was 90.4 with a high of 93 and a low of 84. been met yet? Met			

CMJ 310		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			
Direct - Essay	Has the criterion Average score was 95 with a high of 100 and low of 90 been met yet? Met			

CMJ 330		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			
Direct - Presentation	Has the criterion Graphic Organizer Average score was 91.3 with a high of 96 and a low of 88. been met yet? Met			

CMJ 335		Summary	Attachments of the Assessments	Improvement Narratives
Assessment Measure	Criterion			

Direct - Case Study	Has the criterion Average was 90.9 with a high of 100 and a low of 70. 3 of 14 fell below benchmark been met yet? Met			
---------------------	--	--	--	--

CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Average score of 90.4 with a high of 95 and a low of 88. been met yet? Met			

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave. Score was 91.3 , High of 96 low of 60 1 of 16 students fell below the benchmark. been met yet? Met			

CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave. score was 86.4, high of 90 low of 65 1 of 23 students fell below the benchmark. been met yet? Met			

CMJ 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave score was 88.6, high of 95 low of 86 0 students fell below benchmark been met yet? Met			

CMJ 480				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave score was 90, with a high of 96 and a low of 88 0 students fell below the benchmark. been met yet? Met			

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

CMJ 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 76.8 with a high of 90 and a low of 60. 6 student of 19 fell below the benchmark. been met yet? Met			
CMJ 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 95.1 with a high of 100 and a low of 90 been met yet? Met			
CMJ 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 81.8 with a high of 90 and a low of 70. 2 of 11 students fell below the benchmark. been met yet? Met	met but little low		
CMJ 335				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score is 97.2 with a high of 100 and a low of 90. been met yet? Met			
CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 80 with a high of 90 and a low of 70. 3 of 7 fell below benchmark been met yet? Met	could improve		
CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Essay	Has the criterion Ave. score is 86.2 with a high of 100 and a low of 60 3 of 16 fell below the benchmark. been met yet? Not met	A few fell below		
----------------	--	------------------	--	--

CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave. score was 80 with a high of 100 and a low of 50. 5 of 23 fell below the benchmark. been met yet? Not met	a few fell below		

CMJ 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave. score was 86 with a high of 100 and a low of 70. 1 of 10 students fell below the benchmark. been met yet? Not met	a few fell below		

CMJ 480				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave. score was 85 with a high of 90 and a low of 80. 0 students fell below the benchmark. been met yet? Met			

CMJ.6 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.

Assessment Measures

CMJ 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 85.2 with a high of 100 and low of 60 6 of 19 fell below the benchmark been met yet? Met			

CMJ 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Essay	Has the criterion Average score was 95 with a high of 100 and a low of 90 been met yet? Met			
----------------	--	--	--	--

CMJ 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score of 92.7, with a high of 100 and low of 80 0 students fell below the benchmark. been met yet? Met			

CMJ 335				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 84.2, low of 70 high of 100 2 of 14 students fell below benchmark been met yet? Met	little low here		

CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Average score was 88.5 With a high of 100 and low of 80. been met yet? Met			

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave. is 89.3 with high of 100 low of 70. 1 of 16 fell below benchmark. been met yet? Not met			

CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave was 79.1, high of 100 low of 50. 1 of 23 fell below benchmark been met yet? Not met			

CMJ 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Ave score 90.0, high of 100 low of 80. No students fell below benchmark been met yet?			

CMJ 480				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Essay

Has the criterion Ave 92.3 high of 100 low of 70 1 of 6 fell below benchmark been met yet?
Not met

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

CMJ 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Average score was 87.9 with a high of 95 and a low of 80. been met yet? Met			

CMJ 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave score was 97 with a high of 100 and low of 92 been met yet? Met			

CMJ 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Average was 91.3 with a high of 95 and a low of 88 been met yet? Met			

CMJ 335				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Average was 90.9 with a high of 100 and a low of 70. been met yet? Met			

CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Average score of 90.4 with a high of 95 and a low of 88. been met yet? Met			
CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave. Score was 91.3 , High of 96 low of 60 1 of 16 students fell below the benchmark. been met yet? Not met			
CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave. score was 86.4, high of 90 low of 65 1 of 23 students fell below the benchmark. been met yet? Not met			
CMJ 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave. score was 86.6, high of 95 low of 86. 0 students fell below benchmark been met yet? Met			
CMJ 480				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Ave score was 90, with a high of 96 and a low of 88 0 students fell below the benchmark. been met yet? Met			

CMJ.8 Work on improving their ability to present in front of other students on related issues.
--

Assessment Measures

CMJ 280				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Average score was 90.4 with a high of 93 and a low of 84 been met yet? Met			
CMJ 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Graphic Organizer Average score was 91.3 with a high of 95 and a low of 88. been met yet? Met			
CMJ 335				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Graphic Organizer Average score was 92.2 with a high of 96 and a low of 88. been met yet? Met			
CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Average score of 90.4 with a high of 95 and a low of 88. been met yet? Met			
CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Ave score was 86.5, high of 92 low of 62 No students below benchmark been met yet? Met			
CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Ave. was 88.1, high of 90 and a low of 70. 1 of 23 students fell below benchmark. been met yet? Not met			
CMJ 380				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Ave score was 86.2, with a high of 87 and a low of 86. No students fell below the benchmark been met yet? Met			
CMJ 480				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Presentation	Has the criterion Ave score was 86, with a high of 90 and a low of 85. No students fell below the benchmark. been met yet? Met			

CMJ.9 Students will learn the core concepts and essential principles associated with each course.				
Assessment Measures				
CMJ 290				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid-term average score is 88.7 with a high of 100 and low of 75. 2 of 25 students fell below benchmark. Final exam- average score is 86.8, with a high of 100 and a low of 60 4 of 19 students fell below the benchmark. been met yet? Met			
CMJ 310				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Ave score was 97 with a high of 100 and a low of 90 been met yet? Met			
CMJ 330				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid term Ave is 91 high of 94 and low of 89. Final Exam Ave is 86.4 with a high of 100 and a low of 65. 3 of 11 student fell below benchmark been met yet? Met			

CMJ 335				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid-term- average score of 72.0 with a high of 84 and a low of 60. 7 of 11 students fell below the benchmark. Final Exam- Average score of 90.5 with a high of 98 and a low of 80 been met yet? Met	Need improvment		
CMJ 425				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid term Average is 77.4 with a high of 95 and a low of 60 5 of 10 students fell below the benchmark. Final Exam Average score was 94 with a high of 100 and a low of 86. been met yet? Met	Need some improvement		
CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid Term Ave. score of 77.1, high of 96 low of 62. 9 of 16 students fell below the benchmark. Final Exam Ave. score of 87.8, high of 98 low of 76 1 of 16 students fell below the benchmark. been met yet? Not met			
CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid term Ave score was 77.8 with a high of 98 and a low of 60 8 of 23 students fell below the benchmark. Final exam Ave. score was 86.3, with a high of 96 and a low of 60. 2 of 23 students fell below the benchmark. been met yet? Not met			
CMJ 380				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid Term Ave. score of 84.4, with a high of 96 and a low of 72. 4 of 10 students			

	fell below the benchmark. Final exam Ave. score of 83.7, with a high of 100 and a low of 60 3 of 10 students fell below the benchmark. been met yet? Not met			
CMJ 480				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Mid Term Ave score of 92, with a high of 96 and a low of 81. 0 students fell below the benchmark. Final exam Ave. score of 89.3, with a high of 94 and a low of 86. 0 students fell below the benchmark. been met yet? Met			

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.

Fine

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 one 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 all classes in the newly designed curriculum, so the ETS is only a moderate gauge 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?

Student presented his 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.

Western District of Missouri Court of Appeals Docket - Session I

April 11, 2018

A panel of three judges from the Missouri Western District Court of Appeals will hear oral arguments from attorneys. These are actual cases, not mock trials or moot court.

FBI Lecture on Intelligence Gathering and Analysis (LEAD)

April 9, 2018

Special Agents from the Kansas City office of the FBI spoke to students about methods, collection and analysis involved in intelligence studies.

Manage Your Stress Event (LEAD)

Feb 26, 2018

Event designed to bring to light ways in which students, and law enforcement officers, can manage the stress in their everyday lives.

Criminal Justice Career Fair

Oct 25, 2017

Worked with the department of career services to bring multiple police agencies recruiter here on campus to speak with students about careers in criminal justice.

Lecture on Fusion Centers and Intelligence

Nov. 14, 2017

Captain Hall, Director of the Missouri Fusion Center lectured students on the center's missions as well as key issues that arise with information sharing and intelligence gathering.

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.

Student internship was published by WWU paper

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Formal Announcement of Partnership with Callaway County Sheriff's Office Sept 18, 2017

WWU Media department formally announced a new partnership The Criminal justice department negotiated with the Callaway County Sheriff's Office which included student internships as well as guest lecturers.

Applied for 1.5 Million Dollar Defense Intelligence Agency Grant Oct, 2017

Worked with Saint Louis University and prepared a detailed federal grant application to create a center of academic excellence in the areas of security and intelligence studies here at WWU. The grant will create a consortium between WWU, SLU and Lincoln University which includes funding for multiple initiatives. The application involved a significant amount of background work and names me as a sub investigator grantee. Came in top 10, working on re-application.

Negotiated Partnership Agreement with Boone County Sheriff's Office Oct 20, 2017

Met with Boone county Sheriff Dwane Carey and negotiated a formal internship program for students as well as discussed future potential collaborations.

Assessment Rubric

Annual Assessment Rubric

11.000 pts 73.33%

	3.000 Assessment Reflects Best Practices	2.000 Assessment Meets the Expectations of the University	1.000 Assessment Needs Development	0.000 Assessment is Inadequate	N/A
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> • Detailed, measurable program learning objectives • Objectives are shared with students and faculty 	<ul style="list-style-type: none"> • Measurable program learning objectives. • Learning objectives are available to students. 	<ul style="list-style-type: none"> • Program learning objectives are identified and are generally measurable 	<ul style="list-style-type: none"> • Program learning objectives are not clear or measurable 	N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Assessment measures relate to program learning objectives. • Various measures are used to assess student learning. • Measures chosen provide useful information about student learning. 	<ul style="list-style-type: none"> • Assessment focuses on class content only. • Minimal description of how the assessment relates to the objective. • Minimal assessment measures established. 	<ul style="list-style-type: none"> • Assessment measures not connected to objectives. • Assessment measures are not clear. • No assessment measures are established. 	N/A
Comment:	<p>There is nothing in the General Education component of the report. I know that many of the courses count for GE credit, but also that additional courses in the program use skills taught in the GE curriculum as a foundation for which to build content specific knowledge.</p>				
Assessment Results weight: 1.000	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:	<p>For the purposes of the assessment report, you are not required provide evidence from each class as to how they are aligned to the course objectives. You have more here than is required by the university. Don't want you to get overwhelmed with the amount of data you are working to collect. I know these are all assignments that you use in your courses, but it is still a lot to track.</p>				
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Multiple program faculty receive assessment results. • Assessment results are discussed • Specific conclusions about student learning are made based on the available assessment results. 	<ul style="list-style-type: none"> • Minimal faculty input about results is sought. • Data not used to determine success or not to the objective. • Minimal conclusions made. 	<ul style="list-style-type: none"> • 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:	<p>The discussion on the Assessment process should be more detailed and specific to what went well and what happened on tasks that did not meet your expectations.</p>				
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Lacking actions to improve student learning. • Actions discussed lack supportive data. • Lacking discussion of the effectiveness of the assessment plan 	N/A