



Criminal Justice Annual Assessment 2018-2019

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Annual Assessment 18-19

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
Online
Hybrid (selected)

Students Majors 2017-18

22

Student Majors 2018-19

20

Student Minors 2017-18

4

Student Minors 2018-19

14

Concentrations 2017-18

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

n/a

Concentrations 2018-19

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

n/a

Student Demographics

What are the program goals for student retention, persistence and degree completion? 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?

n/a

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Working with admissions on a new 2-page brochure (I have been told we cannot have a "booklet" similar to what other programs are using to market their programs). This of course will reduce recruitment, no reason provided for this discrepancy. More than anything I need access to create a department webpage where accomplishments, activities, trips, and opportunities can be posted and used for marketing purposes. This would be in alignment with best practices in most other universities and would substantially increase enrollment. The failure of this access is substantially affecting the ability to increase recruitment and enrollment and is a significant contributor to low numbers.

Marketing Material

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.

There are three courses listed as general education courses in the criminal justice department. The first is Intro to criminal justice, which is a social science course, the second is Criminology, which is a critical thinking course, the third is criminal justice ethics, which is an ethics course.

Curriculum Map

A - Assessed

R - Reinforced

I - Introduced

M - Master

AY 2018-2019

	CMJ 180	CMJ 270	CMJ 390	CMJ 440	CMJ 110	CMJ 120	CMJ 260	CMJ 320
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.	A	A	A	A	A	A	A	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	A	A	A	A	A	A	A
CMJ.3 Comprehend the basic principles of qualitative and quantitative social science research, including introductory statistics and project-based research standards.	A	A	A	A	A	A	A	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	A	A	A	A, I	A, I	A	A
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.	A	A	A	A	A, I	A, I	A	A
CMJ.6 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.	A	A	A	A	A, I	A, I	A	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	A	A	A	A, I	A, I	A	A
CMJ.8 Work on improving their ability to present in front of other students on related issues.	A	A	A	A	A, I	A, I	A	A
CMJ.9 Students will learn the core concepts and essential principles associated with each course.	A	A	A	A	A, I	A, I	A	A

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

No changes this year.

Assessment Findings

Assessment Findings for the Assessment Measure level for AY 2018-2019

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 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg was 82.2, 2 students fell below the benchmark		

CMJ 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg was 86, no students fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion benchmark is 80% been met yet? Met	Average was 82.3, one student fell below the 80% benchmark		

CMJ 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg was 86, 2 fell below the benchmark		

CMJ 260				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg. was 88 no student fell below the benchmark		

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg was 82, 1 student fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg was 84.2, 1 student fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg was 88, no student fell below the benchmark		

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 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Not met	avg was 77.2, 4 students fell below the benchmark		
CMJ 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. is 85.0, 1 student fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg was 80.3, 3 students fell below the benchmark		
CMJ 260				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg is 80, 1 student fell below the benchmark		
CMJ 270				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg was 81.2, 3 students fell below the benchmark		
CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg was 88, no students fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg. was 83, 1 student fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Not met	Avg. was 79.3 2 students fell below the benchmark		

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

Assessment Measures

CMJ 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Benchmark is 80% been met yet? Not met	Avg. was 77.5, 3 student fell below the benchmark		

CMJ 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 82, 1 student fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 84, 2 students fell below the benchmark		

CMJ 260				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 82.2; 2 students fell below the benchmark		

CMJ 270				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Benchmark is 80% been met yet? Not met	Avg. was 78, 2 students fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 82.2; 2 students fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 85, 1 student fell below the benchmark		

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 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		
CMJ 260				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		
CMJ 270				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		

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

CMJ 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	avg. was 86, no students fell below the benchmark		

CMJ 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 82.2; 2 students fell below the benchmark		

CMJ 260				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Not met	avg was 78.2, 2 students fell below the benchmark		

CMJ 270				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 84, 2 students fell below the benchmark		

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 85, no student fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 86, 1 student fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 82.2; 2 students fell below the benchmark		

CMJ.6 Students will be aware of issues of diversity in the administration of criminal justice and in their own lives.				
Assessment Measures				
CMJ 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 84, 2 students fell below the benchmark		
CMJ120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 82.2; 2 students fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		
CMJ 260				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 85, 1 student fell below the benchmark		
CMJ 270				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Not met	avg. was 78.0, 3 students fell below the benchmark		
CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 84, no student fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 84, 2 students fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Essay	Has the criterion Benchmark is 80% been met yet? Met	Avg. was 85, 1 student fell below the benchmark		

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 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		

CMJ 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		

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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		

CMJ.8 Work on improving their ability to present in front of other students on related issues.				
Assessment Measures				
CMJ 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		
CMJ 260				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 270				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	Avg. was 88, no students fell below the benchmark		
CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion 3 Column Graphic Organizer Benchmark is 80% been met yet? Met	avg. was 88, no students fell below the benchmark		

CMJ.9 Students will learn the core concepts and essential principles associated with each course.

Assessment Measures

CMJ 110				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Benchmark is 80% been met yet? Met	avg was 93.5, high of 98 low of 92, no students fell below the benchmark		

CMJ 120				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Benchmark is 80% been met yet? Met	Avg was 91.2, high of 96, low of 80, no students fell below the benchmark		

CMJ 180				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Benchmark is 80% been met yet? Not met	avg. score was 78.04 with a high of 92 and a low of 60, 12 students fell below the benchmark		

CMJ 260				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Benchmark is 80% been met yet? Met	Avg was 09, high of 96, low of 80, no students fell below the benchmark		

CMJ 270				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Benchmark is 80% been met yet? Met	avg was 90.2 with a high of 96 and a low of 86.2, no students fell below the benchmark		

CMJ 320				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Benchmark is 80% been met yet?	Avg. was 90.25, with a high of 96 and a low of 82, no student fell below the benchmark		
CMJ 390				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Benchmark is 80% been met yet? Met	avg was 85, with a high of 90 and a low of 88, no students fell below the benchmark		
CMJ 440				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Benchmark is 80% been met yet? Not met	Avg score was 79.4, with a high of 89 and a low of 75, 3 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.

A few areas where students fell below the becnmaek, mostly in the essays and few in the final examinations, but an improvemnt from last year.

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 arranged for two high-ranking members of the Missouri State Highway Patrol to come to campus and provide mock interviews of students as if they were in the actual hiring process. I assessed senior students based upon their performance in the interview process. All other majors had to take on the role of a police officer in a mock direct examination held in the model courtroom. This was overseen by Missouri Appellate Court Judge Ted Ardini, Student's were assessed on their presentation skills.

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?

Seniors presented their papers in the model courtroom and were judged on their presentations.

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 (selected)

No

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?

Seniors were also instructed and evaluated on some practical skills this year. They included handcuffing, firearm handling and a trip to the firing range, which included shooting skills.

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.

Generals Danner and Grass (LEAD)

Nov. 14, 2018

Hosted lunch and lecture for two of Missouri's most prominent military figures on global security and leadership. Major General Stephen Danner of the Missouri National Guard and U.S. Army General and Joint Chief member Frank J. Grass.

Hosting of the Missouri Appeals Court on Campus (LEAD)

April 3, 2019

Worked with Professor Kramer to organize and host an actual session of the Missouri Appeal court here on campus. This year included a judge who was a WWU alumni member.

University Health Fair

Sept. 28, 2018

Was asked by WWU Human Resources to host a table at the annual employee health fair on meditative techniques and benefits.

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 were hired by multiple agencies this year.

Two in Missouri Highway Patrol and one in Callaway County Sherrifs Office

Alumni Accomplishments

Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

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.

Applied for grant

Assessment Rubric

Annual Assessment Rubric 2018

23.000 pts 58.97%

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	<input checked="" type="checkbox"/> The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	<input checked="" type="checkbox"/> The mission statement for the program clearly articulated and aligned with the University mission.	<input checked="" type="checkbox"/> The mission statement is minimal at best.	<input checked="" type="checkbox"/> N/A
Comment:				
Reflection on Retention weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	<input checked="" type="checkbox"/> The program provides a basic reflection on the retention data provided.	<input checked="" type="checkbox"/> The program does not reflect on retention data in a detailed way.	<input checked="" type="checkbox"/> N/A
Comment:	<p>While the newness of the program is why there is no retention, persistence, and graduation data - it is never to early to set goals/benchmarks for these three important tracking factors.</p>			
Defines External Accreditation Standards weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	<input checked="" type="checkbox"/> The program provides a basic explanation of the accreditation organizations in the field.	<input checked="" type="checkbox"/> The program fails to provide any accreditation information.	<input checked="" type="checkbox"/> N/A
Comment:				
General Education alignment clearly explained weight: 1.000	<input checked="" type="checkbox"/> The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	<input checked="" type="checkbox"/> The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	<input checked="" type="checkbox"/> N/A
Comment:	<p>It may be better to consider the skills a student gains in the various general education courses and how those skills are important and useful in your major.</p>			
Curriculum Map alignment weight: 1.000	<input checked="" type="checkbox"/> The curriculum map is detailed and complete.	<input checked="" type="checkbox"/> The curriculum map is complete	<input checked="" type="checkbox"/> The curriculum map is not complete	<input checked="" type="checkbox"/> N/A
Comment:				
Assessment of Objectives weight: 1.000	<input checked="" type="checkbox"/> Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	<input checked="" type="checkbox"/> Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	<input checked="" type="checkbox"/> The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	<input checked="" type="checkbox"/> N/A
Comment:	<p>The program is INCREDIBLY assessment heavy - it is not necessary to assess every objective in every course. A good Curriculum Map should indicate where an objective is introduced in a course, normally lower levels. Then that objective should be Reinforced in another course, and then the student should Master the objective in a higher level course. You are only required to Assess each objective twice. I highly recommend revising your Curriculum Map and determine which courses best fit each objective and decreasing your assessment. It is hard conceptualize that each course speaks to all 9 of your Program Objective, if that is the case, then they may be too general and so you may want to consider decreasing your</p>			
Data Driven Decision-making is explained weight: 1.000	<input checked="" type="checkbox"/> Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	<input checked="" type="checkbox"/> Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	<input checked="" type="checkbox"/> Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	<input checked="" type="checkbox"/> N/A
Comment:	<p>May want to consider changing the Benchmarks, as they are the same for an entry level course and an upper division course.</p>			

Documentation provided on assessment findings weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program uploads all rubric and support information to support the claims in the assessment findings. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not upload the data to support assessment claims in the assessment findings. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>The Assessment information was completed, but I was unable to find the data to substantiate the assessment numbers?</p>			
Analysis of Assessment is complete weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program completed the assessment findings for each component and provided a summary for each assessment measure. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>This is for an overall description of how the program feels the assessment process worked and if they will need to make any alterations? Did you use VIA to collect this information? with the amount of data you are collecting, Via would give you instant graphs of student performance.</p>			
Improvement narratives are selected with intentionality weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>For none of the Benchmarks that were "Not Met" you have not discussed at all why you think it was not met and provide an action plan for improving it to met.</p>			
Student Performance Review weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided the schedule and a brief description of Student Performance Review with data of the results. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program did not provide complete explanation on Student Performance Review nor did they provide data results. 	<input checked="" type="checkbox"/> N/A
Comment:				
Senior Showcase weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program described the Senior showcase activities and provided some evidence of what was presented. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Little to no content of Senior showcase was provided. 	<input checked="" type="checkbox"/> N/A
Comment:	<p>The activity was described, but no schedule or evidence was provided.</p>			
Co Curricular activities weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of LEAD events and activities provided. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no description of the Co-curricular activities provided throughout the year. 	<input checked="" type="checkbox"/> N/A
Comment:				
Faculty, alumni, and Student accomplishments weight: 1.000	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided a listing of information on Students, Alumni, and faculty accomplishments. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The program provided little to no data on students, alumni, faculty accomplishments. 	<input checked="" type="checkbox"/> N/A
Comment:				