

Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

I. Program Information

Program/Department: *Criminal Justice program in the Behavioral Science Department*

Department Chair: Christine Shane, Ph.D.

Department Assessment Committee Contact: For the CJ program: Randall Grometstein, Ph.D.

II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During This Last Academic Year

List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

Program SLO	Expected Timing of assessment (annual, semester, bi-annual, etc.)
Criminal justice program – both traditional and police concentration students	
Criminal justice knowledge	Annual
Understanding of crime and crime causation	Annual
Critical thinking	Annual
Effective writing	Annual
Moral/ethical reasoning	Annual
Quantitative analysis	Annual

III. SLO Assessment

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
All 6 outcomes from Table II	CJ faculty members conduct a blind review (i.e., with student name removed) of student papers from CJ 4100 Colloquium and CJ 3140 Data Analysis. Review is conducted by faculty members who did NOT teach the course.	For Colloquium papers, 4 th year; for Data Analysis, 3 rd to 4 th year	Sample -- one section of each course
	Papers are rated as follows: 1 – Does not meet standard; 2 – Meets standard; 3 – Exceeds standard.		
	Most recent assessment was conducted in the summer of 2016 and report was submitted in October 2016.		

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IV. Summary of Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

<p>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>What changes have been made as a result of using the data/evidence?</p>
<p>See Table III above. Student papers from the two capstone courses are reviewed.</p>	<p>The CJ faculty as a body meets to consider the evidence and write the assessment report.</p>	<p>In the years since we have been conducting assessments, the following changes have been implemented:</p>
		<p>Changing from a two-course quantitative sequence to a three-course quantitative sequence (i.e., by adding CJ 3135 Advanced Research Methods)</p>
		<p>Petitioning for the university to again provide access to SPSS to teach statistical tests of significance, which may occur as soon as the fall 2017 semester</p>
		<p>Agreeing as a faculty to assign more writing tasks in all CJ</p>

		courses to give students the opportunity to practice
		Refining our assessment rubric for the 2017 assessment to be conducted over the summer of 2017
		With the fall 2017 semester, we will begin collecting assessment data from incoming freshmen to compare to assessment data for seniors, i.e., we will conduct a pre- and a post-test for a particular cohort of students

V. SSC Data

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
Bottleneck course: MATH 1700 Statistics	Students who took our research methods sequence without having taken MATH 1700 – or without having passed it – did just as well as students who had passed it.	We have submitted an AUC proposal that – if approved – will allow CJ majors to take any MATH course, not just statistics; in the three-course quantitative sequence, we will teach students how to perform tests of statistical significance using SPSS or another software package.	

VI. Phase I Data

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).

Number of graduates, number of majors, credit production, substitutions etc.

Department Performance Measure (data point from Phase 1)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score

VII. Activities and Adjustments to/Deviation from the Department Assessment Plan

Describe any changes in the assessment plan including new SLOs, new assessments.