# End of Year Assessment Report for Programs

| Program: Criminal Justice | Semester/year: Spring 2018/19 |
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## Program Mission Statement

The Criminal Justice Major provides students with a general orientation to society, social processes, and a focused study of deviance, criminal behavior, and the criminal justice system.  Criminal Justice majors will learn about the importance of faith integration within the Criminal Justice System and will learn how their God given attributes prepare them for a job within the Criminal Justice System or to study the Criminal Justice System.

## Program Objectives

[List all of your program's objectives.]
At the close of their degree, students should be able to:
1. Demonstrate the ability to recognize, study, and effectively deliberate about key issues which are relevant within Criminal Justice.
2. Demonstrate the ability for reasoned and disciplined analysis, original and creative thinking, and effective oral and written communication when considering these issues.
3. Recognize the value of and importance of exposure to diverse backgrounds, experiences, and opinions and demonstrate awareness, sensitivity, and responsiveness to differences across cultures, social practices, and religions.
4. In accordance with Romans 6-8, students will discover their identity and individuality through self-reflection.  Students will determine and develop the special talents they have been given by God and look outside of themselves to recognize how their special talents can be used to meet the needs of others while continuing their work within Criminal Justice.

## Assessment Methods and Benchmarks – SPRING SEMESTER

| Program Objective | Introducing | Developing | Mastering |
|---|---|---|---|
| PO1. Key Issues | CRJS203-Quizzes 1-4, Midterm, Final | CRJS203-Quizzes 1-4, Midterm, Final | *Not taught this semester* |
| | Benchmark: >=75% | Benchmark: >=75% | Benchmark: >=75% |
| | Evidence: 85% completion | Evidence: 85% completion | Evidence: N/A |
| PO2. Analysis/Communication | SOCI 101-Essay 2, 3, 4 | CRJS 203-Reflection Papers 1-8, Final Exam | CRJS 405 – Final Paper |
| | Benchmark: >=75% | Benchmark: >=75% | Benchmark: >=75% |
| | Evidence: 89% completion | Evidence: 85% completion | Evidence: 88% completion |
| PO3. Diversity | SOCI 101-Exams (Midterm/Final) | *Not taught this semester* | *Not taught this semester* |
| | Benchmark: >=75% | Benchmark: >=75% | Benchmark: >=75% |

| | Evidence: 100% completion | Evidence: N/A | Evidence: N/A |
| | SOCI 101 – Essay 1 | *Not taught this semester* | CRJS 405-Final Paper |
| PO4. Self-Identity | Benchmark: >=75% | Benchmark: >=75% | Benchmark: >=75% |
| | Evidence: 95% completion | Evidence: N/A | Evidence: 88% |

## Analysis of Assessment Findings – SPRING SEMESTER

The evaluations and the assessment data from the spring semester add support that the changes to the courses this semester and the courses overall were successful at providing students with the student learning outcomes that were desired from the courses that were provided this semester.  The changes implemented this semester are anticipated at this point to be implemented in future offerings of these spring courses, in the hope that future course offerings will repeat the same success that was seen during this semester.

The Principles of Sociology course is being considered to have a different classroom format and a different evaluation method to replace the quizzes.

There were a couple of on-campus students who voiced concerns about the structure and content of two online CRJS classes (CRJS 306 and CRJS 307).  These should receive greater scrutiny prior to their next offering.

## Sharing and Discussion of Assessment Findings – SPRING SEMESTER

The evaluations, FCARs, and overall courses are discussed among all full–time department faculty members at a face-to-face end of year meeting.  Additionally, adjunct faculty member FCARs and evaluations are reviewed by the chair of the department and when and where any issues arise, those issues are discussed on a one on one basis between the chair of the department and the adjunct faculty members.  Adjunct faculty members are also engaged by the chair of the department periodically to attempt to seek recommendations for course improvements.  There were a number of new online adjuncts in Criminal Justice this year and there were some growing pains related to D2L and/or it being there first time teaching online.  However, early in the term they began to get the handle on the new technology/format and student evaluations were mostly positive.

## Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER

Based on the overall success of courses that were offered this semester meeting their desired objectives, there is no plan to implement any major changes to the courses or the program at this time.  The exception, is potential changes being considered for Principles of Sociology, which may have changes implemented to the classroom setting and the use of Inquizitive.

The plan going forward is to continue assessing courses at the end of each semester and to review the full year to determine if courses are still meeting their desired goals and providing students with the desired student learning outcomes.  Changes will be implemented when and

where issues arise and also, when faculty members have ideas for course and program improvement.  Changes, as with courses, will be evaluated based on their success and their success, or lack thereof, will determine whether or not the changes become fixed.

## Full Year Reflection – FALL/INTERTERM/SPRING TERMS

The spring semester courses did a good job of providing students with the desired student learning outcomes.  There were seven online courses created or redesigned during this year (CRJS 203, CRJS 275, CRJS 270, CRJS 230, SOCI 101, CRJS 309, CRJS 313).  There were two new face to face courses designed during this year (CRJS 306, CRJS 313).  Some of these courses have already been delivered during the course of this school year.  Some courses are not scheduled to be delivered until this summer or during the next academic year.

No additional significant changes are planned at this time.  There is still some refining being done to some of the online and face to face courses to ensure that each course is helping students to meet the assessment benchmarks at each level, thereby preparing them for the next benchmark level, and then the professional workforce or graduate school.  Additionally, there were The assessment findings are constantly being used to reflect back on courses and ensure that they are delivering the intended experience.  Online adjuncts are continuing to look for ways to better connect with their online students, so I plan on seeking out help from the C.T.L. to explore ways for faculty to better connect with students online.

A change being considered for future iterations of SOCI101, is in regards to the Quizzes and the classroom structure.  Reducing the number of Power Point slides per week and reducing the information covered per class and over the entire semester should result in more time for class discussion/group work.  Additionally, the quizzes have received repeated feedback in multiple iterations of this class stating that some of the questions are not accurate when compared to the textbook.  However, the overall feedback on the quizzes is positive, because it allows students to achieve higher grades.

Additionally, Laura Schaub, provided me with suggestions for improving assignment variety and class discussion for CRJS 203.  Additionally, Troy Stabenow, who taught CRJS 203 online this semester and I are working on adding more variability to assignments for the online and on campus version of that class.

The NSSE data for GU's campus displayed that we were lower in student peer-to-peer connections and student-to-professor connections when compared to other CCCU schools.  Additionally, seniors at GU rated GU courses as having less faith integration when compared to other CCCU schools.  In part due to this data, this program will try to integrate more student-to-student in class work time, student group projects, and student-to-faculty in class/out of class connection times.  Further this program will continue to strive to improve the faith integration within this program.

## Supporting Documents

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]