

End of Year Assessment Report for Programs

Program: Criminal Justice

Semester/year: Spring 2019-20

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Submission date: 05/15/2020

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

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 – FALL AND SPRING SEMESTERS

Program Objective	Introducing	Developing	Mastering
PO1. Key Issues	CRJS203-Quizzes 1-4, Midterm, Final	CRJS314.OLA1-Quizzes 3-5 AND CRJS 313.01-Reflection Papers 1-3	CRJS 313.01-Final Research Paper, Final Presentation
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence: 80% completion	Evidence: 57% completion AND 80.5% completion	Evidence: 78%
PO2. Analysis/Communication	Not Assessed This year	Not Assessed This year	Not Assessed This year
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence: N/A	Evidence: N/A	Evidence: N/A
PO3. Diversity	Not Assessed This year	Not Assessed This year	Not Assessed This year
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence: N/A	Evidence: 71% completion	Evidence: N/A
PO4. Self-Identity	Not Assessed This year	Not Assessed This year	Not Assessed This year
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence: N/A	Evidence: N/A	Evidence: N/A

Analysis of Assessment Findings – FALL AND SPRING SEMESTERS

This is year one in the four-year Criminal Justice program evaluation cycle, and therefore only program objective one is reviewed. The evaluations and the assessment data from this year adds 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 CRJS results of 80% is high, particularly considering the COVID-19 interruption to this spring semester. CRJS 314.OLA1 had a very low percentage of students complete the objective at 75% or higher, but that low percentage is an outlier compared to other CRJS314 cohorts. It is assumed that it may have been a class-specific problem this year, but it will definitely be something to watch in future years.

CRJS 313 was being offered for the first time on campus, and was significantly redesigned online, as well, so that the objectives and assignments for face to face and online CRJS 313 were similar (with some variation due to different course delivery methods). The student feedback was overwhelmingly high, student engagement was high most of the semester, but tapered in the final quarter of the semester. Students really liked “the boat” and “the button” in class participation activities and I’d recommend adding “the trolley” to future iterations. The final research papers and presentations were very well-done and showed the majority of students understood some key issues at a high

level, but also understood some of the ethical theories at a moderate level as well. The CRJS 313 reflection papers helped the students build their writing techniques, better understand the key issues, and build towards their final paper.

Feedback from previous years to continue to consider for future years: “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.” There is a plan to re-write both courses through the Wiley/GU online course development plans.

Sharing and Discussion of Assessment Findings – FALL AND SPRING SEMESTERS

Typically, the evaluations, FCARs, and overall courses are discussed among all full-time department faculty members at a face-to-face end of semester meeting in the fall and end of year meeting in the spring. This year the final end of year meeting was held via Zoom due to COVID-19.

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 is one new adjunct, Lisa Long, in Criminal Justice this year, and she has performed at a high level and is already becoming one of the more trusted adjuncts.

Use of Assessment Findings for Program Improvement (Action Plan) – FALL AND SPRING SEMESTERS

Based on the overall success of courses that were offered this year meeting their desired objectives, there is no plan to implement any major changes to the courses or the program at this time. The exception, Sociology. Sociology was delivered in a new way during the 2019-2020 school year and by an adjunct instructor, because the course could not be covered by full-time faculty. In CRJS 203, the writing was lower at the beginning of the semester than was typical in that class. It is unknown if this is due to changes in Sociology 101, or if the cohort of students this year were less developed writers than in previous years, but this is definitely something to watch, and if the trend repeats, then a revise of Sociology 101 or CRJS 203 will be necessary, to ensure students are prepared for APA-style writing assignments throughout the rest of the program.

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.

Additionally, the 4-year-cycle will still be used to evaluate the Criminal Justice program, because it was evident this year that it is helpful to be able to do a focused evaluation of one objective, as opposed to a broader evaluation of the program.

Full Year Reflection - FALL/INTERTERM/SPRING TERMS

The year, courses did a sufficient job of providing students with the desired student learning outcomes. The Criminal Justice Program was redesigned to replace Social Theory (SOC1 380) with CRJS 361 Policies and Agencies. The redesign is helpful, because CRJS 361 complements CRJS 304 (community relations) and helps CJ students to graduate with a greater awareness of connections between agencies and the importance of policies within CJ and connected fields. Also because SOC1 380's core objectives were being completed in other places with the additions of CRJS 304, CRJS 313, and CRJS 314.

There were five online courses created or redesigned during this year (CRJS 313, CRJS 203, CRJS 351, SOC1 101, CRJS 361). CRJS 313, which was designed during 2018-2019 school year was delivered in person for the first time and online for the first time with the redesign. Both versions of the class went extremely well. CRJS 203 online was modified prior to the fall, during the spring, and is being redesigned one final time with Wiley during the summer of 2020. CRJS 351 was redesigned online and in person, but was only delivered online this spring. The course performed very well at preparing students to complete the objectives and was well-liked by students. CRJS 361 and SOC1 101 online are still in progress of being developed online and will be offered for the first time during the summer of 2019-2020.

No additional significant changes are planned at this time. Continued course development is planned for both online and in person courses. The online courses will follow a timeline as implemented by GU's agreement with Wiley, and the in person courses and online courses will continue to be adjusted as needed. 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.

The Forensics minor was discontinued by the Biology department. Based on student feedback, it would be beneficial to try to redevelop a Forensics minor and to also develop other high interest minors (i.e. Emergency Management), and potentially a general CJ minor.

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.

Supporting Documents

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