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WILLIAM WOODS  
UNIVERSITY

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**Criminal Justice Annual Assessment 2023-2024**

**CRIMINAL JUSTICE ANNUAL ASSESSMENT 2023-2024** **1**

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# Annual Assessment 2023-2024

## Criminal Justice

### Program Profile

#### Program Mission Statement

*Please insert your program mission statement here*

Criminal Justice Program Mission Statement: Provide students with the professional knowledge, skills, and abilities, which allows them to effectively transition from academia to practicing in the professional discipline of their choosing, and to then be effective in that position both in theory and in practical application.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

##### Students Majors 2023-2024

38

##### Student Majors 2022-2023

25

##### Student Minors 2023-2024

28

##### Student Minors 2022-2023

10

##### Concentrations 2023-2024

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

NA

##### Concentrations 2022-2023

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

NA

##### 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 the persistence numbers what the program expected? If not, how could the numbers improve?*

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

The goal for student retention and persistence is to provide academic services which are appropriate by all university standards and which resonate with the student body. The philosophy behind retention is to treat every learner not just as a student, but as a customer too. Providing the highest quality service while maintaining the university's rigorous

academic standards. Also, by providing highly informative, engaging, inspiring, and entertaining lecture sessions, and by treating students with dignity and respect, it is the hope of this program to induce students to remain at this university without transferring or dropping out. The goal of degree completion is to have 100% of degree-seeking criminal justice majors graduate from our university, while still recognizing that there are certain levels of attrition which are inherent in academic study (particularly as it relates to athletics and students sometimes changing schools based upon an athletic motivation or opportunity elsewhere). These, however, we shall attempt to minimize by the afore mentioned academic and customer service strategies.

### **What do the persistence numbers mean to the faculty in the program?**

The program has doubled in size the first two years and nearly doubled again this year. From 35 majors/minors last year to over 60 this. As the sole faculty member, it means that resources must be used in a very concise and deliberate manner. It also means that time management becomes even more important. I, solely am unable to maintain the same level of personal interaction with my students, and unable to provide the same level of personal attention. I also am unable to develop nearly the same rapport with students. However, I strive, nonetheless to make myself available during the day and provide well over double the required office hours per week. I also have to create assignments and exams which can be graded more quickly; the load requires a more streamlined approach to the logistics associated with the courses. In addition to the number majors and minors the courses are very popular with students in general, which equates to approximately 30 students/course with a full load meaning there are 120 students in my in ground plus another nearly 45 in the online overload courses I teach. Ultimately it means that the program is healthy, popular, and vibrant, however, it also means that students can no longer anticipate the same level of personal attention or feedback.

### **Are the persistence numbers what the program expected? If not, how could the numbers improve?**

Yes. The only limits now are associated with the number of faculty that can teach the course. If the numbers continue to improve at this rate, the university will have no choice but to add additional personnel.

### **Optimal Enrollment**

*Considering current human and physical resources, what is the optimal enrollment for the program?*

25

### **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?*

NA

### **Admissions and Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screen shots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

I have not been provided any marketing material from the marketing department.

### **Marketing Material**

# Program Assessment

## Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

## Additional Standards/Outcomes

Identifier	Description
CMJ 2021.1	Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System.
CMJ 2021.2	Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other.
CMJ 2021.3	Students will develop a comprehensive understanding of the historical evolution and the contemporary context in which the U.S. Criminal Justice system has, and continues to, impact American society.
CMJ 2021.4	Students will examine and discuss the ethical implications of the creation and enforcement of laws upon the American society.
CMJ 2021.5	Students will develop a comprehensive understanding of the professional roles and personal responsibilities they can assume in creating a more just and equitable U.S. Criminal Justice System.

## Alignment to the Institutional Objectives

*Please discuss the Program alignment to the Institutional Objectives. Specific evidence is not to be uploaded, but discussion is expected of the assignment, and intentionality of how the objective is met with program curriculum.*

The Criminal Justice program is designed, constructed, and implemented to deliberately address university objectives.

- To provide respected, innovative and unique programs of study in a variety of formats: Classroom study and organization is designed to be inclusive while engaging all types of perspectives in a safe and respectful environment. The curriculum seeks to meet this objective by respecting and observing the reflexivity and unique experience of each student.
- To serve the community beyond the residential campus throughout the state of Missouri and beyond: Curriculum very often ties in subject matter to state law and enforcement, and examines the impacts of similar subject matter on a larger scale: nationally and internationally as well.
- To foster integration of theoretical and practical knowledge: The Criminal Justice program curricula focuses attention on both CMJ theoretical constructs (i.e. micro and macro theories on the sources of crime, police corruption, human deviant behavior) as well as the practical knowledge required to investigate criminal activity and enforce statutory provisions.
- To provide the foundation for additional studies and higher degrees: The curricula of the Criminal Justice seeks to align with university objectives in this area by ensuring that foundational principles are addressed through rigorous writing, presenting, and researching standards. Students are encouraged to consider further study and provided the necessary academic skills, through explanation and repetition, to be successful transitioning into advanced degree work.

Institutional\_objectives\_2.docx

## General Education Alignment to Program

*How do the General Education criteria align with Program Objectives? What courses within the program build upon skills learned from general education courses (please list the program course and the general education criteria)?*

The Criminal Justice Ethics and the Introduction to Criminal Justice classes seek to align with the previously stated objectives by ensuring that the subject matter, while relevant to the Criminal Justice field, can be applicable to individuals in other disciplines as well. For example, while the information can be used by CMJ practitioners to ensure a robust

appreciation of the rewards and challenges associated with working in the field, it also provides information to students in other disciplines by raising their awareness of their rights and responsibilities as citizens.

## **NSSE Objectives Discussed Spring 2022**

### **Program Alignment to NSSE Objectives**

*Faculty discussed the most recent NSSE results in spring of 2022 and identified universal objectives for all academic content. Please articulate what the program is doing to further students' knowledge and skills in the following areas: 1C- Explained course material to one or more students; 2E - Tried to better understand someone else's view by imagining how an issues looks from his/her perspective; 4C-Analyzing an idea, experience, or line of reasoning in depth by examining its parts; 4D- Evaluating a point of view, decision, or information source. Please describe the activities used and the impact on student learning.*

- 1) The CMJ Program is currently integrating other disciplines with a high rate of cross-over knowledge or professional alignment. This is done by making a PLS and SWK class required for degree completion. In addition, faculty from other departments and related fields are invited to guest-lecture in CMJ classes and inform students of the value in taking classes which would significantly augment their present study in related subject matter.
- 2) Connecting learning to societal problems is done by addressing social justice and ethical consideration exercises and modules in each class, to varying degrees, based upon the selected subject matter of each course.
- 3) Strengths and weaknesses of student's own views and topics is addressed through various writing assignments and the feedback provided, as well as in classroom discussion and roundtable examinations.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Curriculum Map

	CMJ 110	CMJ 120	CMJ 160	CMJ 180	CMJ 290	CMJ 270	CMJ 280
<b>CMJ 2021.1</b> Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System.	I, A	R	A, R	R		R, A, M	R
<b>CMJ 2021.2</b> Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other.	I, A	R	R	R, A		R, M, A	R
<b>CMJ 2021.3</b> Students will develop a comprehensive understanding of the historical evolution and the contemporary context in which the U.S. Criminal Justice system has, and continues to, impact American society.		I	R	R		R	R
<b>CMJ 2021.4</b> Students will examine and discuss the ethical implications of the creation and enforcement of laws upon the American society.		I	R	R		R	R, A
<b>CMJ 2021.5</b> Students will develop a comprehensive understanding of the professional roles and personal responsibilities they can assume in creating a more just and equitable U.S. Criminal Justice System.	I	R	R	A, R		R, M	R, A, M

	CMJ 290	CMJ 320	CMJ 355	CMJ 370	CMJ 417	CMJ 427	CMJ 490
<b>CMJ 2021.1</b> Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System.	R	R	R	R	R, A	R, A	M, A
<b>CMJ 2021.2</b> Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other.	R, A	R, M	R	R	R	R, A, M	M, A
<b>CMJ 2021.3</b> Students will develop a comprehensive understanding of the historical evolution and the contemporary context in which the U.S. Criminal Justice system has, and continues to, impact American society.	A	R	R	R, A, M	R, A	R	M, R, A
<b>CMJ 2021.4</b> Students will examine and discuss the ethical implications of the creation and enforcement of laws upon the American society.	A, R, M	R	R, A	R, M	R, A	R, A	M, R, A
<b>CMJ 2021.5</b> Students will develop a comprehensive understanding of the professional roles and personal responsibilities they can assume in creating a more just and equitable U.S. Criminal Justice System.	A, R, M	M	R, A, M	R	R, A, M	M, A	M, R, 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?*

This year's Curriculum Map changes are the result of my having a significantly improved and more robust understanding of how the Curriculum Map works and its function. The changes were not so much a result of changes in the actual curriculum, but from having a much better understanding of how to understand and input the most accurate elements into the proper categories. This year's Curriculum Map is far more accurate as a result of this increased understanding, which is the result of the University's Assessment Specialist's willingness to take the time with me to provide several explanations to correct my misinterpretation.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Curriculum Map(Imported)(Imported)

Standard/Outcome				
CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System.				
Assessment Measures				
<b>CMJ 110</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Exam been met yet? Met	Students experienced a 17% increase in correct responses from the previous year's assessment as it relates to CMJ 2021.1: Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System. This is evidenced by the same exam readministered with an increase in the number of correct answers related to this specific standard.	Performance_Review_Exam.docx Screenshot__157_.png Screenshot__158_.png Screenshot__159_.png Screenshot__160_.png	
<b>CMJ 160</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	No data has been entered.	Students experienced an increase in correct responses from the previous year's assessment as it relates to CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System. This is evidenced by the same exam readministered with an increase in the number of correct answers related to this specific standard.	Performance_Review_Exam.docx Screenshot__157_.png Screenshot__158_.png Screenshot__159_.png Screenshot__160_.png	
<b>CMJ 270</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	No data has been entered.	Students saw a 17% increase in the number of correct responses as it relates to CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool	Screenshot__152_.png Screenshot__153_.png Screenshot__154_.png Screenshot__155_.png Screenshot__156_.png	

		provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.		
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<b>CMJ 417</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw an increase in the number of correct responses as it relates to CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.	Screenshot__182_.png Screenshot__183_.png	

<b>CMJ 427</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 17% increase in the number of correct responses as it relates to CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	

<b>CMJ 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Interview	No data has been entered.	Students were instructed to provide a proficiency interview which was a semi-structured in-person interview addressing the main tenants of the Standard/Outcome proficiency program objective associated with CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	

		of the three major branches of the U.S. Criminal Justice System. This involved a starting inquiry of addressing the primary elements associated with the objective and was assessed by their knowledge of theory and application pertaining to the objective. Follow-up questions were administered over the period of a 60 minute proficiency interview.		
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**Standard/Outcome**  
 CMJ 2021.2 Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other.

**Assessment Measures**

<b>CMJ 110</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	Has the criterion Exam been met yet? Met	Students experienced a 12% increase in correct responses from the previous year's assessment as it relates to CMJ 2021.2: Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other. This is evidenced by the same exam readministered with an increase in the number of correct answers related to this specific standard.	Performance_Review_Exam.docx Screenshot__157_.png Screenshot__158_.png Screenshot__159_.png Screenshot__160_.png	

<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw an increase in the number of correct responses as it relates to CMJ 2021.2 Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other.	Performance_Review_Exam.docx Screenshot__152_.png Screenshot__153_.png Screenshot__154_.png Screenshot__155_.png Screenshot__156_.png	

<b>CMJ 270</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 12% increase in the number of correct responses as it relates to CMJ 2021.2 Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.		

<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Presentation	No data has been entered.	Student improvement was qualitatively assessed through a series of rigorous oral demonstrations which related to the primary question (which then produced a series of phenomenological/heuristic considerations of the ancillary declaration): "What is the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other." This robust oral individual presentation was followed by a faculty/student exchange followed by a 20 minute Q&A session which was then opened up to the entire class. It produced an allowably mafacerant delineation of the score provided	Screenshot__173_.png Screenshot__174_.png	

<b>CMJ 427</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 12% increase in the number of correct responses as it relates to CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	

<b>CMJ 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Interview	No data has been entered.	Students were instructed to provide a proficiency interview which was a semi-structured in-person interview addressing	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	

		the main tenants of the Standard/Outcome proficiency program objective associated with CMJ 2021.2 related to the U.S. Criminal Justice System. This involved a starting inquiry of addressing the primary elements associated with the objective and was assessed by their knowledge of theory and application pertaining to the objective. Follow-up questions were administered over the period of a 60 minute proficiency interview.		
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Standard/Outcome				
CMJ 2021.3 Students will develop a comprehensive understanding of the historical evolution and the contemporary context in which the U.S. Criminal Justice system has, and continues to, impact American society.				
Assessment Measures				
CMJ 290				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Proficiency Interview	No data has been entered.	Student improvement was qualitatively assessed through a series of rigorous oral demonstrations which related to the primary question (which then produced a series of phenomenological/heuristic considerations of the ancillary declaration): 'Explain the historical evolution and the contemporary context in which the U.S. Criminal Justice system has, and continues to, impact American society.' This robust oral individual presentation was followed by a faculty/student exchange followed by a 20 minute Q&A session which was then opened up to the entire class. It produced an allowably mafacerant delineation of the score provided		
CMJ 370				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	No data has been entered.	Students saw a 8% increase in the number of correct responses as it relates to CMJ 2021.3 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.	Screenshot__182_.png Screenshot__183_.png	

<b>CMJU 417</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 10% increase in the number of correct responses as it relates to CMJ 2021.3 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.	Screenshot__172_.png	

<b>CMJ 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Interview	No data has been entered.	Students were instructed to provide a proficiency interview which was a semi-structured in-person interview addressing the main tenants of the Standard/Outcome proficiency program objective associated with CMJ 2021.3. This involved a starting inquiry of addressing the primary elements associated with the objective and was assessed by their knowledge of theory and application pertaining to the objective. Follow-up questions were administered over the period of a 60 minute proficiency interview.	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	

<b>Standard/Outcome</b>				
CMJ 2021.4 Students will examine and discuss the ethical implications of the creation and enforcement of laws upon the American society.				
<b>Assessment Measures</b>				
<b>CMJ 280</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 18% increase in the number of correct responses as it relates to CMJ 2021.4 Students will examine and discuss the ethical implications of the creation and enforcement of laws upon the American society, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum. Student assessment of continuation of	Screenshot__182_.png Screenshot__183_.png	

		related elements previously applied displayed an increased understanding of the basic tenants of academic and theoretical applicable in this assessment rotation.		
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<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	No data has been entered.	Essays asked the question, "What are the ethical implications of the creation and enforcement of laws upon the American society." Student scores experienced a 16% increase in valuable data set points as per the rubric as it related to a comprehensive understanding of the most recognizable implications amongst scholars today.	Screenshot__173_.png Screenshot__174_.png	

<b>CMJ 355</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 18% increase in the number of correct responses as it relates to CMJ 2021.4 Students will examine and discuss the ethical implications of the creation and enforcement of laws upon the American society, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum. Student assessment of continuation of related elements previously applied displayed an increased understanding of the basic tenants of academic and theoretical applicable in this assessment rotation.	Screenshot__144_.png Screenshot__145_.png Screenshot__146_.png Screenshot__147_.png Screenshot__148_.png	

<b>CMJ 417</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 5% increase in the number of correct responses as it relates to CMJ 2021.4 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.	Screenshot__172_.png Screenshot__165_v.png Screenshot__165_.png	

<b>CMJ 427</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Quiz/Exam	No data has been entered.	Students saw a 10% increase in the number of correct responses as it relates to CMJ 2021.1 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	
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<b>CMJ 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Interview	No data has been entered.	Students were instructed to provide a proficiency interview which was a semi-structured in-person interview addressing the main tenants of the Standard/Outcome proficiency program objective associated with CMJ 2021.4. This involved a starting inquiry of addressing the primary elements associated with the objective and was assessed by their knowledge of theory and application pertaining to the objective. Follow-up questions were administered over the period of a 60 minute proficiency interview.	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	

<b>Standard/Outcome</b>				
CMJ 2021.5 Students will develop a comprehensive understanding of the professional roles and personal responsibilities they can assume in creating a more just and equitable U.S. Criminal Justice System.				
<b>Assessment Measures</b>				
<b>CMJ 180</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw an increase in the number of correct responses as it relates to CMJ 2021.5 Students will develop a comprehensive understanding of the relationship between each of the three major branches of the U.S. Criminal Justice System and how they impact each other.	Screenshot__152_.png Screenshot__153_.png Screenshot__154_.png Screenshot__155_.png Screenshot__156_.png	
<b>CMJ 280</b>				
<b>Assessment</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the</b>	<b>Improvement</b>

<b>Measure</b>			<b>Assessments</b>	<b>Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 7% increase in the number of correct responses as it relates to CMJ 2021.5 Students will develop a comprehensive understanding of the professional roles and personal responsibilities they can assume in creating a more just and equitable U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum. Student assessment of continuation of related elements previously applied displayed an increased understanding of the basic tenants of academic and theoretical applicable in this assessment rotation.	Screenshot__182_.png Screenshot__183_.png	

<b>CMJ 290</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Essay	No data has been entered.	Essays asked the question, "What professional roles and personal responsibilities can students assume in creating a more just and equitable U.S. Criminal Justice System?" Student scores experienced a 10% increase in valuable data set points as per the rubric as it related to a comprehensive understanding of the most recognizable implications amongst scholars today.	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	

<b>CMJ 355</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 18% increase in the number of correct responses as it relates to CMJ 2021.5 Students will develop a comprehensive understanding of the professional roles and personal responsibilities they can assume in creating a more just and equitable U.S. society, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum. Student assessment of continuation of related elements previously applied displayed an increased understanding of the basic tenants of academic and theoretical applicable in this assessment rotation.	Screenshot__144_.png Screenshot__145_.png Screenshot__146_.png Screenshot__147_.png Screenshot__148_.png	

<b>CMJ 417</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

Direct - Quiz/Exam	No data has been entered.	Students saw a 17% increase in the number of correct responses as it relates to CMJ 2021.15 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.	Screenshot__152_.png Screenshot__153_.png Screenshot__154_.png Screenshot__155_.png Screenshot__156_.png	
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<b>CMJ 427</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Quiz/Exam	No data has been entered.	Students saw a 10% increase in the number of correct responses as it relates to CMJ 2021.5 Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System, based upon the data collection tool provided, which was uniformly and consistently applied throughout the parameters of the specified curriculum.		

<b>CMJ 490</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Proficiency Interview	No data has been entered.	Students were instructed to provide a proficiency interview which was a semi-structured in-person interview addressing the main tenants of the Standard/Outcome proficiency program objective associated with CMJ 2021.5. This involved a starting inquiry of addressing the primary elements associated with the objective and was assessed by their knowledge of theory and application pertaining to the objective. Follow-up questions were administered over the period of a 60 minute proficiency interview.	Screenshot__161_.png Screenshot__162_.png Screenshot__163_.png	

### **Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program uses coursework and or Student Performance Review for program wide assessment. Note any changes that occurred to the process since the previous year. Discuss what activities were successful 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.*

Assessment process uses quizzes, exams, essays, and direct semi-structured proficiency interviews to assess performance reviews based upon the curriculum provided. There have been no changes since the previous year. Activities that were successful included round-table discussions, because they include everyone and generate participation, and group presentations from students because they are informative to the entire group. Activities that were less successful included group projects and group writing assignments, because students found these less engaging and informative. No one met to discuss changes, as this is a program of one. The process for collection and analysis of program data was selected because it provided the most significant alignment between program objectives, program resources, and the time frame for collection/analysis.

### **Improvement Narrative List**

#### **Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## Program Activities

### Student Performance Review

*Describe the department Student Performance Review activities if not already articulated. Please describe the nature of the assessments conducted as well as the process of assessment happening 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?*

Describe the department Student Performance Review activities?

Assessment exam was administered

Please describe the nature of the assessments conducted as well as the process of assessment happening on this one day.

Students were provided the same exam as previous years to maintain consistency in longitudinal progress assessment. Students achieved a 28% overall increase in the assessment administered.

What does the data and outcomes tell you?

A greater alignment between the curriculum presented and the assessment.

What changes will you make as a result of the data?

Increased emphasis on questions present in the assessment

What areas are successful for the program?

Population growth and end of course survey satisfaction percentages

### Student Performance Review Schedule

*Upload the program schedule for students during Performance Reviews.*

CMJ\_Performance\_Review\_Schedule.docx

### Senior Showcase/Symposium

*Describe program activities used to highlight Senior achievement. What benefit does the program gain from the activities? What if any assessment of students happens during this event?*

Describe program activities used to highlight Senior achievement:

Program activities used to highlight Senior achievement include campus-wide Research Symposium presentations which highlight the capstone research projects of the graduating seniors. All graduating seniors select a topic related to the branch and institution they most anticipate entering after graduation and then write a capstone research report on that subject. Approximately 33% of the graduating class then also create a 20-30 minute presentation which is provided in a mock courtroom venue in front of faculty and peers as part of the University's research symposium initiative.

What benefit does the program gain from the activities?

The program, in addition from the knowledge shared by the research conducted and presented to the rest of the CMJ program and attending guests from each discipline present, also provides graduating seniors the opportunity to develop their presentation and public speaking skills.

What if any assessment of students happens during this event?

Students are not formally assessed during the University's Research Symposiums.

### **Tools used for Assessment**

*Upload rubrics or other Assessment based tools used by the program that are important to the assessment process.*

### **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?*

NA

### **Co-Curricular and LEAD Events**

*Describe Co-Curricular and LEAD events sponsored by program faculty. This includes LEAD and other events meant to engage students and foster learning outside of the classroom.*

No LEAD events were presented this year

### **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 accomplishment a student achieved outside of course work or the normal expectation of student success.*

Several participated in the Missouri State Patrol's Anti-terror tactical training.

### **Alumni Accomplishments**

*Please highlight special examples of any successes of recently graduated alumni (acceptance or graduation graduate school, employment or professional milestones).*

Several students secured positions within a corrections institution and have begun their careers prior to graduation.

### **Faculty Accomplishments**

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

NA

## Assessment Rubric:

Clear	3.00 Exceeds	2.00 Meets	1.00 Falls Below Expectations	N/A
Mission Statement Clearly Articulated Data weight: 1.000	✓ 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.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:				
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion 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.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:	the program only has the webpage information as marketing for the program. there is not a targeted marketing handout for the program.			
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:				
General Education alignment clearly explained weight: 1.000	✓ The program provides a detailed explanation of the General Education criteria 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.	✓ The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	✓ N/A
Comment:				
NSSE Objectives weight: 1.000	✓ The program provided a detailed listing of activities and assessments used within the program that focused on the identified NSSE objectives. The activities and assessments were divided out within the curriculum and impacted different cohort groups.	✓ The program provided a basic explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ The program provided minimal explanation of the activities and assessments used within the program that focused on the identified NSSE objectives.	✓ N/A
Comment:				
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for the decision..	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:	faculty noted the changes in the map are reflective of the faculty understanding the function of the matrix and how to use it appropriately.			
Assessment Map weight: 1.000	✓ 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.	✓ 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.	✓ 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.	✓ N/A
Comment:	the benchmarks were not included in the curriculum - assessment map. The map was more complete, but there is additional information needed to complete the map details.			

Data Driven Decision-making is explained weight: 1.000	✔ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✔ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✔ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✔ N/A
Comment:				
Documentation provided on assessment findings weight: 1.000	✔ 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.	✔ The program uploads all rubric and support information to support the claims in assessment findings.	✔ The program did not upload the data to support assessment claims in the assessment findings.	✔ N/A
Comment:	this information was partially provided			
Analysis of Assessment weight: 1.000	✔ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✔ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✔ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✔ N/A
Comment:				
Improvement narratives are selected with intentionality weight: 1.000	✔ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✔ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✔ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✔ N/A
Comment:				
Student Performance Review weight: 1.000	✔ The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	✔ The program provided the schedule and a brief description of Student Performance Review with data of the results.	✔ The program did not provide complete explanation on Student Performance Review nor did they provide data results.	✔ N/A
Comment:				
Senior Showcase weight: 1.000	✔ The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	✔ The program described the Senior showcase activities and provided some evidence of what was presented.	✔ Little to no content of Senior showcase was provided.	✔ N/A
Comment:	-			
Co Curricular and LEAD activities weight: 1.000	✔ The program detailed the activities of LEAD and other co-curricular programming that was provided throughout the year. They provided numerous events for students.	✔ The program provided a listing of LEAD events and activities provided.	✔ The program provided little to no description of the Co-curricular activities provided throughout the year.	✔ N/A
Comment:	the program did not provide any LEAD events this academic year			
Faculty, alumni, and Student accomplishments weight: 1.000	✔ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✔ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✔ The program provided little to no data on students, alumni, faculty accomplishments.	✔ N/A
Comment:				

## Appendix: Supplemental Data



**Program: Criminal Justice**  
**Student Performance Review Schedule**  
**February 21, 2024**

Date	Time	Student Group (Fr/So/Jr/Sr)	Activity	Location/Format	Faculty Contact	Program Objective
2/21/24	9:00-3:00	Fr/So/Jr	CMJ Assessment Exam	BB105 / Paper Exam	Tim Kazmarek	<p>CMJ.1            Students will develop a comprehensive understanding of the purpose and practical application of each of the three major branches of the U.S. Criminal Justice System.</p> <p>CMJ.2            Students will develop a comprehensive understanding of the relationship between each of the three major branches of</p>

						the U.S. Criminal Justice System and how they impact each other.
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\*Students with 90+ hours and native WWU students will be taking the CLA – Sessions will be scheduled throughout the day. Please work with Carrie to schedule your Senior CLA assessment.

203.5 / 215, 94.65 %

187 / 215, 86.98 %

194 / 215, 90.23 %

199 / 215, 92.56 %

189 / 215, 87.91 %

159 / 215, 73.95 %


206 / 215, 95.81 %

200 / 215, 93.02 %

205 / 215, 95.35 %



206 / 215, 95.81 % 

205 / 235, 87.23 % 


211 / 215, 98.14 % 

207 / 215, 96.28 % 

205 / 215, 95.35 % 

179 / 215, 83.26 % 

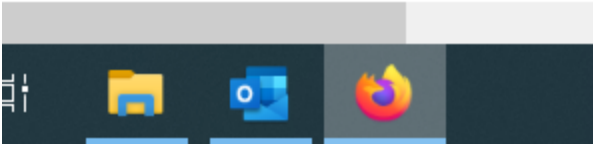
205 / 215, 95.35 % 

186 / 215, 86.51 % 

200 / 215, 93.02 % 



207 / 215, 96.28 %
205 / 215, 95.35 %
179 / 215, 83.26 %
205 / 215, 95.35 %
186 / 215, 86.51 %
200 / 215, 93.02 %
200 / 215, 93.02 %
215 / 215, 100 %



215 / 215, 100 %

215 / 215, 100 %

180 / 215, 83.72 %

172 / 215, 80 %

189 / 215, 87.91 %

215 / 215, 100 %


159 / 215, 73.95 %

215 / 215, 100 %

215 / 215, 100 %



195 / 215, 90.7 % 

187 / 215, 86.98 % 

208 / 215, 96.74 % 

215 / 215, 100 % 

178.52 / 190.02, 93.95 %



151.62 / 190.02, 79.79 %



189.02 / 190.02, 99.47 %



174.12 / 190.02, 91.63 %



165.02 / 190.02, 86.84 %



176.82 / 190.02, 93.05 %



178.02 / 190.02, 93.68 %



121.31 / 190.02, 63.84 %



121.31 / 190.02, 63.84 %



159.42 / 190.02, 83.89 %



186.02 / 190.02, 97.89 %



175.02 / 190.02, 92.11 %



177.32 / 190.02, 93.32 %



161.22 / 190.02, 84.84 %



158.52 / 190.02, 83.42 %



190.02 / 190.02, 100 %

186.02 / 190.02, 97.89 %



177.62 / 190.02, 93.47 %



158.62 / 190.02, 83.47 %



190.02 / 190.02, 100 %



151.51 / 190.02, 79.74 %



171.12 / 190.02, 90.05 %



184.62 / 190.02, 97.16 %



190.02 / 190.02, 100 %



189.02 / 190.02, 99.47 %



182.02 / 190.02, 95.79 %



157.02 / 190.02, 82.63 %



135.62 / 190.02, 71.37 %



184.02 / 190.02, 96.84 %

172.12 / 190.02, 90.58 %



161.12 / 190.02, 84.79 %



190.02 / 190.02, 100 %



164.02 / 170.02, 96.47 %



159.02 / 170.02, 93.53 %



158.02 / 170.02, 92.94 %



129.51 / 170.02, 76.18 %



140.32 / 170.02, 82.53 %



164.62 / 170.02, 96.82 %



159.32 / 170.02, 93.71 %



161.02 / 170.02, 94.71 %

57 / 170.02, 33.53 % 

146.82 / 170.02, 86.35 %



162.62 / 170.02, 95.65 %



155.52 / 170.02, 91.47 %



168.02 / 170.02, 98.82 %



166.02 / 170.02, 97.65 %



168.02 / 170.02, 98.82 %



160.02 / 170.02, 94.12 %



160.52 / 170.02, 94.41 %



128.81 / 170.02, 75.76 %



146.52 / 170.02, 86.18 %



168.02 / 170.02, 98.82 %



104.31 / 170.02, 61.35 %



144.02 / 170.02, 84.71 %



164.52 / 170.02, 96.76 %



161.82 / 170.02, 95.18 %



158.82 / 170.02, 93.41 %



176 / 180, 97.78 %

180 / 180, 100 %

153 / 180, 85 %

164 / 180, 91.11 %

176 / 180, 97.78 %


176 / 180, 97.78 %


148 / 180, 82.22 %

172 / 180, 95.56 %

162.5 / 180, 90.28 %

145.5 / 180, 80.83 % 

133.5 / 180, 74.17 % 

131.5 / 180, 73.06 % 

120 / 140, 85.71 %  $\phi$

140 / 140, 100 %  $\phi$

125 / 140, 89.29 %  $\phi$

135 / 140, 96.43 %  $\phi$

140 / 140, 100 %  $\phi$

115 / 140, 82.14 %  $\phi$

115 / 140, 82.14 %  $\phi$

162 / 180, 90 %

163.5 / 180, 90.83 %

158.5 / 180, 88.06 %

119 / 180, 66.11 %

156.5 / 180, 86.94 %

132.5 / 180, 73.61 %

180 / 180, 100 %

175 / 180, 97.22 %

148 / 180, 82.22 %

120 / 140, 85.71 %  $\phi$

140 / 140, 100 %  $\phi$

125 / 140, 89.29 %  $\phi$

135 / 140, 96.43 %  $\phi$

140 / 140, 100 %  $\phi$

115 / 140, 82.14 %  $\phi$

115 / 140, 82.14 %  $\phi$

169 / 180, 93.89 %

180 / 180, 100 %

166 / 180, 92.22 %

172 / 180, 95.56 %

160 / 180, 88.89 %

156.5 / 180, 86.94 %

149.5 / 180, 83.06 %

170 / 180, 94.44 %

143 / 180, 79.44 %

168 / 180, 93.33 %

151 / 180, 83.89 %

176 / 180, 97.78 %

160.5 / 180, 89.17 %

144.5 / 180, 80.28 %

164 / 180, 91.11 %

168.5 / 180, 93.61 %

162 / 180, 90 %

165 / 180, 91.67 %

178 / 180, 98.89 %

107 / 180, 59.44 %

180 / 180, 100 %

176 / 180, 97.78 %

163 / 180, 90.56 %


142 / 180, 78.89 %

170.5 / 180, 94.72 %


159 / 180, 88.33 %

179 / 180, 99.44 %

154 / 180, 85.56 %

159 / 180, 88.33 % 

179 / 180, 99.44 % 

154 / 180, 85.56 % 

171 / 180, 95 % 

175 / 180, 97.22 % 

177 / 180, 98.33 % 

163 / 180, 90.56 % 