BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: The data for this report comes from assessment of the senior seminar issue briefs, and the Graduating Student Survey. The electronic versions of this data are submitted electronically to the instructors of each section of senior seminar. The identifying information is removed from all of the papers and then they are uploaded to the department chair's Drop-box folder. The folder containing the papers without the identifying information is then shared among the Criminal Justice faculty members. These papers are also stored on the Criminal Justice Faculty Canvas site.

EXECUTIVE SUMMARY

Program description from the Course Catalog:

The B.A. program is distinctive in its combined emphasis of introductory professional skills and theoretical foundations. Career preparation reinforced by commitment to lifelong learning and advanced education that extends beyond the baccalaureate level are central to the study of this demanding field of inquiry. Simulations and review of problem-solving methods from actual cases are used to enhance the student’s understanding of lectures and materials. By examining decision-making processes, including policy analysis and the day-to-day practical operations of various components of the criminal justice system, participants learn to value and apply "theory to practice."

Exploration of traditional and contemporary models of crime prevention, criminal investigation, jurisprudence, punishment and rehabilitation, and organization and administrative theory help prepare graduates for eventual advancement to management positions in law enforcement, correctional, and court (probation and parole) agencies. Graduates of this rapidly developing field also find positions in corporate security firms and with government and private research agencies.

List all of the program’s learning outcomes: (regardless of whether or not they are being assessed this year)

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Year of Last Assessment</th>
<th>Assessed This Year</th>
<th>Year of Next Planned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a working knowledge of criminal justice and how its component parts function.</td>
<td>2013-2014</td>
<td>Yes</td>
<td>2018-2019</td>
</tr>
</tbody>
</table>
Demonstrate skills in the use of research methods and statistics. | 2013-2014 | Yes | 2018-2019
Demonstrate proficiency in written communication. | 2012-2013 | Yes | 2018-2019
Demonstrate an understanding of ethical issues and exhibit their application to social phenomena. | 2013-2014 | No | 2018-2019

Describe how the program’s outcomes support Marymount’s mission, strategic plan, and relevant school plan:

The Marymount University Mission Statement states: “Marymount is a comprehensive Catholic university, guided by the traditions of the Religious of the Sacred Heart of Mary, that emphasizes intellectual curiosity, service to others, and a global perspective. A Marymount education is grounded in the liberal arts, promotes career preparation, and provides opportunities for personal and professional growth. A student-centered learning community that values diversity and focuses on the education of the whole person, Marymount guides the intellectual, ethical, and spiritual development of each individual.”

Our program outcomes are consonant with the Mission Statement: The criminal justice program graduates will be equipped with the ability to think critically about social issues using an understanding of research methods, understand ethical issues, and be facile in written communication. The criminal justice major prepares students to work in a field that provides essential service to others.

The School of Education and Human Services Mission Statement states: “The core mission of the School is to enable students to serve as agents of positive change for individuals and in the global community.”

Our program outcomes are consonant with the SEHS Mission Statement: Students who graduate from our program will be able to assess their potential role in improving the social world, at the local level and above. Students in the CJBA program have multiple opportunities to study away, learn about diverse perspectives, and to serve the community in various ways (e.g. our program prepares students for careers in law enforcement, law, social research, and advocacy, among others).

Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:

This year the assessment activities focused on measuring the following four learning outcomes from a sample of senior seminar issue briefs from the previous two years:

- Demonstrate a working knowledge of criminal justice and how its component parts function.
- Students will demonstrate skills in the use of research methods and statistics.
- Demonstrate a working knowledge of criminal justice and how its component parts function.
- Students will demonstrate an understanding of ethical issues and exhibit their application to a social phenomenon.
We continued to rely on assessing the major product of the Senior Seminar class as our direct measure of these learning outcomes, employing independent readers (two full-time faculty in the Department of Criminal Justice that were not involved in teaching the senior seminar course) to evaluate the issue briefs, using a custom designed rubric. The faculty members teaching senior seminar collected the data for assessment (Senior Seminar Issue Briefs). The papers were uploaded to the department chair’s Dropbox folder, and the folder was shared among the full time members of the Department of Sociology and Criminal Justice after all of the individual identifying information had been removed. Two faculty members reviewed each paper. For our indirect measure we employ the results of the Graduating Student Survey, which is administered by the Office of Institutional Effectiveness.

We planned to shift our assessment to be a course-embedded design; however, after a meeting with the Director of Institutional Assessment to discuss the assessment plan the decision was made to continue to have two independent faculty members in the department of Criminal Justice assess the senior seminar products. We will incorporate additional courses in the assessment plan for our next cycle of assessment.

Describe how the program implemented its planned improvements from last year:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Planned Improvement</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Demonstrate a working knowledge of criminal justice and how its component parts function.</td>
<td>✓ While students are meeting faculty expectations, they have yet to demonstrate that the majority of them are exceeding faculty expectations. We have a new full time faculty member with expertise in crime scene investigation and forensics. We plan to have Dr. Farrell teach the criminal justice forensics course sequence. ✓ We hope to include a few additional courses to provide students with better career preparation by giving them more substantial course offerings related to crime scene investigation.</td>
<td>✓ We have had one instructor (Dr. Amanda Farrell) consistently teaching the forensic course sequence for the past two years. ✓ We created and implemented a new minor called Forensics and Criminal Investigations (see Appendix B for a description of the requirements for the new Forensics Minor). ✓ We created three new courses related to crime scene investigations for the new minor: • CJ313 Recognition and Recovery of Human Remains (Global Classroom -- study away course)</td>
</tr>
</tbody>
</table>
| Demonstrate skills in the use of research methods and statistics. | ✓ We will continue to recommend that students take statistics and problem solving (when necessary) early on in their program of study.  
✓ We will continue to require that students take statistics and Applied Research Methods.  
✓ We will also continue encourage instructors teaching lower level courses to introduce the material in a basic, rudimentary way earlier in the program of study.  
✓ We are currently reviewing the Criminal Justice program and hope to revise our curriculum based upon the outcome of the program review. | Overall, the results from our last assessment of this outcome indicated that students were meeting but not exceeding our expectations for this learning outcome. We continue to recommend that students take their university math and the required statistics course early on in the program; we incorporated an introduction of basic research methods and data analysis in the introductory course (Criminal Justice Systems – CJ209). As a result of our program review we made a couple of change to the way Applied Research Methods is taught in the Criminal Justice program. First, we hired a lecturer to provide consistency in instruction across multiple semesters. Second, we are proposing a curriculum change that will make the research methods course a 3-credit lecture with a 1 credit lab. We will incorporate teaching some more basic statistics for social sciences in the lecture and will include a 1 credit lab for teaching and practicing data analysis using SPSS software. We hope to have this curriculum change in place by the fall 2017 semester. |
| Students will demonstrate an understanding of ethical issues and exhibit their application to a social phenomenon. | The results from our last assessment report showed that students were meeting our expectations on this learning outcome, and we | After meeting with the Director of Institutional Assessment, we decided not to implement a course embedded assessment plan. Instead, we |
hoped that they would continue to improve. We proposed to incorporate data from CJ209 and one of our 300 level criminal justice courses in our assessment process. While this change is not a curriculum change, we believe that this shift to course embedded assessment will give us more meaningful assessment information.

Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:

Overall, the comments on the assessment report from the previous year were favorable.

### Critical Area 1 – Learning Outcomes

Comments: The learning outcomes are clear, measurable

### Critical Area 2 – Assessing Learning Outcomes

Comments: The performance standards are explained well.

### Collection of student work and responses

Comments: It’s a good idea to collect from more courses as the department proposes to do.

### Analysis

Comments: The data clearly show improvements in student learning. Be careful to watch performance standards (ex., outcome #1 - is expected standard 2.5 or 2.0?)

### Critical Area 3: Improving the curriculum using assessment

Comments: The proposed travel away course sounds very interesting.

### Implementing improvements

Comments: The department has responded carefully to prior comments.

### Addressing recommendations

Including longitudinal data after the program review will be interesting.

### Overall Comments about Assessment Report

The presentation of data and analysis is clear and detailed.
The Criminal Justice program clearly has a handle on the improvements they see need to be made. The UAC recommends they follow through with these improvements.
Learning Outcome 1: Demonstrate a working knowledge of criminal justice and how its component parts function.

### Assessment Activity

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
<tr>
<td>The outcome measuring student application of a working knowledge of criminal justice to a current social issue is addressed senior seminar’s issue brief in the key facts section of the paper. (See Attachments A and B) (DIRECT)</td>
<td>Students will receive mean scores of 2.0 or above (on a 3.0 scale). This score represents that students are “meeting expectations” anything above a 2.0 indicates that students are “exceeding expectations.”</td>
<td>A sample of Issue briefs was selected from all students who completed the final paper in the Fall and Spring sections of SOC/CJ 495 (Senior Seminar).</td>
<td>Two full-time Criminal Justice program faculty members scored the issue brief sections of 12 senior papers using a rubric developed by the Department. Scores were entered electronically into a survey instrument and results tallied by the Office of Institutional Assessment. The CJ-BA students had mean scores of 2.21 on this learning outcome; standard deviation = .721 (n=24)(3 point scale: 1= fails to meet expectations; 2= meets expectations; 3=exceeds expectations; See Appendix C: Tables 1 and 2).</td>
</tr>
<tr>
<td>Results Graduating Student Surveys. (INDIRECT)</td>
<td>A majority of students will report that the program of study provided them the ability to “Apply knowledge and skills to new situations” and “Solve problems in your field using your knowledge and skills.”</td>
<td>The data comes from the Criminal Justice students that responded to the Graduating Student Survey, which is distributed by the Office of Institutional Assessment.</td>
<td>Students expressed confidence in their ability to “apply knowledge and skills to new situations.” Approximately 81% of students expressed that they were confident in their ability to “apply knowledge and skills to new situations.” Furthermore, 84.4% of students reported their ability to “solve problems in your field using your knowledge and skills” was good or excellent (mean = 4.16 on both of these items on a 5 point scale with 1=poor and 5=excellent; standard deviation = 1.00 and .95 respectively) (n=32). (See Appendix D)</td>
</tr>
</tbody>
</table>

### Interpretation of Results

**Extent this learning outcome has been achieved by students (Use both direct and indirect measure results):**

The majority of students in the Criminal Justice program are meeting but not exceeding our expectations (the average score on this learning
outcome was a 2.21 using the following scale: 1= does not meet expectations; 2= meets expectations; 3= exceeds expectations) (See Appendix C Table 1). Analysis of the indirect measure indicates that the majority of our students (over 80% of survey respondents) reported good or excellence in their confidence in their ability to “apply [their] knowledge and skills to new situations” and “solve problems in [their] field using your knowledge and skills” (See Appendix D).

**Program strengths and opportunities for improvement relative to assessment of outcome:**
It is clear from this assessment that students in the criminal justice program are mastering a working knowledge of the criminal justice system. The results also show us that they can do better. Based upon the curriculum mapping, we have decided to make several curriculum changes to eliminate redundancy in course content and to better support students as they progress through the criminal justice program. The following curriculum proposal includes the following changes:

- We have decided to allow criminal justice students to select a university math requirement to meet the university math requirement and will incorporate some introductory statistical analysis into other courses in the major (the topic will be introduced in CJ209 The Criminal Justice System and will be built upon in CJ304 Applied Research Methods). We plan to make CJ304 a 3 credit lecture with a 1 credit lab for learning and practicing data analysis using SPSS.
- CJ200 was created based upon the feedback from our Graduating Student Survey several years ago. This course has been in place for the past five years, and after the curriculum mapping exercise and program review, we have decided that the content of this course is redundant (for example, the content in CJ200 is also covered in both CJ209 and CJ495).
- CJ201 Principles of Forensic Science will become a major elective. This course is not commonly required in criminal justice major program requirements. This was noted by our external program reviewer and recommended as a possible course to move to the major electives.
- CJ300 will be removed from the major requirements. We have decided to incorporate the University Writing Intensive (WI) requirement by weaving this throughout courses required for the major. We have submitted the syllabi for CJ304 Applied Research Methods and SOC CJ305 Criminology to the WI committee for approval. This also helps with the secondary goal of reducing the number of credits in the major.
- LA302 Criminal Litigation will move from the list of major requirements to an option for a major elective. Much of the material covered in this course is also taught in other criminal justice courses, for example elements of criminal litigation are covered in CJ209 The Criminal Justice System, CJ307 207 Juvenile Justice, and CJ310 Policing in American Society. This course will remain an option on the list of major electives for those students wishing to apply to law school. This also helps with the secondary goal of reducing the number of credits in the major.
- CJ310 will move from the list of major requirements to an option for a major elective. Students who intend to pursue a career in law enforcement will be encouraged to select CJ310 as a major elective. This fits with the recommendations of the program reviewer and fits with the curriculum requirements in most other criminal justice programs.
Discuss planned curricular or program improvements for this year based on assessment of outcome:

It is clear from this assessment that students in the criminal justice program are mastering a working knowledge of the criminal justice system. The results also show us that they can do better. We are also proposing several curriculum changes that we hope will strengthen the Criminal Justice program at Marymount:

- We are removing the Careers course (CJ200) and strategically placing the content in other existing courses. CJ200 was created based upon the feedback from our Graduating Student Survey several years ago. This course has been in place for the past five years, and after the curriculum mapping exercise and program review, we have decided that the content of this course is redundant (for example, the content in CJ200 is also covered in both CJ209 and CJ495).

- We have a curriculum proposal to make CJ313 Recognition and Recovery of Human Remains a permanent course. Recognition and Recovery of Human Remains is a study away course that has been run successfully twice, and we would like it to become a permanent major elective. This course presents a unique opportunity for our students to participate in real world training that will provide not only professional networking, but also a marketable specialized skill for anyone seeking a position in field forensics. Students will be exposed to working with law enforcement in the discipline, which can be very beneficial, especially as it relates to experiencing the law enforcement culture and the nature of the work and work environments. This also meets the student requests for more hands on fieldwork.

- We are continuing to expand the number of global classroom offerings for criminal justice majors. We offered CJ209 The Criminal Justice System for the first time as a global class experience in the spring 2016 semester; we will offer CJ314 Principles of Criminal Investigations as a global classroom course that will travel to Liverpool, England in the Spring of 2017. We would like to continue to expand these efforts and plan to develop a new comparative criminology course.

Learning Outcome 2: Demonstrate skills in the use of research methods and statistics.

**Assessment Activity**

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process.</td>
</tr>
</tbody>
</table>
**Interpretation of Results**

**Extent this learning outcome has been achieved by students:**

The direct measure of the student learning outcome for demonstrating skill in the use of research methods and statistics indicate that there is room for improvement. While almost 63% of the students assessed met faculty expectations, we hoped this would be higher. We would like to see at least 66.6% of our students meet or exceed our expectations in the next assessment. The results of the graduating student survey indicate that the majority of our students

<table>
<thead>
<tr>
<th>Explain how student learning will be measured and indicate whether it is direct or indirect.</th>
<th>An evaluation of methodology section of the senior seminar’s issue brief. (See Attachments A and B) (DIRECT)</th>
<th>2) Present the findings of the analysis including the numbers participating and deemed acceptable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will receive mean scores of 2.0 or above (on a 3.0 scale). This score represents that students are “meeting expectations” anything above a 2.0 indicates that students are “exceeding expectations.”</td>
<td>A sample of issue briefs was selected from all students who completed the final paper in the Fall and Spring sections of SOC/CJ 495 (Senior Seminar).</td>
<td>Two full-time Criminal Justice program faculty members scored the Methodology section of the senior issue brief assignment using a rubric developed by the Department. Scores were entered electronically into a survey instrument and results tallied by the Office of Institutional Assessment. Approximately sixty three percent of our students scored two or above on this learning outcome (the mode for this item was 2= meets expectations). The CJ-BA students had mean scores of 1.75 with a standard deviation of .676 (3 point scale: 1= fails to meet expectations; 2= meets expectations; 3=exceeds expectations; See Appendix C Tables 3 and 4). This falls below the faculty expectations for this learning outcome.</td>
</tr>
<tr>
<td>Results of the Graduating Students Surveys and (INDIRECT)</td>
<td>We expect the majority of students responding to Graduating Student Survey (GSS) will self-report that their ability to “Conduct research to support a position” and “Use quantitative/qualitative techniques within your professional field” is good or excellent.</td>
<td>The data comes from the Criminal Justice students that responded to the Graduating Student Survey, which is distributed by the Office of Institutional Assessment. According to the data from the Graduating Student Survey, most of the students in the CJBA program (84.4% of respondents) expressed confidence in their ability to conduct research to support a position (mean = 4.06 on a 5 point scale with 1=poor and 5=excellent; standard deviation = .98). Approximately 75% of students reported good or excellent use of quantitative/qualitative techniques within the professional field (mean = 3.97 on a 5 point scale with 1=poor and 5=excellent; standard deviation = 0.90). Thirty two CJBA students responded to the Graduating Student Survey for the 2015-2016 school year (See Appendix D).</td>
</tr>
</tbody>
</table>
are comfortable with their ability to conduct research to support a position (just over 84% reported it to be good/excellent), and 75% of students reported that their ability to use quantitative/qualitative techniques within the profession were good/excellent. It appears that the student assessment of their ability to use research methods and statistics was slightly more favorable than the faculty assessment.

Program strengths and opportunities for improvement relative to assessment of outcome:
Students in the criminal justice program will continue to be required to conduct an independent survey research project in the Applied Research Methods course (CJ304). Providing students with an opportunity to conduct an independent survey research project in CJ304 is a definite strength of the program. The Applied Research Methods course is capped at 20 students, and the smaller class size allows for more meaningful interactions between the instructor and the students. The department will also meet and review the guidelines and the rubric for the methodology section of the senior seminar issue brief.

Discuss planned curricular or program improvements for this year based on assessment of outcome:
The faculty in the Criminal Justice program have met and discussed this outcome as a department and discussed ways in which we can improve the delivery of the material on research methods and statistics. We decided to include a discussion about the practical importance of research methods in the discipline across multiple courses in the curriculum (e.g. the discussion of the importance of mastering skills in quantitative and qualitative research in forensics and in juvenile justice). We have hired a lecturer to provide greater consistency in the teaching of research methods and statistics and will put forward a curriculum proposal to modify the Applied Research Methods (CJ304) course to include a 3 credit lecture and a 1 credit lab. Students express difficulty with only having access to the SPSS software in the computer labs. By creating a lab component to the methods course, we will offer students the opportunity to put the student version of SPSS on their personal computers. This should also give some additional time for instruction and an ability to practice data analysis before students get to their final projects. We hope that these changes will result in improvements in our assessment of this learning outcome. We would also like to include data from CJ304 in the assessment process.

Learning Outcome 3: Demonstrate proficiency in written communication.

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Performance Standard</th>
<th>Data Collection</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain how student learning will be measured and indicate whether it is direct or indirect.</td>
<td>Define and explain acceptable level of student performance.</td>
<td>Discuss the data collected and student population</td>
<td>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</td>
</tr>
<tr>
<td>An evaluation of Key Issues and Fact File section of the senior seminar’s issue brief. (See Attachments A and B) (DIRECT)</td>
<td>Students will receive mean scores of 2.0 or above (on a 3.0 scale). This score represents that students are “meeting expectations”</td>
<td>A sample of issue briefs was selected from all students who completed the final paper in the Fall and Spring sections of SOC/CJ 495 (Senior Seminar).</td>
<td>Two full-time Criminal Justice program faculty members scored the Key Issues and Fact File section of the senior issue brief assignment using a rubric developed by the Department. Scores were entered electronically into a</td>
</tr>
</tbody>
</table>
**Interpretation of Results**

**Extent this learning outcome has been achieved by students:**
Students met faculty expectations for both the direct and the indirect measure for this learning outcome. According to these results, students in the CJBA program are demonstrating proficiency in written communication. While the majority of students are meeting our expectations, we would like to see them continue to improve their writing skills.

**Program strengths and opportunities for improvement relative to assessment of outcome:**
Students in the CJBA program have many opportunities to practice their writing skills through the sequence of required and elective courses in the criminal justice program. One change that the department is proposing is to change the sequence of writing intensive courses in the major. We plan to delete the CJ300 Writing for Criminal Justice class and to weave the university WI courses into other courses that are required for the major; for example, we plan to make Applied Research Methods a Writing Intensive course. Much of the research in the field is conveyed in writing. In the Applied Research Methods course, students conduct an original survey research project on a social issue that is related to Criminal Justice.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

<table>
<thead>
<tr>
<th>Results of the Graduating Students Surveys (GSS) and (INDIRECT)</th>
<th>We expect the majority of students responding to Graduating Student Survey (GSS) will self-report that their ability to “develop a coherent written argument” is good or excellent.</th>
<th>The data comes from the Criminal Justice students that responded to the Graduating Student Survey, which is distributed by the Office of Institutional Assessment.</th>
<th>According to the data from the Graduating Student Survey, most of the students in the CJBA program (80.6% of respondents) expressed confidence in their ability to develop a coherent written argument (mean = 4.06 on a 5 point scale with 1=poor and 5=excellent; standard deviation = .98). Thirty one CJBA students responded to the Graduating Student Survey for the 2015-2016 school year (See Appendix D).</th>
</tr>
</thead>
<tbody>
<tr>
<td>survey instrument and results tallied by the Office of Institutional Assessment. Approximately ninety six percent of our students scored two or above on this learning outcome (the mode for this item was 2= meets expectations). The CJ-BA students had mean scores of 2.13 with a standard deviation of .448 (3 point scale: 1= fails to meet expectations; 2= meets expectations; 3=exceeds expectations; See Appendix C Tables 5 and 6). The majority of the students in the program are meeting the faculty expectations for proficiency in written communication.</td>
<td>anything above a 2.0 indicates that students are “exceeding expectations.”</td>
<td>The data comes from the Criminal Justice students that responded to the Graduating Student Survey, which is distributed by the Office of Institutional Assessment.</td>
<td>According to the data from the Graduating Student Survey, most of the students in the CJBA program (80.6% of respondents) expressed confidence in their ability to develop a coherent written argument (mean = 4.06 on a 5 point scale with 1=poor and 5=excellent; standard deviation = .98). Thirty one CJBA students responded to the Graduating Student Survey for the 2015-2016 school year (See Appendix D).</td>
</tr>
</tbody>
</table>
The Criminal Justice faculty met and reviewed the student learning outcomes for the Criminal Justice major in the first department meeting of the year. We voted to approve a curriculum proposal that removes the Writing for Criminal Justice course (CJ300) from the list of major requirements. We have decided to incorporate the University Writing Intensive (WI) requirement by weaving this throughout courses required for the major. We plan to submit the syllabus for CJ304 Applied Research Methods to the WI committee for approval. This also helps with the secondary goal of reducing the number of credits in the major, which brings our program more in line with the Criminal Justice programs at our peer and aspirant institutions.