

Year: Fall 2015 – Spring 2016

Program: Criminal Justice

Dept. Chair: Daphne Henderson

Date: May 31, 2016

Student Learning Outcome 1: Specialized Knowledge	Assessment	Benchmark	Process (Who, How, When, Where)
Students will explain the structure, styles, and practices of the Criminal Justice field using its tools, technologies, methods, and specialized terms.	Practice Test Major Field Test overall group mean Major Field Test mean percent correct in the following sub-scores: Theories of Criminal Behavior, The Law, Law Enforcement, Corrections, The Court System, Critical Thinking, and Research Methods and Statistics	70% of students in CJ 460 – Criminal Justice Senior Seminar will earn a total minimum score of 369 on the practice tests in the Fall 2015/Spring 2016 semesters. FALL 2015: 86.36% of students scored higher than a 369 on practice tests SPRING 2016: 96.77% of students scored higher than 369 on practice tests UTM CJ majors will place in the 70th percentile on the major field test in the Fall 2015/Spring 2016 semesters UTM CJ majors will place in the 70 th percentile on the major field test sub-score areas	Massey Boyles End of every Fall & Spring semester CJ 460- Senior Seminar practice tests Major Field Test given at UTM Student Success Center or another designated location
DATA RESULTS AND ANALYSIS			
54.54% of students scored above the class mean in Fall 2015 on the Practice tests. 61.29% of students scored above the class mean in Spring 2016 on the Practice tests. 86.36% of students in CJ 460-Criminal Justice Senior Seminar earned a minimum score of 369 or higher on the practice tests in Fall 2015. 96.77% of students in CJ 460-Criminal Justice Senior Seminar earned a minimum score of 369 or higher on the practice tests in Spring 2016. The Major Field Test has combined their data from September 2015 to May 2016. The mean for all students, excluding UTM, was a 150.5; the UTM mean was 164. The Institutional Mean was a 149.8; the UTM Institutional mean was 164.			

Due to the Assessment Coordinator May 31, 2016
Include FALL 2015 and SPRING 2016 information

The mean on the Major Field Test for all schools (excluding UTM) was a 162 in Spring 2016. One of the total test scaled score ranges is 160-164, so of the three students that fell within that range, one was selected and added to the number of students who scored above 164. (Two students are not included in the Spring 2016 MFT calculations, one student was repeating the class and took the test in Fall 2015 and the other student quit coming to class and didn't participate in the test). 14 of 20 students scored above the mean of 162, for a total of 70% of UTM students scoring above the mean on the MFT for Spring 2016.

The sub-score breakdown on the Major Field Test consists of seven areas:

Sub-score area	UTM Mean Score	All other schools' Mean Score	Difference	Percentile Ranking
Theories of Criminal Behavior	58.5	47	11.5 points	85.5 th
The Law	66.5	53	13.5 points	96 th
Law Enforcement	68.5	57.1	11.4 points	90 th
Corrections	70	58.4	11.6 points	92 nd
The Court System	74.5	63.8	10.7 points	89 th
Critical Thinking	69	57.7	11.3 points	87 th
Research Methodology & Statistics	54	48.7	5.3 points	72 nd

HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?

Major Field Test and practice tests continue each semester – consistent focus on practice tests in CJ Senior Seminar.

Percentile rankings are somewhat lower in four of the assessment areas, although all percentile rankings are above the minimum specified by the UTM criminal justice faculty: Theories of Criminal Behavior (85.5 percentile), The Court System (89th percentile), Critical Thinking (87th percentile), and Research Methodology & Statistics (72nd percentile). Theories of Criminal Behavior has been added to this assessment in Outcome 2B below. In order to close the loop, the criminal justice faculty determined that a CJ faculty member should teach this course to criminal justice majors and submitted a catalog change in Fall 2015. A course addressing Research Methods will be taught every fall and spring semester by criminal justice faculty beginning Fall 2016 (the course has been separated from the Sociology program, previously a Sociology professor taught the class in fall semesters and Criminal Justice faculty taught the class in the spring semesters). Standardized writing rubrics were developed to provide consistent comprehensive feedback and assessment. Enhanced writing projects should assist students with critical thinking skills.

CJ 405 – Law Enforcement Administration and CJ 425 was added to the UTM catalog as a required numbered course in Fall 2013 for the Law Enforcement concentration, and is available as an elective for all other concentrations. CJ 425 Penology was added as numbered course in Fall 2013 and was taught for the first time in Spring 2014. This course was added to strengthen the Corrections concentration, although it is available as an elective for all other concentrations.

Student Learning Outcome 2A: Intellectual Skills	Assessment	Benchmark	Process (Who, How, When, Where)
Students will properly incorporate, multiple information resources in projects or papers through independent or collaborative research.	Research Project	70% of students in CJ 460– Criminal Justice Senior Seminar will earn a minimum score of 70 on the research project.	Massey Boyles End of every Fall and Spring semester CJ 460- Senior Seminar
DATA RESULTS AND ANALYSIS			
Senior Seminar Research Paper and Presentation Grades for Fall 2015: mean: 81.86%, 18 of 22 students scored higher than 81.86%, or 81.81% of students in CJ 460 CJ Senior Seminar scored higher than the class average on the research paper and presentation assignment Senior Seminar Research Paper and Presentation Grades for Spring 2016: mean: 75.935%, 22 of 31 students scored higher than 75.935%, or 70.96% of students in CJ 460 CJ Senior Seminar scored higher than the class average on the research paper and presentation assignment.			
HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?			
The recommendation is to continue working with students as is currently being done in a number of criminal justice courses, as well as to work with students on individual research projects, as was done in Fall 2015 where 33 students worked on individual research projects in the CJ/303 Methods and Analysis in Social Research course. Standardized rubrics have been developed and implemented for consistent assessment for this assignment, which has now been incorporated into a required assignment for the course. Including more research opportunities for students aligns with the Criminal Justice program's mission ("to provide technical services to the community"), the Department's mission ("[f]aculty and students engage in public service and research related to the needs of the university, the community, the region, and respective professional fields." and the University's mission of "close collaboration among students [and] faculty."			

Student Learning Outcome 2B: Intellectual Skills	Assessment	Benchmark	Process (Who, How, When, Where)
Students will evaluate theories and approaches to selected complex problems within Criminal Justice.	Major Field Test Practice tests administered in CJ 460 – Criminal Justice Senior Seminar	UTM CJ majors will place in the 75th percentile on the major field test Assessment 1: Theories of Criminal Behavior 70% of students in CJ 460 – Criminal Justice Senior Seminar will earn a total minimum score of 369 on the practice tests in the Fall 2015/Spring 2016 semesters.	Massey Boyles End of every fall and spring semester CJ 460 CJ Senior Seminar Major Field Test exam given at UTM Student Success Center or another designated location
DATA RESULTS AND ANALYSIS			
95.45% of students in CJ 460 – Criminal Justice Senior Seminar scored above the minimum passing score on the practice test that included Research Methods, Statistics, and Criminological Theories. 86.36% of students in CJ 460-Criminal Justice Senior Seminar earned a minimum score of 369 or higher on the practice tests in Fall 2015.			
HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?			
The major field test provides information on both criminological theories and critical thinking skills. Historically, the UTM criminal justice students have scored in the 96-98th percentiles on the Major Field Test. For Fall 2015 and Spring 2016 semesters, the scores dropped to the 85.5 percentile. Scores will continue to be monitored and more theoretical application questions will be included in the CJ 460 Senior Seminar practice test section on theories. Standardized rubrics have been developed and implemented for consistent assessment for the Criminology research paper, which has been designated as another assessment tool. Including more research opportunities for students aligns with the Criminal Justice program's mission ("to analyze the underlying philosophies and practices of the criminal justice system as well as the causation and prevention of crime and delinquency"), the Department's mission ("[f]aculty and students engage in public service and research related to the needs of the university, the community, the region, and respective professional fields." and the University's mission of "close collaboration among students [and] faculty." A more detailed and intensive practice test focusing on criminological theories will be implemented in Fall 2016 to address the assessment sub-score on the major field test. 21% of the students on the main campus did not submit a research paper, and 35% of students at the extended campuses did not meet the minimum requirements for the course project. Adjustments have been made to encourage student completion of the theoretical application research projects at all campuses by having students submit rough drafts or mini-literature reviews for review by the course professors by specified dates. In addition, instructions for assignments have been reviewed for clarity.			

Student Learning Outcome 3: Applied and Collaborative Learning	Assessment	Benchmark	Process (Who, How, When, Where)
Students will prepare and present a project, paper, or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with Criminal Justice, explain how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field. Students will justify a position on a Criminal Justice issue and relate this position to alternative views held by the public or within the policy environment.	Research project/paper Community service essay	70% of students in CJ 460–Criminal Justice Senior Seminar will earn a minimum score of 70 on the research project. 70% of students in CJ 460–Criminal Justice Senior Seminar will complete a minimum of seven hours of community service and submit essays detailing their learning experiences beginning Fall 2016.	Massey Boyles End of every fall and spring semester CJ 460 CJ Senior Seminar
DATA RESULTS AND ANALYSIS			
Senior Seminar Research Paper and Presentation Grades for Fall 2015: mean: 81.86%, 18 of 22 students scored higher than 81.86%, or 81.81% of students in CJ 460 CJ Senior Seminar scored higher than the class average on the research paper and presentation assignment			
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HOW HAS THE DATA BEEN USED TO IMPLEMENT A CHANGE OR TO INFORM A DECISION?			
Standardized rubrics have been developed and implemented for consistent assessment for the CJ 460 – CJ Senior Seminar Research Paper and Presentation. Requiring students to critically assess areas of contention within the criminal justice field aligns with the Criminal Justice program’s mission (“to analyze the underlying philosophies and practices of the criminal justice system as well as the causation and prevention of crime and delinquency”), the Department’s mission (“to provide students with a solid understanding of human behavior, social processes, social institutions, and the linkages between individuals and the larger social reality”. In addition, “[f]aculty and students engage in public service and research related to the needs of the university, the community, the region, and respective professional fields.” and the University’s mission of “close collaboration among students [and] faculty” as well as “...advancing the regional and global community through scholarly activities, research.”			

Students will participate in 10 hours of community/service learning and will submit a minimum 2 paragraph essay on what they learned during this experience and evaluate their role in working with community agencies. 70% of students in CJ 460 – Criminal Justice Senior Seminar will complete a minimum of seven hours of community service and submit essays detailing their learning experiences beginning Fall 2016 to align with the CJ, Department, and University mission of providing service learning opportunities to our students and the community.

Student Learning Outcome 4: Civic and Global Learning	Assessment	Benchmark	Process (Who, How, When, Where)
Students will justify a position on a Criminal Justice issue and relate this position to alternative views held by the public or within the policy environment.	Research paper/project	70% of students in CJ 460– Criminal Justice Senior Seminar will earn a minimum score of 70 on the research project.	Massey Boyles End of every fall and spring semester CJ 460 CJ Senior Seminar
DATA RESULTS AND ANALYSIS			
Senior Seminar Research Paper and Presentation Grades for Fall 2015: mean: 81.86%, 18 of 22 students scored higher than 81.86%, or 81.81% of students in CJ 460 CJ Senior Seminar scored higher than the class average on the research paper and presentation assignment			
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