The Master of Criminal Justice Program is currently going through a revision of how the degree is structured and administered. Due to dwindling enrollments numbers over the last several years, the faculty has decided to move the degree to a completely on-line format. Moving to this new delivery system will allow the program to reach a larger audience and as such, hopefully regain a strong regional presence.

In addition to the new format, program entrance requirements were also strengthened and the academic rigor of each course was reviewed to ensure that during this on-line transition, the quality of the students’ educational experience would not be diminished. With this renewed focus on academic rigor, course objectives are currently being reviewed and when necessary, revised to ensure compliance with Bloom’s Taxonomy. All objectives will be directly linked to course assessment methods to guarantee a comprehensive assessment platform is in place for the upcoming academic year.

With respect to current assessment data, only two of the program’s four core courses were assessed (MCJ6100: Contemporary Criminal Justice & MCJ6110: Research Methods in Criminal Justice). Based upon a series of exams, papers, quizzes, and on-line Forums, results of the MCJ6100 assessment showed the following mean scores for student achievement:

1. Distinguish between the contemporary issues relevant to the current field of criminal justice. Class Mean: 92.1%
2. Identify moderating and mitigating factors relevant to contemporary criminal justice. Class Mean: 88.7%
3. Analyze current research on a variety of contemporary issues relevant to the current field of criminal justice. Class Mean: 83.6%

Overall, student comprehension ranged from 83.6% to 92.1%, with an overall class mean for all three objectives of 88.1%. Based upon a series of exams, quizzes, and article critique, results of the MCJ6110 assessment showed the following mean scores for student achievement:

1. To explore the various research methodologies possible in empirical studies of various scales and magnitudes. Class Mean: 92.5%
2. To discuss the different types of theory such as inductive, deductive, grounded, and axiomatic theory. Class Mean: 81.1%
3. To understand and become aware of the subject of measurement, reliability and validity in research and the crosstabulation of combinations of research variables. Class Mean: 81.9%
4. To become familiar and comfortable with data collection strategies such as observation, secondary data analysis, interviewing, and survey questionnaires. Class Mean: 85.3%

Overall, student comprehension ranged from 81.1% to 92.5%, with an overall class mean for all four objectives of 85.2%. Note: MCJ6110 Course Objectives are currently being re-written following the guidelines specified in Bloom’s Taxonomy.

In conclusion, while the degree is currently under-going a programmatic revision, this restructuring is based upon foundational changes that integrate a strong assessment component at both the program and individual course levels. As such, future reports will be able to provide data outcomes for all assessment stages as required by both the college and university.