WSU Five-Year Graduate Program Review
Self-Study

Cover Page

Department/Program: Master of Criminal Justice

Semester Submitted: Fall, 2020

Self-Study Team Chair: Brad Reyns, Graduate Director

Self-Study Team Members:
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A. Brief Introductory Statement

The Master of Criminal Justice degree is in its twentieth year. Over the course of that time, the degree has changed from a traditional campus-based degree program mostly serving criminal justice professionals, to a fully online degree serving a diverse population of students. Since the last program review, the program has changed directors and changed its assessment methods. Interest in the program has also increased over time, with course sizes doubling or tripling since the last program review. These items align with the goals highlighted in our 2020 Strategic Planning Report, which included the leadership transition, stability in the program, a focus on assessment, and addressing the program's capacity.

B. Mission Statement
   a. Description of Program Mission
   b. Brief discussion of the alignment of the program mission with the mission, core themes, and strategic plans of Weber State University (see http://weber.edu/universityplanning/Mission_and_core_themes.html)

The mission of the Criminal Justice Department is to provide the highest quality criminal justice academics in Utah through responsive and impactful higher education programs, scholarship, and service to the profession and community.

The mission of the graduate program in Criminal Justice at Weber State University is to provide future leaders a broad and diverse educational experience. Critical thinking, strong analytical skills, and effective communication are central to our task of preparing students for the historical, cultural, political, and economic challenges of shaping and leading the societies in which they live.

The graduate program in criminal justice provides students with the opportunity to obtain a Master of Criminal Justice from Weber State University's Department of Criminal Justice.

1) Access Theme – the online nature of the program allows the graduate program in criminal justice to serve a student population without geographical boundaries. All qualified students are encouraged to apply without regard to demographic, legal, or personal challenges.

2) Learning Theme - taught by a diverse faculty with on-going technical support from WSU On-line, the graduate program in criminal justice allows students to explore a variety of topics relevant to today's modern criminal justice system. While engaged in a variety of modalities available through the university's Learning Management System (Canvas) and web-based testing platform (Chi-Tester), students are also challenged to explore the resources of the university library, as well as a number of web-based instructional tools.

3) Community Theme – the on-line structure of the graduate program in criminal justice extends our students' community and professional reach beyond the Wasatch front, while also serving as a springboard to graduate school for WSU undergraduate students who wish to continue their education in criminal justice.

C. Program and Curriculum
    a. Program Description
        i. Include all admission, retention, and degree requirements. Include GPA, standardized test scores, English language proficiency requirements, etc.
(Alternatively, include a link to the online catalog or website that provides this information)

           Website: https://weber.edu/mcj/admissions.html
           Program policies: https://weber.edu/mcj/policies.html

           Each candidate is evaluated on (1) past academic performance, (2) the quality of his/her personal statement, (3) letters of reference, and (4) overall experience and progression in the criminal justice field or other areas of experience. Specific admissions criteria include:

- Completion of the WSU admissions application form
- A minimum overall GPA of 3.0
- Submission of official transcripts from all colleges/universities attended
- Submission of a current resume
- Submission of a written personal statement explaining interest in the program
- Three letters of reference (one or more from an academic source)
- TOEFL scores for international students or students where English is not their first language

        ii. List the program level learning outcomes

           1. Critically analyze key issues, ideas, and/or concepts affecting the criminal justice system. (Critical analysis)
           2. Design and/or implement empirically valid research related to criminal justice. (Research methods)
           3. Model professional-level writing skills in academic and/or non-academic settings. (Writing)
           4. Create and/or defend an evidence-based argument regarding criminal justice law, policies, or procedures. (Evaluation)

iii. Include a list of course titles and numbers (combine ii and iii in a curriculum-grid like chart, see example – Curriculum map on next page)

Learning Outcome	Core Courses	Elective Courses
Critical Analysis	MCJ6100: Contemporary Criminal Justice MCJ6120: Theories in Crime and Delinquency	MCJ6150: Diversity Issues in Criminal Justice MCJ6180: Contemporary Legal Issues MCJ6210: Seminar: Judicial Administration MCJ6220: Seminar: Contemporary Law Enforcement MCJ6230: Seminar: Contemporary Corrections
Research	MCJ6000: Criminal Justice Statistics MCJ6110: Research Methods in Criminal Justice	N/A
Writing	MCJ6110: Research Methods in Criminal Justice	MCJ6170: Seminar: Juvenile Justice MCJ6255: Great Thoughts in Criminal Justice
Evaluation	MCJ6120: Theories in Crime and Delinquency	MCJ6130: Law and Social Control MCJ6160: Criminal Justice Policy Analysis MCJ6190: Legal Foundations in Criminal Justice

iv. Web address for WSU catalog page AND any program webpages which provide a description of the program's curriculum, degree requirements, and course descriptions.

Course requirements and descriptions website:
https://weber.edu/mcj/course-requirements.html
Tentative course schedule website:
https://weber.edu/mcj/tentative-courses.html

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes							
	Critical Analysis	Research	Writing	Evaluation				
MCJ 6000 Criminal Justice Statistics	I	A	I	U				
MCJ 6100 Contemporary Criminal Justice	A	I	U	U				
MCJ 6110 Research Methods in Criminal Justice	I	A	A	U				
MCJ 6120 Theories of Crime and Delinquency	I	U	U	A				

Note: I = Introduced, E = Emphasized, U = Utilized, A = Assessed Comprehensively

b. Evidence of ongoing demand for the program

Please provide data on the last five academic years on admissions, enrollments, and degrees awarded:

In order to provide consistent data that conforms to the format for reporting to the Utah Board of Regents, some data will be provided by the Office of Institutional Effectiveness. Contact that office at extension 8586 for assistance.

NOTES:

1. The IR data above is collected in a manner that may not match departmental data on enrollment.
2. An applicant may be enrolled, but not matriculated if they are limited to 5000-level courses

ii.

Academic Year	New applications	Admitted Applicants	Selectivity (%)	Applicants Enrolled	Yield (%)	Total Matriculated Students [IR]	Matriculated Domestic Students	Matriculated International Students [IR]	Number of Graduates (Sum, Fall, Spr) [IR]
2019-20	42	32	76%	28	66%				9
2018-19	18	17	94%	13	72%				9
2017-18	20	17	85%	11	55%				15
2016-17	26	15	57%	14	53%				6
2015-16	27	22	81%	18	66%				12

iii. Enrollment History:

Academic Year	Number of Majors
2019-20	45
2018-19	37
2017-18	42
2016-17	42
2015-16	49

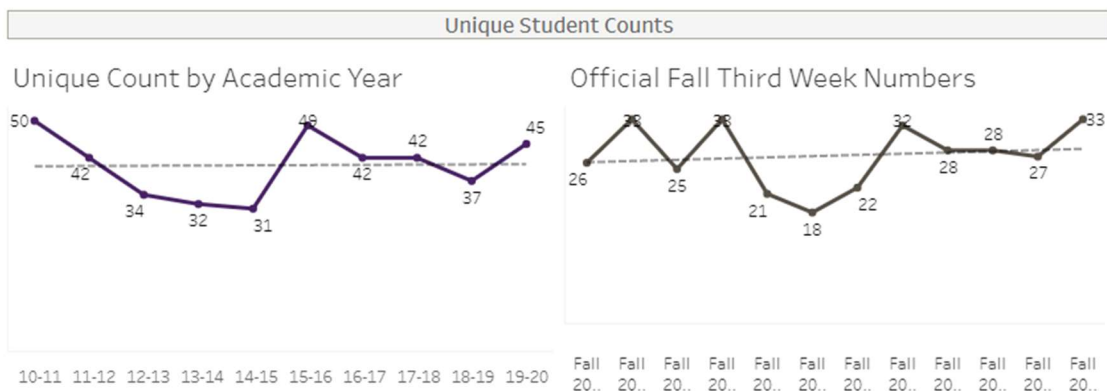| Academic Year	Faculty/Student ratios across program curriculum	Average class size
2019-20	1:7	10.2
2018-19	1:7	8.8
2017-18	1:7	8.1
2016-17	1:7	9.5
2015-16	1:6	9.3

iv. Average time to degree completion (months): _____

> The modal time to graduation is 2 years (average is 1.93 years).

v. Enrollment projections – briefly describe enrollment patterns and factors influencing demand for the degree. (Note: programs are not expected to project an exact number of expected students, but rather a qualitative assessment of potential opportunities and/or threats to enrollment as well as any strategies for maximizing opportunities and managing threats.).

> Demand for the degree seems to be growing, particularly within the last year. The number of applicants and admissions has increased during this time. Some of this growth is the result of increased interest among WSU bachelor's program graduates who want to continue their education as WSU. We anticipate these upward patterns to persist. As the figure below illustrates, the program's size is as big as it has been in five years.
>
> At present, we cannot grow the program beyond its current size because we do not have enough faculty to support continued growth. In terms of threats to enrollment, it is possible that the news of the day may negatively impact interest in criminal justice degrees, but this has not been reflected in our application numbers as yet.

Unique Student Counts

Unique Count by Academic Year — 50, 42, 34, 32, 31, 48, 42, 42, 37, 45 (10-11 11-12 12-13 13-14 14-15 15-16 16-17 17-18 18-19 19-20)

Official Fall Third Week Numbers — 26, 25, 21, 18, 22, 32, 28, 28, 27, 33

Student profile

> vi. *Please provide information on the entering class for each of the past 5 years:*

Entering Class	Ave. GRE	Ave. GMAT	Ave. GPA (undergrad)	Ave. Age (years)	Ave. Relevant Work Experience (months) (optional)
2019-20	n/a	n/a	3.45	32.4	
2018-19	n/a	n/a	3.44	34.3	
2017-18	n/a	n/a	3.46	34.1	
2016-17	n/a	n/a	3.49	33.2	
2015-16	n/a	n/a	3.54	35.1	

Notes:
[1]We do not require the GRE for MCJ applicants.

> vii. *Success rate of your students' post-graduation regarding employment and/or further graduate education. Add narrative if desired.*

We do not systematically maintain contact with graduates so estimates are not available. Anecdotal evidence would suggest that a large proportion of our graduates are employed in fields within the criminal justice system.

Graduating Class	# of Graduates (A)	# of Graduates Employed in Field (B)	# of Graduates in Add'l Graduate Program (C)	# of Graduates with unknown status	Placement Rate (B+C)/A
2019-20	9			9	
2018-19	9			9	
2017-18	15			15	
2016-17	6			6	
2015-16	12			12	

viii. *List the most common career fields represented among your students (optional):*

Law enforcement
Criminal courts
County and state corrections
Federal law enforcement
Private sector

ix. *Does your program provide career placement services: Describe:*

The MCJ program does not offer career placement services. A number of our MCJ students are already in the field and looking to advance their careers. Others are interested in pursuing further graduate education.

x. *List any recent awards, honors or recognition received by your students (optional).*

We do not collect these data.

D. Student Learning Outcomes and Assessment

Spring 2018, the department revised all of the MCJ program's learning outcomes. All assessment data and analysis are based on the Spring 2018-Spring 2020 period. Data on assessment of the old outcomes before this period are not available.

<u>Measurable Learning Outcomes</u>

Learning Outcome 1:

Analyze key issues, ideas, and/or concepts affecting the criminal justice system (Critical Analysis)

Measure 1:

Issues, ideas, and/or concerns are critically considered, are clearly stated, and comprehensively described.

Measure 2:

Information from the course is incorporated with enough interpretation and/or evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are thoroughly questioned and/or analyzed.

Measure 3:

Analysis is in-depth, taking into account the complexities of the issue. Limits of the analysis, perspective, and/or thesis are acknowledged.

Learning Outcome 2:

Create and/or defend an evidence-based argument regarding criminal justice, law, policies, or procedures (Evaluation).

Measure 1:

Evaluation of arguments contains thorough and insightful explanation, reviews the logic/reasoning of arguments, examines feasibility of solution(s), and weighs impacts of solution(s).

Measure 2:

Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem/issue. Solution/hypotheses are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem/issue.

Measure 3:

Studies/reports used are appropriate to the topic and are from current and professional sources.

Learning Outcome 3:

Model professional-level writing skills in academic and/or non-academic settings. (Writing)

Measure 1:

Information is organized in a logical and easy to understand format that makes effective use of transitional statements between ideas. The writing is mostly free of punctuation and spelling errors.

Measure 2:

The written work includes an introduction and conclusion that clearly state and explain the thesis, position, or purpose of the work.

Measure 3:

The tone and style of writing are appropriate to a professional/academic and/or non-academic audience.

Learning Outcome 4:

Design and/or implement empirically valid research related to criminal justice. (Research methods)

Measure 1:

Research design and methods for data collection and analysis are clearly explained and analyzed for their strengths and weaknesses in relation to the research question.

Measure 2:

Specific research question(s) and/or aims of the study are clearly stated and described in the context of previous studies relevant to criminal justice.

Measure 3:

Results are clearly and accurately discussed in the context of the research question, and limits of the study's findings are identified and discussed in relation to the research question and methods.

<u>Assessment of Graduating Students</u>
Please provide a brief narrative describing the assessment processes for graduating students.

Students who complete all course requirements are eligible for graduation. Assessment of student learning is ongoing and undertaken for each MCJ course. No additional assessments are done for graduating students.

Evidence of Learning: Courses within the Program (replicate as needed or place in appendix)

<table>
<tr><td colspan="6" align="center">Evidence of Learning: Courses within the Program</td></tr>
<tr>
<th>Measurable Learning Outcome</th>
<th>Method of Measurement</th>
<th>Threshold for Evidence of Student Learning</th>
<th>Findings Linked to Learning Outcomes</th>
<th>Interpretation of Findings</th>
<th>Action Plan/Use of Results</th>
</tr>
<tr>
<td>Learning Outcome 1:

Analyze key issues, ideas, and/or concepts affecting the criminal justice system (Critical Analysis)</td>
<td>Measure 1:

Issues, ideas, and/or concerns are critically considered,
are clearly stated,
and comprehensively described.</td>
<td>Measure 1:

75% of students meet or exceed expectations on Measure 1.</td>
<td>Measure 1:

Percentage of students meeting or exceeding expectations on Measure 1 by semester:

92% (Spring 2018)

100% (Fall 2018)

72% (Spring 2019)

96% (Fall 2019)

100% (Spring 2020)</td>
<td>Overall, students are generally performing at an acceptable level on Measures 1-3.</td>
<td>More data will be collected to determine whether student performance in Spring 2019 was an aberration or a pattern that needs to be addressed. Subsequent data do not suggest there is a cause for concern.</td>
</tr>
<tr>
<td></td>
<td>Measure 2:

Information from the course is incorporated with enough interpretation and/or evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts</td>
<td>Measure 2:

75% of students meet or exceed expectations on Measure 2.</td>
<td>Measure 2:

Percentage of students meeting or exceeding expectations on Measure 2 by semester:

100% (Spring 2018)</td>
<td></td>
<td></td>
</tr>
</table>

		Evidence of Learning: Courses within the Program			
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	are thoroughly questioned and/or analyzed.		100% (Fall 2018) 100% (Spring 2019) 95% (Fall 2019) 100% (Spring 2020)		
	Measure 3: Analysis is in-depth, taking into account the complexities of the issue. Limits of the analysis, perspective, and/or thesis are acknowledged.	Measure 3: 75% of students meet or exceed expectations on Measure 3.	Measure 3: Percentage of students meeting or exceeding expectations on Measure 3 by semester: 100% (Spring 2018) 100% (Fall 2018) 100% (Spring 2019) 91% (Fall 2019) 100% (Spring 2020)		
Learning Outcome 2: Create and/or defend	Measure 1: Evaluation of arguments	Measure 1: 75% of students meet or exceed	Measure 1: Percentage of students meeting or	Overall, students are performing below an acceptable level on Measures 1-2,	More data will be collected to determine whether student performance in Spring 2019 was an

Evidence of Learning: Courses within the Program					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
an evidence-based argument regarding criminal justice, law, policies, or procedures (Evaluation).	contains thorough and insightful explanation, reviews the logic/reasoning of arguments, examines feasibility of solution(s), and weighs impacts of solution(s). Measure 2: Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem/issue. Solution/hypotheses are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem/issue.	expectations on Measure 1. Measure 2: 75% of students meet or exceed expectations on Measure 2.	exceeding expectations on Measure 1 by semester: 100% (Spring 2018) 66% (Spring 2019) 81% (Fall 2019) 77% (Spring 2020) Measure 2: Percentage of students meeting or exceeding expectations on Measure 2 by semester: 100% (Spring 2018) 66% (Spring 2019) 100% (Fall 2019) 85% (Spring 2020)	and above expectations on Measure 3.	aberration or a pattern that needs to be addressed. Subsequent data do not suggest there is a cause for concern. However, student performance on Measure 1 tend to be lower across semesters.

Evidence of Learning: Courses within the Program					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Measure 3: Studies/reports used are appropriate to the topic and are from current and professional sources.	Measure 3: 75% of students meet or exceed expectations on Measure 3.	Measure 3: Percentage of students meeting or exceeding expectations on Measure 3 by semester: 100% (Spring 2018) 100% (Spring 2019) 95% (Fall 2019) 96% (Spring 2020)		
Learning Outcome 3: Model professional-level writing skills in academic and/or non-academic settings. (Writing)	Measure 1: Information is organized in a logical and easy to understand format that makes effective use of transitional statements between ideas. The writing is mostly free of	Measure 1: 75% of students meet or exceed expectations on Measure 1.	Measure 1: Percentage of students meeting or exceeding expectations on Measure 1 by semester: 100% (Fall 2018) 93% (Fall 2019)	Overall, students are generally performing at an acceptable level on Measures 1-3.	We will continue to collect data on these measures to validate these results.

Evidence of Learning: Courses within the Program					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	punctuation and spelling errors. Measure 2: The written work includes an introduction and conclusion that clearly state and explain the thesis, position, or purpose of the work.	Measure 2: 75% of students meet or exceed expectations on Measure 2.	75% (Spring 2020) Measure 2: Percentage of students meeting or exceeding expectations on Measure 2 by semester: 100% (Fall 2018) 100% (Fall 2019) 100% (Spring 2020)		
	Measure 3: The tone and style of writing are appropriate to a professional/academic and/or non-academic audience.	Measure 3: 75% of students meet or exceed expectations on Measure 3.	Measure 3: Percentage of students meeting or exceeding expectations on Measure 3 by semester: 100% (Fall 2018)		

			Evidence of Learning: Courses within the Program		
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
			93% (Fall 2019) 87% (Spring 2020)		
Learning Outcome 4: Design and/or implement empirically valid research related to criminal justice. (Research methods)	Measure 1: Research design and methods for data collection and analysis are clearly explained and analyzed for their strengths and weaknesses in relation to the research question. Measure 2: Specific research question(s) and/or aims of the study are clearly stated and described in the context of previous studies relevant to criminal justice.	Measure 1: 75% of students meet or exceed expectations on Measure 1. Measure 2: 75% of students meet or exceed expectations on Measure 2.	Measure 1: Percentage of students meeting or exceeding expectations on Measure 1 by semester: 100% (Spring 2019) 100% (Spring 2020) Measure 2: Percentage of students meeting or exceeding expectations on Measure 2 by semester: 100% (Spring 2019) 100% (Spring 2020)	Overall, students are performing at an acceptable level on Measures 1-3.	We will continue to collect data on these measures to validate these results.

Evidence of Learning: Courses within the Program					
Measurable Learning Outcome	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
	Measure 3: Results are clearly and accurately discussed in the context of the research question, and limits of the study's findings are identified and discussed in relation to the research question and methods.	Measure 3: 75% of students meet or exceed expectations on Measure 3.	Measure 3: Percentage of students meeting or exceeding expectations on Measure 3 by semester: 100% (Spring 2019) 100% (Spring 2020)		

Note: Data for each measure were collected at the course level by attaching rubrics to assignments relevant to the learning outcome being assessed. Learning outcomes were measured according to the table found under C iii. For instance, the "writing" objective is assessed in MCJ 6110, MCJ 6170, and MCJ 6255 (page 5). A list of assignments/artifacts associated with the learning outcomes is provided on page 33.

*Findings are aggregated across courses when the same learning outcome was measured more than once in the same semester.

E. Academic Advising

   <u>Advising Strategy and Process</u>

   Academic advising for the MCJ program is officially undertaken by the Graduate Director on an as-needed basis when initiated by a student. Students also receive reminder e-mails at the beginning and end of each semester covering matters such as registration, course offerings, the Student Handbook/Policies, and other programmatic issues. Advising is also done in an informal capacity by the department office administrator when questions involve issues such as registration, or by program faculty when initiated by a student.

   <u>Effectiveness of Advising</u>

   We are not aware of any issues concerning academic advising, but recognize that there is room for improvement. The last few years have seen changes to our undergraduate advising model, and it's possible that a similar structure could be developed for the MCJ program if needed.

   <u>Past Changes and Future Recommendations</u>

   It may be beneficial for students to have a more formal advising process, such as when a student nears graduation. Outreach in this area could be improved. Perhaps an exit survey of graduates is needed to gauge the need for changes to advising.

F. Faculty and Teaching
   a. Describe the minimum qualifications required of graduate faculty (e.g., degree, professional experience):

   Presently, all faculty teaching in the MCJ program have a PhD in criminal justice or a closely-related discipline (e.g., sociology, political science).

   Professional experience is not a requirement to teach in the program, but over the last five years, there have been faculty with valuable field experience. For example, Dr. Bayley has worked in corrections; Dr. Lee has law enforcement experience; Dr. Denniston has worked in criminal prosecution, defense, and appeals; and Dr. Horn consults with crime scene investigations units throughout northern Utah.

b. Faculty Demographic Information – list all faculty who teach in the program:

Name	Home Dept	Title/Qual	Type (tenure, tenure track, contract or adjunct)	Gender	Ethnicity
Bruce Bayley	CJ	PhD	T	M	Non-Hispanic
Mark Denniston	CJ	JD/PhD	T	M	White
Brent Horn	CJ	PhD	T	M	White
Heeuk "Dennis" Lee	CJ	PhD	TT	M	Non-Hispanic
Brad Reyns	CJ	PhD	T	M	Non-Hispanic
Molly Sween	CJ	PhD	T	F	Non-Hispanic
Monica Williams	CJ	PhD	T	F	White
Dave Lynch	CJ	PhD	T	M	Non-Hispanic
Scott Senjo	CJ	PhD	T	M	Non-Hispanic

Note: Dave Lynch and Scott Senjo are no longer on the faculty. Brent Horn has not taught in the MCJ program since becoming department chair.

https://www.census.gov/mso/www/training/pdf/race-ethnicity-onepager.pdf

i. Percentage of graduate courses and/or credits taught:

	# of courses or credits taught in-load	# of courses or credits taught in overload	Percentage of courses or credits taught in overload
2019-20	8	9	53%
2018-19	7	8	53%
2017-18	4	12	75%
2016-17	5	13	72%
2015-16	7	11	61%

ii. *Describe the faculty compensation model for thesis advising, directed study, supervision of student consulting projects / internships, etc.*

Faculty are able to accumulate course buyouts by supervising directed readings. Three sections of directed readings equates with one course buyout.

c.   Programmatic/Departmental Teaching Standards

Faculty Qualifications

We currently have six active MCJ faculty. In the last five years, this figure has been as high as 10, including all those listed in the table above, and one contract faculty member (Mike Chabries), who retired in 2015.

- Bruce Bayley, PhD (Utah State University); Family and Human Development
- Mark Denniston, JD (University of Iowa); PhD (University of Colorado); Political Science
- Brent Horn, PhD (Brigham Young University); Chemistry
- Heeuk "Dennis" Lee, PhD (Washington State University); Criminal Justice
- Brad Reyns, PhD (University of Cincinnati); Criminal Justice
- Molly Sween, PhD (Iowa State University); Sociology
- Monica Williams, PhD (University of California, Davis); Sociology

Bios are posted for most MCJ faculty at the link below.

https://weber.edu/mcj/faculty.html

Dr. Wood, our newest faculty member, has yet to teach in the MCJ program. We are also hiring a new faculty member to start Fall of 2021.

Evidence of Effective Instruction

i.   Regular Faculty

Student evaluation data are collected every semester for every class as initiated by the college and/or university. Faculty read the student evaluations of their courses and work toward making improvements to their teaching on an ongoing basis. Student evaluation data are provided in Appendix F. Overall, student evaluations suggest that faculty provide students with high quality teaching, and evaluation scores typically average above 4.25 on a 5-point scale. Additionally, as part of our annual evaluations, the department chair also reviews each faculty member's teaching.

To provide an example of improvements based on student feedback, Dr. Sween recently changed an assignment in her MCJ 6120 from a research paper to a research presentation after considering student feedback, noting that students liked the change (artifacts available upon request).

As an example of teaching innovation, Dr. Williams provided the following narrative:

> In MCJ6255: Great Thoughts in Criminal Justice, Dr. Williams uses an innovative concept mapping assignment in which each student studies a criminal justice scholar in-depth during the semester, and then visually maps that scholar's main ideas as they relate to the field of criminal justice. The objective of the individual concept map assignment is that the students display their answer to the question of how their key thinker has influenced the scholarly field of criminal justice. The concept map is a way for them to visually present their analysis of one key thinker's main ideas and how those ideas have impacted the scholarly field of criminal justice. After submitting their individual concept maps, students then work together in small groups to find common themes and links between their maps, which they then illustrate in a larger concept map that includes the major ideas of their scholars. Through these assignments, students form an in-depth, complex understanding of major ideas in criminal justice theory and research, practice a new way of organizing information, practice their teamwork and collaboration skills, and visually depict how key thinkers have collectively influenced the scholarly field of criminal justice.

    ii.   Adjunct Faculty

There are currently no adjunct MCJ faculty.

Mentoring Activities

Faculty mentoring remains an area of opportunity for the program. With the addition of Dr. Wood as a new member of our faculty and program, we are planning to have faculty coaching to help new faculty through the review, tenure, and promotion process.

Diversity of Faculty

66% of the current MCJ faculty are male
100% of the current faculty are non-Hispanic

Ongoing Review and Professional Development

Department faculty, including graduate faculty, are reviewed annually by the department chair. Faculty are also reviewed in their third and sixth years, as well as every five years thereafter in the form of post-tenure review.

Graduate courses are reviewed on a rotating basis as required by CSBS policy by the WSU instructional designers. These course reviews involve a faculty self-assessment of the course, a meeting with an instructional designer, and changes to the course as recommended by the reviewer.

To encourage professional development, the graduate program has historically allocated $750.00 annually to each professor who teaches in the program annually to use for professional development (i.e., conference travel). We would like to continue this as long as funding remains stable and available.

G. Support Staff, Administration, Facilities, Equipment, and Library

<u>Adequacy of Staff</u>

The department secretary, Faye Medd, provides all administrative support for the graduate program. Faye has a B.S. in Computer Information Systems and provides services to both the undergraduate and graduate programs. Faye has been integral to the success of the program and is involved in nearly every aspect of its operation, including accounting, admissions, enrollment, and advising, among others.

    i.   Ongoing Staff Development
          Faye attends regular staff development that covers policy and procedures, system updates, and computer program reviews as part of her regular departmental training.

<u>Adequacy of Administrative Support</u>

Administrative support has not been a concern. The program had a good working relationship with the previous dean, Dean Harrold, and continues to work with Dean Rich on matters involving the program.

<u>Adequacy of Facilities and Equipment</u>

Equipment – all faculty have university supplied desktop and or laptop computers with a variety of software programs necessary to conduct a fully on-line course. In addition, faculty were provided with program sponsored laptop computers with video and audio capabilities so faculty could conduct their courses from any location at any time. As such, program equipment is adequate.

Adequacy of Library Resources

All graduate faculty and graduate students have access to Weber State University's Stewart Library. In addition to a dedicated college Reference Librarian (Dr. Wade Kotter), the Stewart Library contains the following services:

- Article databases
- Electronic journals
- Research guides
- Circulation services
- Distance and on-line learning
- Interlibrary loan
- Media and reserve
- Reference
- Special collections and archives
- Digital collections
- Government publications
- Library instruction program
- Library classrooms

Library resources have historically been adequate.

H. Relationships with External Communities

Department and graduate faculty are actively involved with external communities, as listed in Appendix E. We also acknowledge that the community demand for department resources is often greater than we can satisfy.

Description of Role in External Communities

See Appendix E.

Summary of External Advisory Committee Minutes

n/a

I. Results of Previous Program Reviews

Date of Program Review: 2015-2016	Recommendation	Progress Description
Recommendation 1	Explore the idea that an online graduate student may differ from a graduate student that attends a traditional program so faculty expectations may need to be adjusted. Students seeking an online degree may not be looking for an opportunity to develop collaborative relationships with faculty and other students or the academic rigor of a traditional program;	Progress as of Fall 2020: Our faculty has begun and continues to hold discussions on the inherent differences between traditional and online graduate students and how to best meet the needs of a graduate education in a virtual environment. We agree that the academic rigor of our program should not be diluted due to its online format, and we continue to discuss the challenges of upholding this rigor in an online format.
Recommendation 2	Explore the appropriate curriculum for the target audience; a traditional curriculum may not attract target students (e.g., law enforcement) that may be looking to learn more cutting-edge policing techniques;	Progress as of Fall 2020: After discussing this issue and evaluating our strengths as a faculty, we have concluded that we can best serve students with a curriculum that mirrors more traditional graduate programs in criminal justice. We have committed to focusing on strong academic pedagogies rather than an applied training curriculum, the latter of which our faculty has no interest in developing and lacks the technical expertise to develop and oversee.

Recommendation 3	Explore ways to make the curriculum more interactive (e.g., use video conferencing tools to approximate a more traditional classroom environment) since both students and faculty indicated that they enjoy such interaction;	Progress as of Fall 2020: We encourage all of our faculty to complete the Master of Online Teaching Certificate (newly renamed the eLearning Certificate) through WSU Online and to implement the lessons learned in the certificate program into their courses. Currently, 5 out of 6 faculty have gone through the program. Additionally, the MCJ program faculty continues to work with WSU Online and university media contacts to explore various ways to improve classroom and program interactivity, including through the CSBS online assessment guidelines.
Recommendation 4	Explore the possibility of compensating the department secretary for the additional graduate program duties – if she is working beyond her current classification, her classification and corresponding salary should be adjusted;	Progress as of Fall 2020: The department secretary has had her position re-classified from Administrative Specialist I to Administrative Specialist II with a minimal pay increase (pay increases are dictated by WSU Human Resources and out of our control).
Recommendation 5	Address faculty feelings about the graduate program – some faculty members do not feel enriched by participating in the graduate program;	Progress as of Fall 2020: No further action on this item has been taken since the last annual assessment report.

Recommendation 6	Since the University administration has a stake in the MCJ program's survival, they should consider offering incentives (such as a course reduction) for teaching in the graduate program in an effort to maintain morale and job satisfaction;	Progress as of Fall 2020: No further action on this item has been taken since the last annual assessment report.
Recommendation 7	Faculty should assess the MCJ program again in 24 months and decide whether they want to continue offering the program and the University administration should abide by their decision.	Progress as of Fall 2020: During a faculty meeting in 2018 the faculty voted to delay a decision on the future of the program.

J. Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

Problem Identified	Action to Be Taken
Issue 1	Current 5 Year Program Review:
We need to revisit our course-level learning outcomes. While the program objectives were revised in the last three years, comparable work was not done at the course level. Doing so will allow us to collect more representative data on the learning outcomes at the course level, and to base assessments on course outcomes for the class to a greater degree. Addressing this point will also address issues 2 and 3 below.	Year 1 Action to Be Taken: compile current course outcomes and task the MCJ committee with studying and considering new course outcomes or revisions.
	Year 2 Action to Be Taken: Decide where changes need to be made.
	Year 3 Action to Be Taken: Finalize course outcomes.
	Year 4 Action to Be Taken:
Issue 2	Current 5 Year Program Review:
For the most part, no concerning patterns have been identified in the three years of assessment data that we have collected. Across all learning outcomes and all measures, evidence suggests that outcomes are successfully being met by students. However, evidence also suggests lower levels of success on learning outcome 2 (evaluation), measure 2, which involves "Create and/or defend an evidence-based argument regarding criminal justice, law, policies, or procedures."	Year 1 Action to Be Taken: Continue to monitor assessment data for this item. It is possible that the measure is flawed. It is also possible that there is an issue here with student learning.
	Year 2 Action to Be Taken: Address as needed based on the above.
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:

Issue 3	Current 5 Year Program Review:
Learning outcome 4 data indicate that 100% of students are meeting objectives every semester. This may suggest that methods of measurement are flawed or standards are not challenging.	Year 1 Action to Be Taken: With the departure of a faculty member, these courses will be taught by someone else, and new assignments will be used to measure these outcomes.
	Year 2 Action to Be Taken: Address as needed based on new evidence.
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 4	Current 5 Year Program Review:
The MCJ curriculum has remained the same for many years, and does not necessarily align with current trends in master of criminal justice programs or faculty interests or expertise for course offerings or development. Related to this, we need to decide if changes to the core are necessary.	Year 1 Action to Be Taken: Task MCJ committee with studying the current curriculum, trends in other programs, and faculty interests
	Year 2 Action to Be Taken: Begin discussions on developing a new MCJ program curriculum that better meets the needs of the students and faculty.
	Year 3 Action to Be Taken: Submit proposed revisions to faculty and begin the process of updating the curriculum (i.e., Curriculog and committees).
	Year 4 Action to Be Taken: Implement changes to the MCJ curriculum.

<u>Action Plan for Staff, Administration, or Budgetary Findings</u>

Problem Identified	Action to Be Taken
Issue 1 There is sufficient budget for offering courses, but staffing and scheduling are a challenge. MCJ faculty teach two or more MCJ courses per year, and investing more faculty time in the MCJ program would draw these faculty resources away from the undergraduate program. We have also lost two faculty in the last year, and replaced only one, further straining our teaching resources. Dr. Wood has begun her first year at WSU, but has yet to teach in the MCJ program. Dr. Morris, from the Sociology Department, has agreed to teach one course in the MCJ program per year.	Current 5 Year Program Review:
	Year 1 Action to Be Taken: Recruit WSU faculty from other departments to teach in the MCJ program.
	Year 2 Action to Be Taken: Hire another faculty member, and have new faculty begin to teach in the MCJ program.
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken:
Issue 2 Related to issue 1, we need to determine the capacity of the program. This will involve considering our faculty resources as well as our maximum class sizes. The current program size is about 40 students, but larger incoming classes of new students have increased the demand for required courses and made it difficult to keep class sizes manageable while also scheduling enough sections for students to stay on track.	Current 5 Year Program Review:
	Year 1 Action to Be Taken: task the MCJ committee with beginning discussion of this issue.
	Year 2 Action to Be Taken: develop a plan for determining the capacity of the program.
	Year 3 Action to Be Taken
	Year 4 Action to Be Taken

Issue 3 Related to issues 1 and 2, we need to formally decide upon the requirements to teach in the MCJ program. Currently, we have not developed written minimum standards, and are instead only utilizing WSU tenure-track faculty. It may be appropriate to allow contract faculty or adjuncts to teach in the program if they are well qualified.	Current 5 Year Program Review:
	Year 1 Action to Be Taken: task the MCJ committee with beginning discussion of this issue.
	Year 2 Action to Be Taken: decide on the minimum qualifications to teach in the MCJ program.
	Year 3 Action to Be Taken: schedule according to year 2 findings.
	Year 4 Action to Be Taken
Issue 4 We do not currently stay in touch with our graduates from the bachelor's or master's programs as suggested under item C. b. x. above. A joint effort to maintain ties with graduates would provide useful information on our programs.	Current 5 Year Program Review:
	Year 1 Action to Be Taken:
	Year 2 Action to Be Taken:
	Year 3 Action to Be Taken:
	Year 4 Action to Be Taken

K. Summary of Artifact Collection Procedure

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
MCJ 6100 Literature Review Paper	CA1	Spring 2018	Canvas
MCJ 6100 Literature Review Paper	CA2	Spring 2018	Canvas
MCJ 6100 Literature Review Paper	CA3	Spring 2018	Canvas
MCJ 6220 Writing Assignment 8	CA1	Spring 2018	Canvas
MCJ 6220 Writing Assignment 8	CA2	Spring 2018	Canvas
MCJ 6220 Writing Assignment 8	CA3	Spring 2018	Canvas
MCJ 6120 Paper 2	Eval1	Spring 2018	Canvas
MCJ 6120 Paper 2	Eval2	Spring 2018	Canvas
MCJ 6120 Paper 2	Eval3	Spring 2018	Canvas
MCJ 6190 Paper: Bench Memo to Suprem	Eval1	Spring 2018	Canvas
MCJ 6190 Paper: Bench Memo to Suprem	Eval2	Spring 2018	Canvas
MCJ 6190 Paper: Bench Memo to Suprem	Eval3	Spring 2018	Canvas
MCJ 6210 Essay Exam	CA1	Fall 2018	Canvas
MCJ 6210 Essay Exam	CA2	Fall 2018	Canvas
MCJ 6210 Essay Exam	CA3	Fall 2018	Canvas
MCJ 6220 Writing Assignment 8	CA1	Spring 2019	Canvas
MCJ 6220 Writing Assignment 8	CA2	Spring 2019	Canvas
MCJ 6220 Writing Assignment 8	CA3	Spring 2019	Canvas
MCJ 6250 Paper: Bench Memo to Suprem	Eval1	Spring 2019	Canvas
MCJ 6250 Paper: Bench Memo to Suprem	Eval2	Spring 2019	Canvas
MCJ 6250 Paper: Bench Memo to Suprem	Eval3	Spring 2019	Canvas
MCJ 6110 Article Critique 1	Research Methods1	Spring 2019	Canvas
MCJ 6110 Article Critique 2	Research Methods2	Spring 2019	Canvas
MCJ 6110 Article Critique 3	Research Methods3	Spring 2019	Canvas
MCJ 6100 Book Review 2	CA1	Fall 2019	Canvas
MCJ 6100 Book Review 2	CA2	Fall 2019	Canvas

MCJ 6100 Book Review 2	CA3	Fall 2019	Canvas
MCJ 6210 Essay Exam	CA1	Fall 2019	Canvas
MCJ 6210 Essay Exam	CA2	Fall 2019	Canvas
MCJ 6210 Essay Exam	CA3	Fall 2019	Canvas
MCJ 6200 Final Exam	Eval1	Fall 2019	Canvas
MCJ 6200 Final Exam	Eval2	Fall 2019	Canvas
MCJ 6200 Final Exam	Eval3	Fall 2019	Canvas
MCJ 6250 Paper: Bench Memo to Supreme	Eval1	Fall 2019	Canvas
MCJ 6250 Paper: Bench Memo to Supreme	Eval2	Fall 2019	Canvas
MCJ 6250 Paper: Bench Memo to Supreme	Eval3	Fall 2019	Canvas
MCJ 6200 Midterm Exam	Writing1	Fall 2019	Canvas
MCJ 6200 Midterm Exam	Writing2	Fall 2019	Canvas
MCJ 6200 Midterm Exam	Writing3	Fall 2019	Canvas
MCJ 6255 Final Essay	Writing1	Fall 2019	Canvas
MCJ 6255 Final Essay	Writing2	Fall 2019	Canvas
MCJ 6255 Final Essay	Writing3	Fall 2019	Canvas
MCJ 6100 Book Review 2	CA1	Spring 2020	Canvas
MCJ 6100 Book Review 2	CA2	Spring 2020	Canvas
MCJ 6100 Book Review 2	CA3	Spring 2020	Canvas
MCJ 6120Theory and Policy Argument Paj	Eval1	Spring 2020	Canvas
MCJ 6120Theory and Policy Argument Paj	Eval2	Spring 2020	Canvas
MCJ 6120Theory and Policy Argument Paj	Eval3	Spring 2020	Canvas
MCJ 6190 Paper: Bench Memo to Supreme	Eval1	Spring 2020	Canvas
MCJ 6190 Paper: Bench Memo to Supreme	Eval2	Spring 2020	Canvas
MCJ 6190 Paper: Bench Memo to Supreme	Eval3	Spring 2020	Canvas
MCJ 6250 Exam 2	Writing1	Spring 2020	Canvas
MCJ 6250 Exam 2	Writing2	Spring 2020	Canvas
MCJ 6250 Exam 2	Writing3	Spring 2020	Canvas
MCJ 6110 Article Critique	Research Methods1	Spring 2020	Canvas

| MCJ 6110 Article Critique | Research Methods2 | Spring 2020 | Canvas |
| MCJ 6110 Article Critique | Research Methods3 | Spring 2020 | Canvas |

Summary Information (as needed)

APPENDICES

Appendix A: Student and Faculty Statistical Summary

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Student Credit Hours Total	492	456	414	390	540
Student FTE Total	24.6	22.8	20.7	19.5	27.0
Students in the Program	45	37	42	42	49
Program Graduates	12	6	15	9	9
Student Demographic Profile					
Female	8 (25%)	11 (39%)	12 (43%)	14 (52%)	18 (55%)
Male	24	17	16	13	15
Faculty FTE Total*	21.55	21.66	20.55	20.32	n/a
Adjunct FTE					
Contract FTE					
Student/Faculty Ratio	1:6	1:7	1:7	1:7	1:7

Program Name: Master of Criminal Justice		2015-16	2016-17	2017-18	2018-19	2019-20
Expectation of time to graduation?	# of years	2	2	2	2	2
Number and percent of majors meeting expectation for graduating	Department	15	7	6	3	--
Number and percent of majors graduating w/in 1 year of expectation	Department	4	2	1	3	
Number and percent of majors graduating w/in 2 years of expectation	Department	8	3	5		
Number and percent of majors who don't complete by 6 years	Department	3	2			
Average overall hours of graduates	University	39	39	39	39	39
	Department	36	36	36	36	36
Average 'years to degree' for master's degree recipients	University	1.99	1.97	1.66	1.93	1.93
	Department	2.15	2.28	2.27	3.29	1.93
Other Analyses		2015	2016	2017	2018	2019
Percent of courses with adequate completion	Department					
(adequate completion = 80%+, A and B grades)	University					

Note: Data provided by the Office of Institutional Effectiveness

Appendix B: Contract/Adjunct Faculty Profile

Name	Gender	Ethnicity	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise

Summary Information (as needed): We do not currently have adjuncts or contract faculty teach in the MCJ program. All MCJ courses are taught by tenure-track WSU faculty.

Appendix C: Staff Profile

Name	Gender	Ethnicity	Job Title	Years of Employment	Areas of Expertise
Faye Medd	F	Non-Hispanic	Administrative Specialist II	18	Office Management

Summary Information (as needed)

Faye will be retiring Fall 2020. The department will hire someone to replace her, and one of the considerations will be impact on the MCJ program.

Appendix D: Financial Analysis Summary

Program Name					
Funding	**15-16**	**16-17**	**17-18**	**18-19**	**19-20**
Appropriated Fund	134,196	136,602	134,052	130,629	141,680
Other:	n/a	n/a	n/a	n/a	n/a
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	16	9	162	0	0
Total	$134,212	$136,611	$134,214	$130,629	$141,680

Note: Data provided by Provost's Office

Summary Information (as needed)

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Bruce Bayley	-Conducts research for Davis County Sheriff's Office on jail safety and in-custody suicide prevention -Consults with Utah Peace Officers Standards and Training (POST) on ethics and ethics training; -Board Member – Utah Peace Officers Standards and Training (POST); -Board Member – WSU Law Enforcement Academy Advisory Board
Brent Horn	-Utah State Crime Lab -Weber Metro Crime Scene Unit -National Science Olympiad, Utah State Science Olympiad -Utah International Association for Identification
Heeuk "Dennis" Lee	-Korean American Federation of Utah
David Lynch	-Board Member – WSU Law Enforcement Academy Advisory Board
Brad Reyns	-Editor
Molly Sween	-Works with the Utah Board of Juvenile Justice on Disproportionate Minority Contact
Monica Williams	-Has run research projects with and for the following organizations: -Ogden Police Department -Utah POST Academy -District of Utah's United States Probation and Pretrial Office -South Ogden City

Question	Range	Statistics		
		Average	Stand. Dev.	Answer Count
1 This course is:	1 (in my major) to 5 (other)	1.20	0.41	59
2 Current class standing:	1 (Freshman) to 5 (Graduate School)	5.00	0.00	59
3 I logged into class:	1 (at least once a day) to 4 (sporadically)	1.56	0.63	59
4 I participated in discussions and/or chats:	1 (at least once a week) to 4 (sporadically)	1.74	0.37	58
5 I found the topic of this course interesting:	1 (Strongly disagree) to 5 (Strongly agree)	4.44	0.45	59
6 The instructor presented and followed a syllabus that outlined and defined course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.62	0.43	59
7 The instructor answered questions clearly and promptly via email, phone, or online discussion group.	1 (Strongly disagree) to 5 (Strongly agree)	4.72	0.44	59
8 The instructor provided constructive feedback on my progress.	1 (Strongly disagree) to 5 (Strongly agree)	4.53	0.46	58
9 The instructor provided feedback in a timely manner.	1 (Strongly disagree) to 5 (Strongly agree)	4.50	0.49	59
10 The instructor challenged me to apply problem-solving skills and to think analytically.	1 (Strongly disagree) to 5 (Strongly agree)	4.75	0.35	59
11 The instructor measured my progress in relation to the established course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.57	0.48	56
12 The instructor was knowledgeable in the subject matter.	1 (Strongly disagree) to 5 (Strongly agree)	4.81	0.28	59
13 The instructor used course activities that adequately prepared me for exams or other evaluation activities.	1 (Strongly disagree) to 5 (Strongly agree)	4.60	0.44	59
14 The instructor designed online course materials that were clear and understandable.	1 (Strongly disagree) to 5 (Strongly agree)	4.53	0.56	58
15 The instructor designed online presentations for this course that maintained my interest.	1 (Strongly disagree) to 5 (Strongly agree)	4.47	0.72	48
16 The instructor provided enough information at the beginning of the course to get me started.	1 (Strongly disagree) to 5 (Strongly agree)	4.55	0.57	58
17 The instructor answered technical questions or referred me to appropriate technical support when I	1 (Strongly disagree)	4.57	0.44	40

Custom Report Aggregating Statistics For Sections Listed in Footnote 1

Evaluation Used: "Eval Dept of CJ ONLINE"

needed it during this course.	to 5 (Strongly agree)			
18 Overall, this COURSE was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.52	0.57	59
19 Overall, this INSTRUCTOR was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.62	0.56	59
20 I would take another online course.	1 (Strongly disagree) to 5 (Strongly agree)	4.66	0.48	56

Footnote:

[1]The Custom Grouping columns represent statistics gathered from the following sections: MCJ 6250 ONL Summer 15 10788,MCJ 6140 ONL Summer 15 10785,MCJ 6220 ONL Summer 15 10786,MCJ 6190 ONL Fall 15 21359,MCJ 6000 ONL Fall 15 21356,MCJ 6240 ONL Fall 15 21358,MCJ 6250 ONL Fall 15 25313,MCJ 6110 ONL Spring 16 32195,MCJ 6130 ONL Spring 16 32198,MCJ 6120 ONL Spring 16 32197,MCJ 6250 ONL Spring 16 32200,MCJ 6250 ONL Spring 16 35148

Question	Range	Statistics		
		Average	Stand. Dev.	Answer Count
1 This course is:	1 (in my major) to 5 (other)	1.34	0.73	75
2 Current class standing:	1 (Freshman) to 5 (Graduate School)	4.89	0.25	76
3 I logged into class:	1 (at least once a day) to 4 (sporadically)	1.58	0.45	76
4 I participated in discussions and/or chats:	1 (at least once a week) to 4 (sporadically)	1.33	0.40	74
5 I found the topic of this course interesting:	1 (Strongly disagree) to 5 (Strongly agree)	4.47	0.59	76
6 The instructor presented and followed a syllabus that outlined and defined course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.57	0.67	75
7 The instructor answered questions clearly and promptly via email, phone, or online discussion group.	1 (Strongly disagree) to 5 (Strongly agree)	4.70	0.45	73
8 The instructor provided constructive feedback on my progress.	1 (Strongly disagree) to 5 (Strongly agree)	4.70	0.47	76
9 The instructor provided feedback in a timely manner.	1 (Strongly disagree) to 5 (Strongly agree)	4.29	0.67	75
10 The instructor challenged me to apply problem-solving skills and to think analytically.	1 (Strongly disagree) to 5 (Strongly agree)	4.61	0.47	76
11 The instructor measured my progress in relation to the established course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.71	0.41	76
12 The instructor was knowledgeable in the subject matter.	1 (Strongly disagree) to 5 (Strongly agree)	4.73	0.48	76
13 The instructor used course activities that adequately prepared me for exams or other evaluation activities.	1 (Strongly disagree) to 5 (Strongly agree)	4.49	0.65	74
14 The instructor designed online course materials that were clear and understandable.	1 (Strongly disagree) to 5 (Strongly agree)	4.44	0.63	75
15 The instructor designed online presentations for this course that maintained my interest.	1 (Strongly disagree) to 5 (Strongly agree)	4.27	0.77	57
16 The instructor provided enough information at the beginning of the course to get me started.	1 (Strongly disagree) to 5 (Strongly agree)	4.71	0.39	74
17 The instructor answered technical questions or referred me to appropriate technical support when I	1 (Strongly disagree)	4.64	0.43	50

Custom Report Aggregating Statistics For Sections Listed in Footnote 1

Evaluation Used: "Eval Dept of CJ ONLINE"

needed it during this course.	to 5 (Strongly agree)			
18 Overall, this COURSE was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.49	0.73	75
19 Overall, this INSTRUCTOR was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.59	0.66	76
20 I would take another online course.	1 (Strongly disagree) to 5 (Strongly agree)	4.66	0.42	74

Footnote:

[1]The Custom Grouping columns represent statistics gathered from the following sections: MCJ 6180 ONL Summer 16 11417,MCJ 6150 ONL Summer 16 11415,MCJ 6160 ONL Summer 16 11416,MCJ 6220 ONL Summer 16 11418,MCJ 6250 ONL Fall 16 22585,MCJ 6190 ONL Fall 16 22582,MCJ 6000 ONL Fall 16 22580,MCJ 6170 ONL Fall 16 22581,MCJ 6240 ONL Fall 16 22583,MCJ 6120 ONL Spring 17 33129,MCJ 6250 ONL Spring 17 33131,MCJ 6110 ONL Spring 17 33128,MCJ 6160 ONL Spring 17 33130,MCJ 6220 ONL Spring 17 34472

Custom Report Aggregating Statistics For Sections Listed in Footnote 1				
Evaluation Used: "Eval Dept of CJ ONLINE"				
Question	*Range*	*Statistics*		
		Average	Stand. Dev.	Answer Count
1 This course is:	1 (in my major) to 5 (other)	1.43	0.92	57
2 Current class standing:	1 (Freshman) to 5 (Graduate School)	5.00	0.08	57
3 I logged into class:	1 (at least once a day) to 4 (sporadically)	1.50	0.54	57
4 I participated in discussions and/or chats:	1 (at least once a week) to 4 (sporadically)	1.21	0.28	57
5 I found the topic of this course interesting:	1 (Strongly disagree) to 5 (Strongly agree)	4.33	0.85	57
6 The instructor presented and followed a syllabus that outlined and defined course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.39	0.80	57
7 The instructor answered questions clearly and promptly via email, phone, or online discussion group.	1 (Strongly disagree) to 5 (Strongly agree)	4.62	0.51	53
8 The instructor provided constructive feedback on my progress.	1 (Strongly disagree) to 5 (Strongly agree)	4.47	0.71	57
9 The instructor provided feedback in a timely manner.	1 (Strongly disagree) to 5 (Strongly agree)	4.12	0.88	57
10 The instructor challenged me to apply problem-solving skills and to think analytically.	1 (Strongly disagree) to 5 (Strongly agree)	4.41	0.71	56
11 The instructor measured my progress in relation to the established course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.38	0.75	57
12 The instructor was knowledgeable in the subject matter.	1 (Strongly disagree) to 5 (Strongly agree)	4.51	0.66	56
13 The instructor used course activities that adequately prepared me for exams or other evaluation activities.	1 (Strongly disagree) to 5 (Strongly agree)	4.21	0.95	54
14 The instructor designed online course materials that were clear and understandable.	1 (Strongly disagree) to 5 (Strongly agree)	4.19	0.81	57
15 The instructor designed online presentations for this course that maintained my interest.	1 (Strongly disagree) to 5 (Strongly agree)	4.07	0.96	46
16 The instructor provided enough information at the beginning of the course to get me started.	1 (Strongly disagree) to 5 (Strongly agree)	4.35	0.75	56
17 The instructor answered technical questions or referred me to appropriate technical support when I	1 (Strongly disagree)	4.46	0.69	38

needed it during this course.	to 5 (Strongly agree)			
18 Overall, this COURSE was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.29	0.92	57
19 Overall, this INSTRUCTOR was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.31	0.87	57
20 I would take another online course.	1 (Strongly disagree) to 5 (Strongly agree)	4.47	0.82	57

Footnote:

[1]The Custom Grouping columns represent statistics gathered from the following sections: MCJ 6250 ONL Summer 17 10495,MCJ 6180 ONL Summer 17 10492,MCJ 6150 ONL Summer 17 10491,MCJ 6140 ONL Summer 17 10490,MCJ 6170 ONL Fall 17 20913,MCJ 6255 ONL Fall 17 20916,MCJ 6000 ONL Fall 17 20911,MCJ 6110 ONL Spring 18 31458,MCJ 6120 ONL Spring 18 31459,MCJ 6100 ONL Spring 18 31410,MCJ 6220 ONL Spring 18 31664,MCJ 6190 ONL Spring 18 31663,MCJ 6250 ONL Spring 18 31665

Question	Range	Statistics		
		Average	Stand. Dev.	Answer Count
Custom Report Aggregating Statistics For Sections Listed in Footnote 1				
Evaluation Used: "Eval Dept of CJ ONLINE"				
1 This course is:	1 (in my major) to 5 (other)	1.83	1.12	50
2 Current class standing:	1 (Freshman) to 5 (Graduate School)	5.00	0.15	50
3 I logged into class:	1 (at least once a day) to 4 (sporadically)	1.44	0.45	49
4 I participated in discussions and/or chats:	1 (at least once a week) to 4 (sporadically)	1.20	0.40	49
5 I found the topic of this course interesting:	1 (Strongly disagree) to 5 (Strongly agree)	4.23	1.09	50
6 The instructor presented and followed a syllabus that outlined and defined course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.80	0.45	50
7 The instructor answered questions clearly and promptly via email, phone, or online discussion group.	1 (Strongly disagree) to 5 (Strongly agree)	4.79	0.49	49
8 The instructor provided constructive feedback on my progress.	1 (Strongly disagree) to 5 (Strongly agree)	4.54	0.70	49
9 The instructor provided feedback in a timely manner.	1 (Strongly disagree) to 5 (Strongly agree)	4.47	0.56	50
10 The instructor challenged me to apply problem-solving skills and to think analytically.	1 (Strongly disagree) to 5 (Strongly agree)	4.61	0.48	50
11 The instructor measured my progress in relation to the established course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.54	0.79	50
12 The instructor was knowledgeable in the subject matter.	1 (Strongly disagree) to 5 (Strongly agree)	4.84	0.34	48
13 The instructor used course activities that adequately prepared me for exams or other evaluation activities.	1 (Strongly disagree) to 5 (Strongly agree)	4.58	0.56	50
14 The instructor designed online course materials that were clear and understandable.	1 (Strongly disagree) to 5 (Strongly agree)	4.55	0.73	49
15 The instructor designed online presentations for this course that maintained my interest.	1 (Strongly disagree) to 5 (Strongly agree)	4.54	0.70	42
16 The instructor provided enough information at the beginning of the course to get me started.	1 (Strongly disagree) to 5 (Strongly agree)	4.75	0.48	49
17 The instructor answered technical questions or referred me to appropriate technical support when I	1 (Strongly disagree)	4.73	0.65	34

needed it during this course.	to 5 (Strongly agree)			
18 Overall, this COURSE was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.67	0.52	49
19 Overall, this INSTRUCTOR was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.65	0.54	47
20 I would take another online course.	1 (Strongly disagree) to 5 (Strongly agree)	4.67	0.46	49

Footnote:

[1]The Custom Grouping columns represent statistics gathered from the following sections: MCJ 6160 ONL Summer 18 10643,MCJ 6130 ONL Summer 18 10642,MCJ 6250 ONL Summer 18 10645,MCJ 6200 ONL Summer 18 10644,MCJ 6000 ONL Fall 18 21039,MCJ 6170 ONL Fall 18 21042,MCJ 6150 ONL Fall 18 21041,MCJ 6250 ONL Summer 18 12054,MCJ 6190 ONL Spring 19 31262,MCJ 6100 ONL Spring 19 31257,MCJ 6120 ONL Spring 19 31260,MCJ 6220 ONL Spring 19 31263,MCJ 6110 ONL Spring 19 31259

Question	Range	Statistics		
		Average	Stand. Dev.	Answer Count
Custom Report Aggregating Statistics For Sections Listed in Footnote 1				
Evaluation Used: "Eval Dept of CJ ONLINE"				
1 This course is:	1 (in my major) to 5 (other)	1.69	1.16	73
2 Current class standing:	1 (Freshman) to 5 (Graduate School)	5.00	0.13	74
3 I logged into class:	1 (at least once a day) to 4 (sporadically)	1.42	0.55	74
4 I participated in discussions and/or chats:	1 (at least once a week) to 4 (sporadically)	1.24	0.33	74
5 I found the topic of this course interesting:	1 (Strongly disagree) to 5 (Strongly agree)	4.61	0.73	74
6 The instructor presented and followed a syllabus that outlined and defined course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.68	0.69	73
7 The instructor answered questions clearly and promptly via email, phone, or online discussion group.	1 (Strongly disagree) to 5 (Strongly agree)	4.67	0.63	72
8 The instructor provided constructive feedback on my progress.	1 (Strongly disagree) to 5 (Strongly agree)	4.62	0.73	74
9 The instructor provided feedback in a timely manner.	1 (Strongly disagree) to 5 (Strongly agree)	4.31	0.71	73
10 The instructor challenged me to apply problem-solving skills and to think analytically.	1 (Strongly disagree) to 5 (Strongly agree)	4.71	0.63	74
11 The instructor measured my progress in relation to the established course expectations.	1 (Strongly disagree) to 5 (Strongly agree)	4.67	0.71	74
12 The instructor was knowledgeable in the subject matter.	1 (Strongly disagree) to 5 (Strongly agree)	4.84	0.41	74
13 The instructor used course activities that adequately prepared me for exams or other evaluation activities.	1 (Strongly disagree) to 5 (Strongly agree)	4.63	0.71	74
14 The instructor designed online course materials that were clear and understandable.	1 (Strongly disagree) to 5 (Strongly agree)	4.60	0.80	72
15 The instructor designed online presentations for this course that maintained my interest.	1 (Strongly disagree) to 5 (Strongly agree)	4.43	1.11	62
16 The instructor provided enough information at the beginning of the course to get me started.	1 (Strongly disagree) to 5 (Strongly agree)	4.70	0.64	74
17 The instructor answered technical questions or referred me to appropriate technical support when I	1 (Strongly disagree)	4.72	0.65	49

needed it during this course.	to 5 (Strongly agree)			
18 Overall, this COURSE was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.69	0.68	74
19 Overall, this INSTRUCTOR was effective.	1 (Strongly disagree) to 5 (Strongly agree)	4.64	0.74	74
20 I would take another online course.	1 (Strongly disagree) to 5 (Strongly agree)	4.61	0.74	74

Footnote:

[1]The Custom Grouping columns represent statistics gathered from the following sections: MCJ 6160 ONL Summer 19 10483,MCJ 6180 ONL Summer 19 10485,MCJ 6250 ONL Summer 19 10487,MCJ 6255 ONL Fall 19 21013,MCJ 6000 ONL Fall 19 21003,MCJ 6100 ONL Fall 19 21006,MCJ 6250 ONL Fall 19 21012,MCJ 6200 ONL Fall 19 21008,MCJ 6260 ONL Fall 19 24525,MCJ 6110 ONL Spring 20 33877, MCJ 6100 ONL Spring 20 33876,MCJ 6190 ONL Spring 20 33880,MCJ 6120 ONL Spring 20 33878,MCJ 6130 ONL Spring 20 33879,MCJ 6250 ONL Spring 20 33881