**Annual Departmental Report**

***Amended for 2020-2021 Academic Year to Accommodate and Reflect Adjustments due to Pandemic***

*There are amended instructions throughout this document to reflect the special circumstances of this academic year (AY20-21) that you will find red. As an institution and as departments we have learned that we can use our creativity to deliver learning even in the most difficult of circumstances.*

**Program Information**

Program/Department: Criminal Justice / Behavioral Science

Department Chair: Christine Shane

Department Assessment Committee Contact: Randall Grometstein

*This document is to be kept in the department and an electronic file is due to the Director of Assessment by May 15, 2021.*

1. **Departmental Special Section for AY2021**

Department Lessons Learned and Accomplishments

In thinking through the academic year, report on how the department adapted to changes brought on by the pandemic. Reflect on actions that surprised you, on lessons learned that will help in the future, and major accomplishments.

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| What the CJ faculty found most surprising was that most of us – faculty and students -- adapted well to remote learning. Many students found the pandemic stressful economically, socially and emotionally. However, remote instruction (which could be recorded and viewed at a more convenient time) was probably overall a benefit for most students. In the fall, our hybrid classes were well attended, but by the end of the spring semester, more and more students opted to participate only by Zoom. Most students on Zoom kept their cameras off, although our Police Concentration students were required to keep their cameras on for required police classes. We hypothesize that the most important reason why students turn off their cameras is to preserve the privacy of family members, and secondarily because some were listening to class while at work. Overall, students appeared to work hard to maintain their connection to the university in these unusual times.  Another benefit of the pandemic is that most faculty were incentivized to become more familiar with online programs and tools. Many of us in the coming years will continue to use a variety of electronic tools (Slido, Google Forms, polling programs) in the classroom, and perhaps even desire to teach an occasional class online**.** (In the past, for example, I have had to give alternate assignments during the week I attend a conference, but with Zoom I could hold class at the regular time even while in another city.)  From the perspective of assessment, however, I would not expect to see any improvements in the students’ performance during this pandemic year. Stress does not generally enhance learning, and students wrote papers in haste and in competition with their work schedules. The library could be accessed only remotely, and that encouraged students to do their “research” on the web only, rather than by digging into the library’s databases. I would imagine that more e-texts were purchased or rented than physical texts, which probably decreased the amount of time students spent studying. (Student engagement with e-texts remains to be measured, but my impression is that they read less thoroughly than they do with physical texts.)  If our assessment shows students holding the line (as we measure it), I will be pleased. |
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1. **Program Learning Outcomes (PLOs) (Educational Objectives)**
2. **List of PLOs and the timeline for assessment.**

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| **PLO #** | **PLO – Stated in assessable terms** | **Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate** | **Timing of assessment (annual, semester, bi-annual, etc.)** | **When was the last assessment of the PLO completed?** |
| **1.** | Criminal justice knowledge | All 6 learning outcomes are  listed here: https://www.fitchburgstate.edu/academics/programs/criminal-justice-bs | Annual | 2019 |
| **2.** | Understanding crime and crime causation |  | Annual | 2019 |
| **3.** | Critical thinking |  | Annual | 2019 |
| **4.** | Effective writing |  | Annual | 2019 |
| **5.** | Moral and ethical reasoning |  | Annual | 2019 |
| **6.** | Quantitative analysis |  | Annual | 2019 |

1. **PLO Assessment** (Please report on the PLOs assessed and/or reviewed this year. Programs should be assessing at least one each year.)

Using the table below, list and briefly describe the **direct method(s)** used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

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| **PLO # (from above)** | **Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)** | **When assessment was administered in student program (internship, 4th year, 1st year, etc.)** | **To which students were assessments administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** | **Reflection on the results: How was the “loop closed”?** |
| 1-5 | Anonymized papers from the capstone CJ 4100 Colloquium in CJ courses are assessed by faculty members who did not teach the course that year | Generally the capstone is taken in the senior year, so the assessment is done the summer following graduation | One or two sections of the spring Colloquium (20-40 students) | Rubric | Discussion at CJ faculty meetings |
| 6 | Anonymized papers from the spring section of CJ 3140 CJ Data Analysis | Students can take CJ 3140 Data Analysis any time after freshman year; however, most take it in their senior year | All students enrolled in a spring section of the course | Rubric | Discussion at CJ meetings |
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If applicable, use the space below to report on PLO assessment impacted by the move to remote learning.

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| We will be better able to report next fall, because we hope to do our assessment during the summer 2021. |

**Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

Please reflect on changes that the department has had to engage in given changes to teaching modality and especially capstone experiences.

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| Reflect**ion Prompt** | **Narrative Response** |
| **Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)** | We assess student papers from the capstone course CJ 4100 Colloquium in CJ. Faculty who teach the course are urged to select a topic that reviews the CJ system as a whole. The topic for this year’s course was wrongful conviction.  We assess papers from CJ 3140 Data Analysis to examine quantitative reasoning skills. **HOWEVER**, this academic year (20-21) was unusual in two respects. First, of course, was the change to remote instruction. Second, and peculiar to the Behavioral Science Department, was the death of our long-time administrative assistant, Ms. Gail Feckley (may she rest in peace). Due to the resulting lack of administrative support, we decided NOT to assess the Data Analysis papers this year, because doing so would have required extensive scanning of papers so they could be uploaded to tk20.  In place of the quantitative reasoning assessment, we decided to pilot an examination of papers from CJ 2651 Ethics in Criminal Justice, although we have only a small group of papers to assess. |
| **Who interprets the evidence?**  **What is the process?**  **(e.g. annually by the curriculum committee)** | All CJ faculty members EXCEPT the one(s) who taught the course in question. |
| **What changes have been made as a result of using the data/evidence? (close the loop)** | Some years ago, in an effort to improve students’ quantitative reasoning skills, we instituted a new course – Advanced Research Methods in CJ – to supplement the existing two-course sequence (Research Methods in CJ and Data Analysis). Several assessments later, we decided to eliminate Advanced Research Methods because we did NOT see the anticipated improvement in students’ quantitative reasoning skills, and we were in the process of streamlining our requirements for the CJ major, both traditional and police concentration. |

1. **Assessment Plan for Program/Department**
2. Insert the program or department Assessment Plan

## Action Plan in Table Format

## Criminal Justice Program

## April 5, 2021

## Based on the External Evaluation Report of David Mackey, PhD

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| ***Specific area where improvement is needed (per Mackey report)*** | ***Specific action*** | ***Evidence to support the recommended change*** | ***Person(s) responsible for***  ***implementing change*** | ***Timeline for implementation*** | ***Resources needed*** | ***Assessment Plan*** |
| **Recommendation 1: Formation of a Discrete Department** |  |  |  |  |  |  |
|  | **Create a Discrete CJ Department** | **Intra-BS departmental conflicts. CJ Coordinator, Police Coordinator, and Graduate Program Manager already doing much of the work of a Department Chair. CJ is a professional program and non-CJ chair lacks knowledge and expertise to properly administer it and staff it; see report.** | **Academic VP, AUC** | **AUC proposal AY 21-22 for Fall 2022 implementation** | **Administrative assistance, mitigated by reduced administrative burdens on BS, as well as appropriate office space.**  **Formal course releases, according to the MSCA contract, would be a wash – CJ would be 6, as of F21 and BS would go from 12 to 6, so CJ and BS chairs would each receive 6-credit release, vs current 12-cr release for BS chair. Because the CJ coordinator currently receives a 3-credit reduction per year as an alternate assignment, creating a new department would actually save a reduction, at current faculty sizes. If CJ reaches the 9-member threshold, it would qualify for an additional course reduction.** | **Do we have a new department?** |
|  | **Improve the Availability of On-Campus Academy Facilities** | **Conflicts exist for the use of campus facilities, notably the gym, due in part to the fact that 17-week academy runs into the University’s fall semester.** | **University facilities managers and administration** | **Summer 2021** | **Space** | **Can we conduct entire Academy on campus, or do we still need to look elsewhere?** |
|  | **Provide Space for Criminal Investigation Class with Sufficient Storage** | **None currently available but needed for Academy. Crime Scene Investigation requires numerous hands-on activities utilizing various pieces of equipment. Activities require lengthy preparation and can last for several weeks.** | **Proposal from CJ faculty, implementation by University facilities managers** | **Spring 2022** | **Resources include space and storage** | **Existence of facilities. Comparison of pre- and post-lab Criminal Investigations training** |
|  | **Provide Sufficient Crime Scene Processing Equipment** | **Criminal Investigations requires students to utilize numerous crime scene processing materials** | **Proposal from CJ faculty, implementation by University facilities managers** | **Spring 2022** | **Crime scene processing kits for students to utilize during the semester. Some items will need to be purchased each semester while others can be used continually.** | **Has equipment been purchased and utilized?** |

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| **Recommendation 2: Advising Coordinator Assignment** |  |  |  |  |  |  |
|  | **Create an Advising Coordinator Alternate Professional Assignment** | **With 420 majors and seven full-time faculty in 2021-22, the 60-1 ratio far exceeds the 30-advisee contract standard. Too little expertise in CJ program requirements and in CJ career and options among non-CJ advisors.** | **CJ faculty study to propose scope of position. University Administration support if implemented** | **Fall 2021** | **With about 200 advisees as well as responsibility for advising support, such as the proposed Blackboard site, position could require a 2-course release per semester.** | **First, creation of workable proposal. Second, advisee surveys pre- and post-implementation.** |
| **Recommendation 3: Advising Blackboard Course Page** |  |  |  |  |  |  |
|  | **Create Blackboard Advising Page** | **Advising loads are overwhelming, so this can benefit new faculty and increase student self-reliance.** | **Advising Coordinator** | **Fall 2021** | **Advising Coordinator** | **Does it exist?** |
| **Recommendation 4: Assessment** |  |  |  |  |  |  |
|  | **Create Curriculum Map for Entire Curriculum** | **Need to conform with emerging LA&S and other standards** | **CJ Faculty** | **DONE** | **None needed** | **DONE** |
|  | **Assess Need for and Efficacy of Math 1700 for CJ Majors** | **Bottleneck: Students failing to graduate b/c of Math 1700 requirement; low grades and repeats by CJ students out of proportion to the rest of their academic achievements; perception of disdain by Math faculty for CJ students; disjunction between Fitchburg’s and other CJ program’s teaching of statistics (usually w/in the CJ department)** | **CJ Faculty, Office of University Assessment** | **AY 2021-22 for possible Spring 2022 AUC proposal** | **Cooperation by University assessment offices so we can gather the necessary data.** | **Are CJ students actually victimized by Math 1700? If so, will we have produced a workable plan? Further assessment can come only after plan is implemented.** |
|  | **Institute Needs-based Scheduling** | **Administration would like to avoid situations like our late addition of section of CJ 3140 for Spring 2021** | **CJ Coordinator** | **Spring 2021 scheduling for Fall 2021 and Spring 2022** | **SSC analysis** | **Did we need new sections?** |
|  | **Use Pre-registration for Certain Senior Courses** | **Administration would like to avoid situations like our late addition of section of CJ 3140 for Spring 2021** | **CJ Coordinator, Registrar** | **Spring 2022** | **Registrar cooperation** | **Have we fulfilled our seniors’ needs for specific CJ courses?** |
| **Recommendation 5: Rollout of Institute for Social, Community, and Criminal Justice** |  |  |  |  |  |  |
|  | **Perform Needs Assessment for a Possible Institute for Community, Social, & Criminal Justice** | **Given the state of justice in the 21st century, we believe that an institute could be valuable to the University and the community, but have yet to do a formal needs assessment.** | **CJ faculty, Crocker Center, SOGCE, and others if appropriate** | **AY 2021-22** | **Internal CJ plus Crocker Center, SOGCE, and other interested Fitchburg State departments, programs, and other parties** | **Inherent in the action.** |

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|  | **Survey of Best Practices to Address Needs through Institute** | **Should not take on such an ambitious project without a clear idea of best practices** | **CJ faculty, with administration cooperation when appropriate** | **AY 2021-22** | **Internal CJ, CTL, Crocker Center, other relevant Fitchburg State parties** | **Inherent in the action** |
|  | **Use Needs Assessment and Best Practices to Create Timetable for Implementation of Institute** | **Once we know needs, available resources, and best practices, can we see a clear path?** | **CJ faculty, with administration cooperation when appropriate** | **Fall 2022 for plan; rollout depends on timetable** | **For full implementation, University support for external funding, Crocker Center involvement for cooperation with community. Will coordinate with expanded graduate program** | **Does plan accord with needs assessment? Does it implement best practices?** |
| **Recommendation 6: Course rotation for electives** |  |  |  |  |  |  |
|  | **Review Roster of CJ Electives for Possible Reduction** | **Some electives aren’t taught enough because of limited faculty availability** | **CJ Faculty** | **Fall 2021** | **Internal CJ curriculum review in light of possible new concentrations.** | **Improved delivery of 2-year course rotation, student participation in concentrations.** |
|  | **Reduce CJ elective requirement** | **In light of Fitchburg State’s newly-revised general education requirements plus a 45-credit major, requiring fewer credits from our students would allow the program to promote ACJS standard B.10, which calls for “unrestricted electives wherever possible”** | **CJ Faculty** | **Fall 2021** | **Internal CJ to prepare AUC proposal; AUC cooperation with proposal.** | **Retention rates steady or increased, number of CJ students adding minors or second majors, time to graduation improvements, improved delivery of 2-year course rotation** |
|  | **Create concentrations for non-policing CJ students** | **Students are often unclear about non-policing CJ options, especially those who entered the program expecting to be police officers.** | **CJ Faculty for concentrations involving existing courses. Administrative support for concentrations requiring new courses.** | **Spring 2021, for informal concentrations** | **Concentrations would not be required. Some concentrations can be formed from existing courses; others would require new courses and therefore a larger faculty** | **Are students signing up for concentrations?** |
|  | **Create Course Rotation** | **Students and faculty should know when electives will be offered, and we need to ensure compliance with NECHE accreditation.** | **CJ Coordinator/Chair** | **Fall 2022, following review of CJ elective roster and development of concentrations** | **Internal for plan, sufficient faculty for execution** | **Improved delivery of 2-year course rotation, student participation in concentrations. Might conflict with needs-based scheduling (in Recommendation 4 section)** |
| **Recommendation 7: Articulation Agreements** |  |  |  |  |  |  |
|  | **Review and disseminate articulation agreements; create if necessary (7)** | **Extensive requirements for both Gen Ed and CJ make it important to provide smooth transitions for CC grads. Mass Transfer currently addresses many of these issues for general education, and CJ students have encountered few difficulties with transferred CJ credits.** | **Review by CJ program concerning CJ-specific articulation; next steps if necessary by administration** | **DONE** | **None at this time** | **DONE** |
| **Recommendation 8: Controlled lifting of major/minor restrictions on CJ course offerings** |  |  |  |  |  |  |
|  | **Open Some CJ Courses to Non-majors (8)** | **University community has limited exposure to our very progressive CJ program** | **Administration** | **Fall 2022** | **Administration providing sufficient faculty** | **Have we opened courses beyond Intro to CJ to non-CJ majors and minors?** |
| **Recommendation 9: MS Degree** |  |  |  |  |  |  |
|  | **Create Non-policing Track for Graduate Program** | **CJ can be useful for non-police, especially as we reach outside CJ proper** | **CJ Graduate Committee** | **Summer 2021** | **Administrative support for expanding graduate faculty and graduate applicant pool** | **Are courses and tracks available?** |
|  | **Create Community Justice Track and Appropriate Courses for Graduate Program** | **If indicated by needs assessment and best practices** | **CJ Graduate Committee** | **Fall 2022** | **Best practices to be identified** | **Does program conform to best practices?** |
|  | **Expand Applicant Pool for Grad Program** | **To expand into non-police-specific education, will need more students.** | **Grad Program Manager, CJ/BS faculty, GCE** | **Summer 2021 and ongoing** | **Recruitment assistance, expanding pool, possible cooperation with Worcester State CJ.** | **Do we have a larger applicant pool or not?** |
|  | **Increase CJ Graduate Capstone Flexibility** | **Capstone is unwieldy. Need more courses for sub-12-credit projects** | **Grad Program Manager, Graduate Committee** | **Spring 2021** | **CJ internal** | **Student success in fulfilling capstone requirement.** |
|  | **Expand grad faculty** | **Currently all-adjunct. Could graduate program get at least one full-time faculty member?** | **CJ Graduate Committee, GCE Dean, Academic VP** | **Spring 2022** | **Administration** | **Do we have a full-time dedicated GCE professor?** |
| **Not in Report** |  |  |  |  |  |  |
|  | **Increase Diversity of Faculty** | **Current faculty composition not reflective of student body composition.** | **CJ Faculty, FSU administration.** | **Summer 2021 and ongoing** | **Administration assistance with employment outreach, especially to under-represented groups.** | **Is our faculty, both full-time and adjunct, more diverse?** |

1. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.

The report listed a number of recommendations, and three in particular have an impact on assessment.

\*\* Recommendation 4 / Assessment, listed two goals: Create a curriculum map and assess the need/efficacy of requiring MATH 1700 Applied Statistics for CJ majors.

With regard to MATH 1700 Applied Statistics, we would like to investigate whether a student’s grade in this course predicts his/her/their GPA in CJ courses. We expect to find no correlation whatsoever. We further hypothesize that enrolling in MATH 1700 is an obstacle to many students’ ability to graduate. We would like to investigate how many times students throughout the university pay for MATH 1700 only to drop it and repeat it. Lastly, we are interested by the course MATH 1100 Math and Society, and would like to recommend to our students that they take it instead of Applied Statistics.

\*\* Recommendation 6 / Course rotation for electives, listed three goals: reduce the number of CJ electives required for non-policing CJ students, create non-police concentrations, and create current course rotation schedules.

Recommendation 6 is in line with our desire to make the police concentration (and any other concentrations we design) as similar to the traditional CJ major as possible. This produces greater administrative efficiency and allows us to spend more time teaching.

\*\* Recommendation 8 / Controlled lifting of CJ major/minor restrictions would allow more non-CJ majors to take our courses, and this would likely impact our assessment. We would have to link our results to a student’s major.

1. If you do not have a plan, would you like help in developing one?

[Grab your reader’s attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.]

Yes

1. **Program Review Action Plan or External Accreditation Action Letter/Report**

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

* 1. **Programs that fall under Program Review:**
     1. Date of most recent Review:
     2. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

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| **Specific area where improvement is needed** | **Evidence to support the recommended change** | **Person(s) responsible for implementing the change** | **Timeline for implementation** | **Resources needed** | **Assessment Plan** | **Progress Made this Year** |
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* + 1. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Yes

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* 1. **Programs with external Accreditation:**
     1. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
     2. Date of most recent accreditation action by each listed agency.
     3. Date and nature of next review and type of review.

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| **List key issues for continuing accreditation identified in accreditation action letter or report.** | **Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)** | **Update on fulfilling the action letter/report or on meeting the key performance indicators.** |
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1. **Departmental Strategic Initiatives**

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| **Accomplished Initiatives AY 20-21 Add more rows as needed** | **Corresponding Strategic Plan Goal & Strategy**  **Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
| Recommendation 9/ MS degree program listed a goal of increasing faculty diversity | We have recruited an adjunct named Julie Onos to teach a course in the master’s program | **Yes**  x |
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| **Planned Initiatives for AY 2021-22 Add more rows as needed** | **Associated Strategic Plan Goal & Strategy**  **Goal # followed by Strategy # ex: 1.3** | **Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal** |
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**F. Departmental Reflection:**

*Take this section to reflect on--*

1. *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*
2. *Reflect on how the department adapted to the pandemic. Reflect on actions that surprised you and on lessons learned that will help in the future.*

Assessment is a topic that we as a CJ faculty are very interested in. Bringing in new FT faculty facilitates the ongoing discussion of what our common instructional goals should be, and we have always enjoyed sharing ideas about how to reach them.

We are also excited by the impending evaluation of the police concentration program by CJ faculty member Michael McCutcheon, assisted by SOC faculty member Zachary Miner, and HMSV faculty member Kori Ryan.

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