

The MACJ program had two overarching goals for this workshop. The primary goal of this workshop was to provide the baseline level of accurate expectations and skills that incoming students need to be successful and can then build upon in their MACJ classes. By providing incoming students with appropriate expectations, they had the opportunity to adjust their approaches to the program and its classes accordingly, increasing the likelihood that they will successfully meet those expectations. As these expectations are reinforced and discussed in every MACJ class, this workshop provided incoming students a head-start towards working towards meeting them. Additionally, by spending time reviewing writing skills, the workshop served as the universal equalizer for our incoming students as we understand that students from a variety of backgrounds and paths to our graduate program may have a variety of undergraduate writing skills. The workshop was designed to both reinforce the skills that some students may already have been exposed to create high quality undergraduate writing and to teach those same skills to other students who may not have been exposed to them.

The secondary goal of this workshop was to provide a cohort-based experience, the only of its kind in the program currently. Other graduate programs at Stockton use a cohort-model and have acknowledged its benefits. This workshop, done in cohorts, is the first opportunity that our program has had to encourage the cohort-format and its benefits in our program.

On September 24, 2022, the first Master's of Arts in Criminal Justice (MACJ) first-semester student workshop was held. It was a full day workshop that started at 8:30am and went until 4:30pm. The goal of the workshop was two-fold:

1. to provide and explain the expectations for students in the MACJ program, and
2. to provide the baseline level of writing skills that incoming students need to be successful and can then build upon in their MACJ classes.

All students who were first-semester MACJ students in Fall 2022 (with the exception of one who was on military training the weekend it was scheduled) attended and actively participated in the workshop. Students reported a high level of satisfaction with the experience (see the [full Assessment report](#)) and both faculty were highly satisfied with the day. All of our expectations were met. The agenda for the workshop can be found [here](#) and additional materials used can be found [here](#).

Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes. The full Assessment report can be found [here](#).

In summary, both the GPA-based comparison and assignment-grade-based comparison showed advantages for those first-

		increases) in late September and second disbursement of \$525 in early February
APA Manuals	\$850	Purchase of 25 APA Manuals to cover both workshops attendees to be disbursed in late August (if possible).
Total	\$4780	