

PROGRAM OUTCOMES ASSESSMENT REFLECTION FORM

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| Name of Program and Discipline : Criminal Justice A.A.S. |
| Point of Contact(s) : Deborah Grubb & Sean Fay |
| Dean : Darrin Campen |
| Date: September 2, 2016 |

Section I: Assessment Progress from Previous Assessment

(N/A if this is your first Program Outcomes Assessment Reflection Form)

| Student Learning Outcomes Assessed in Previous Cycle | Planned Improvements from Previous Student Learning Outcomes Assessment Report | Update on Planned Actions <i>(Please indicate when, where, and how planned improvements were implemented)</i> |
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| N/A | | |
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Section II: Assessment Report – Current Assessment

(Repeat this section as needed for each outcome)

Student Learning Outcome #1: *Demonstrate an understanding of the criminal justice process (police, courts, and corrections)*

| <p align="center"><u>Origin of Assessment Measure</u></p> <p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p> | <p align="center"><u>Methods of Assessment</u></p> <p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p> | <p align="center"><u>Performance Standard</u></p> <p>Define and explain acceptable level of student performance.</p> | <p align="center"><u>Analysis</u></p> <p>Present the findings of the analysis including the numbers participating and deemed acceptable.</p> |
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| <p align="center">CCJS 221 Criminal Law</p> | <p align="center">Final Exam</p> | <p align="center">A Score of 70 or Higher Qualifies as "Meets Expectations"</p> | <p>84 students from 5 different sections were assessed for this outcome. 5 students did not complete the exam; therefore, 79 students completed the assessment.</p> |

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| | | | <p>65% of the students received the necessary points, meeting the expected benchmark.</p> <p>Full-time students did slightly better on the essay portion of Outcome #2 than Part-time students.</p> <p>3 Students that were 30 years old and above were found to perform slightly better than their younger counterparts on the objective items: mean = 15.6 (30 years and older) v. 14.3 (19-24) and 13.7 (25-29) respectively, but did not perform as well on the essay items.</p> <p>Gender and major did not appear to have significant differences regarding this outcome.</p> |
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Discuss any strengths and opportunities for improvement based on the results from this outcome.

The benchmark was met for students overall; the faculty, however, have agreed to raise the benchmark for future assessments to 70%. Based on the results, older students struggled more with the essay portion of Outcome #1 and may require additional attention in this area. Also, it was determined that future assessments

will base the outcome measurements on only those questions that directly pertain to the outcome itself (not the entire exam) in order to achieve more validity regarding the results.

Based on assessment results for this outcome, what actions will be taken to improve student learning?

Who will be the contact person for each action?

Question #8 seemed to challenge an overwhelming number of students and will be examined. Writing resources (Writing Center and Tutoring Opportunities) will be stressed to students who exhibit difficulty early on with writing in the classroom. Faculty will increase the emphasis and discussion in the classroom regarding the importance of completing this assignment.

Sean Fay & Deborah Grubb

Student Learning Outcome #2: *Analyze the history, functions, policies, and procedures used in each subsystem of justice and creatively offer alternatives to current practices.*

| <p align="center"><u>Origin of Assessment Measure</u></p> <p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p> | <p align="center"><u>Methods of Assessment</u></p> <p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p> | <p align="center"><u>Performance Standard</u></p> <p>Define and explain acceptable level of student performance.</p> | <p align="center"><u>Analysis</u></p> <p>Present the findings of the analysis including the numbers participating and deemed acceptable.</p> |
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| <p align="center">CCJS 221 Criminal Law</p> | <p align="center">Final Exam</p> | <p align="center">A Score of 70 or Higher Qualifies as "Meets Expectations"</p> | <p>84 students from 5 different sections were assessed for this outcome. 5 students did not complete the exam; therefore, 79 students completed the assessment.</p> <p>65% of the students received the necessary points, meeting the</p> |

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| | | | <p>expected benchmark for Outcome #2.</p> <p>No significant differences were found between part-time and full-time status.</p> <p>Students 30 years old and above performed better on both the objective items, as well as the essay portion regarding Outcome #2.</p> <p>Gender and major did not appear to have significant differences regarding this outcome.</p> <p>Those students having transfer credits did a little better on the essay portion for Outcome #2 (mean = 17.1 v. 15.7 respectively).</p> |
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Discuss any strengths and opportunities for improvement based on the results from this outcome.

It appears that more experienced students (transfer credits) and older students (30 and above) performed better on outcome #2. This outcome involves analyzation and may be more challenging for students with less experience. As stated above, the benchmark was met for students overall but faculty have agreed to change

the benchmark for future assessments to 70%. Again, future assessments will base the outcome measurements on only those questions that directly pertain to the outcome itself (not the entire exam) in order to achieve more validity regarding the results.

Based on assessment results for this outcome, what actions will be taken to improve student learning?

Who will be the contact person for each action?

Younger students and students with less college experience may need reinforcement of analyzation skills. Students who exhibit such a need early in the semester will be referred to the Writing Center for assistance. Faculty will increase the emphasis and discussion in the classroom regarding the importance of completing this assignment.

Sean Fay & Deborah Grubb

Student Learning Outcome #3: *Explain the function and role of various criminal justice practitioners in the operation of an ethical and professional system of justice that exists within a diverse society.*

| <p align="center"><u>Origin of Assessment Measure</u></p> <p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p> | <p align="center"><u>Methods of Assessment</u></p> <p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p> | <p align="center"><u>Performance Standard</u></p> <p>Define and explain acceptable level of student performance.</p> | <p align="center"><u>Analysis</u></p> <p>Present the findings of the analysis including the numbers participating and deemed acceptable.</p> |
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| <p align="center">CCJS 244 Contemporary Issues</p> | <p align="center">Research Paper</p> | <p align="center">A Score of 70 or Higher Qualifies as "Meets Expectations"</p> | <p>28 students from 1 section were assessed for this outcome. 3 students failed to complete the assignment. As a result, 25 students made up the final assessment.</p> <p>Only 3 students out of the 25 did not meet expectations; therefore, the</p> |

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| | | | <p>65% benchmark was achieved and the overall percentage for successful completion was over 80%.</p> <p>There does not seem to be any significant difference between full-time and part-time students or by major.</p> <p>Older students (30 and above) performed better than their younger counterparts on this outcome (mean = 18.1 v. 15.8 and 14.25 respectively).</p> <p>Males performed slightly better than females on this outcome.</p> <p>Those students with transfer credits performed better than those without (mean = 18 v. 14.8 respectively).</p> <p>Also, those with more credits overall performed slightly better.</p> |
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Discuss any strengths and opportunities for improvement based on the results from this outcome.

Student performance was well over the benchmark for this outcome. An online version of this course is now being offered and may allow more than 1 section of the course to be included in the assessment process.

Based on assessment results for this outcome, what actions will be taken to improve student learning?

Who will be the contact person for each action?

Faculty will continue to promote the use of writing resources in the classroom and require the plagiarism quiz to be taken before the assignment is due to curtail any misunderstandings with plagiarism. Faculty will increase the emphasis and discussion in the classroom regarding the importance of completing this assignment.

Deborah Grubb & Sean Fay

Student Learning Outcome #4: *Explain the impact of political and economic considerations as it relates to criminal justice theory, research, practice, and policy.*

| <p align="center"><u>Origin of Assessment Measure</u></p> <p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p> | <p align="center"><u>Methods of Assessment</u></p> <p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p> | <p align="center"><u>Performance Standard</u></p> <p>Define and explain acceptable level of student performance.</p> | <p align="center"><u>Analysis</u></p> <p>Present the findings of the analysis including the numbers participating and deemed acceptable.</p> |
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| <p align="center">CCJS 244 Contemporary Issues</p> | <p align="center">Research Paper</p> | <p align="center">A Score of 70 or Higher Qualifies as "Meets Expectations"</p> | <p>28 students from 1 section were assessed for this outcome. 3 students failed to complete the assignment. As a result, 25 students made up the final assessment.</p> <p>Only 3 students out of the 25 did not meet expectations; therefore, the 65% benchmark was achieved and the</p> |

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| | | | <p>overall percentage for successful completion was over 80%.</p> <p>No significant differences were found between males and females or by major.</p> <p>Part-time students and students with transfer credits did slightly better than full-time students regarding this outcome.</p> <p>Once again, older students (30 and above) showed a marked difference in performance over their younger counterparts (mean = 18.1 v. 15.8 and 14.2, respectively).</p> <p>Those students with 60 -89 credits performed better than both categories of students with less than 60 credits and those with 90 - 120 credits.</p> |
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Discuss any strengths and opportunities for improvement based on the results from this outcome.

Student performance was over the benchmark for this outcome. Older students and students with at least 2 years of college experience performed strongly regarding this outcome. No significant weaknesses were noted.

Based on assessment results for this outcome, what actions will be taken to improve student learning?

Who will be the contact person for each action?

Faculty will continue to promote the use of writing resources in the classroom and require the plagiarism quiz to be taken before the assignment is due to curtail any misunderstandings with plagiarism. Faculty will increase the emphasis and discussion in the classroom regarding the importance of completing this assignment.

Deborah Grubb & Sean Fay

Student Learning Outcome #5: (*Unofficial) *Demonstrate the ability to write about criminal justice issues proficiently, utilizing academic sources in an organized and coherent manner.*

| <p><u>Origin of Assessment Measure</u></p> <p>Please list any courses used for the assessment of the outcome or origin of assessment data if not from a course</p> | <p><u>Methods of Assessment</u></p> <p>Describe the type of assignment used. For example, did students write a paper or complete a test?</p> | <p><u>Performance Standard</u></p> <p>Define and explain acceptable level of student performance.</p> | <p><u>Analysis</u></p> <p>Present the findings of the analysis including the numbers participating and deemed acceptable.</p> |
|---|---|--|---|
| <p>CCJS 244 Contemporary Issues</p> | <p>Research Paper</p> | <p>A Score of 70 or Higher Qualifies as "Meets Expectations"</p> | <p>As mentioned above, 28 students from 1 section were assessed for this outcome. 3 students failed to complete the assignment. As a result, 25 students made up the final assessment.</p> <p>Only 3 students out of the 25 did not meet expectations; therefore, the</p> |

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| | | | 65% benchmark was achieved and the overall percentage for successful completion was over 80%. |
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Discuss any strengths and opportunities for improvement based on the results from this outcome.

***This outcome is in the process of being added as an official program outcome for the CCJS A.A.S. Program; we decided to include this outcome in our current (first) assessment in order to have data for comparison during our next program assessment cycle. This particular outcome was found to be overrepresented within the research paper and will be modified.**

Based on assessment results for this outcome, what actions will be taken to improve student learning?

Who will be the contact person for each action?

After analyzation of the results, it is agreed that the outcome areas for the research paper need to be more properly weighted to provide a more valid measure of all 3 outcomes. As such, the rubric will be revised to reflect this change.

Deborah Grubb & Sean Fay