

Program Assessment Report 2016-2017

Program: Criminal Justice

Program Learning Description

8).Develop skills that will enable students to evaluate the social justice implications related to the criminal justice system.

Identify the artifact(s) (i.e. student work or outputs) that you used to assess the PLO. [Projects, papers, presentations, portfolios, exam questions, specific assignments, capstone work]

The primary artifact used was our departmental senior exit survey, which contains several questions pertaining to social justice.

Other artifact(s)

Identify the instruments (e.g. rubrics, surveys, spreadsheets, statistical software) used to assess the artifact(s) (i.e. the way in which student output are analyzed).

Other instruments Used

Describe program collaboration to plan, implement and use the results of assessment.

Explain the results of the assessment activities.

Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

POs are assessed in three different ways on our department senior exit survey. First, by asking graduates to grade their overall courses in the department (required and electives taken together) based on the skills of writing, oral presentation, critical thinking, information literacy, and social justice. Second, as of the Spring 2016 class, questions specifically addressing various aspects of social justice were added; and, finally, students were asked to identify which skills each of the required course addressed.

Spring 2016 Data

Of the 31 individuals who took the exit survey in the spring of 2016, 27 are criminal justice majors, 1 is a criminology major and 3 were sociology majors. About a quarter of our seniors (22.6%, n=7) report having a second major. The GPA among these students is normally distributed with the average being 3.32 (SD=.43). Questions pertaining to social justice address the degree to which students felt that classes addressed the plight of the poor, the promotion of peace, the role of the family, social justice in general, civic responsibility, and the dignity of every individual. Of the six measures, the graduates of 2016 were most likely to feel that our classes addressed social justice in general. All but 3 students felt that our classes addressed social justice either “very much” or “quite a bit” (45.2%, n=14, for each). This is followed by a focus on peace (81% felt that classes addressed this either “very much” or “quite a bit”) and the role of the family (80.6%). Students were somewhat less likely to feel that the classes addressed the plight of the poor (74.1%), civic responsibility (71%) or the dignity of human life (61.3%).

Spring 2017 Data

Of the 18 individuals who took the exit survey in the spring of 2017, 16 were criminal justice majors, one was a sociology major and one was a double major in criminal justice and sociology. One third of our responding seniors (33.3%, n=6) report having a second major. The GPA among these students is normally distributed with the average being 3.24 (SD=.32). Of the six measures pertaining to social justice, the graduates of 2017 were most likely to feel that our classes addressed the social “dignity of every human person” . More than three-quarters (83.3%, n=15) of these responding graduates felt that our course addressed this “very much” or “quite a bit”. Last year, the majority of students felt that our classes were most likely to address issues of social justice – a topic that this year tied for 3rd place with civic responsibility (66.6% of respondents each, n=12). The second most common issue these students felt that their courses addressed was the plight of the poor (72.2% n=13). Peace and the family were the topics these students were the least likely to feel were addressed: 55.6% (n=10) said the family and 50%,(n=9) said peace.

Are there any new resources needed to create program improvements? If so, please include the resources that you will request in the Budget section of the Annual Report.

We will discuss the necessary steps once we have a chance to review our assessment results.

