

## Program Assessment Report 2017-2018

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Program Name: Criminal Justice

Program Learning Outcome: 1). Demonstrate knowledge of the history, theories, processes, and current trends of American courts, law enforcement, and corrections at the local, state, and federal levels.

1. 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]

**Artifacts:**

- ETS Exam
  - Exams
  - Research papers
  - Senior exit survey
2. 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).

**Instruments:**

- ETS Exam is an objective test that is sent out for analysis
  - Exam grades
  - Grading rubrics for papers
  - Senior exit survey questions about critical thinking, understanding of other cultures, and understanding of people of other race / ethnicities
3. Describe program collaboration to plan, implement and use the results of assessment.

**Implementation:**

- The ETS has yet to be evaluated
  - Faculty report most students have done satisfactory In exams
  - Faculty report most students have done satisfactory in paper assignments
  - Senior exit survey findings
    - 93% of graduating seniors felt that at least 75% of their Soc / CJ classes addressed critical thinking
    - 86.7% of graduating students “strongly agree” or “agree” that their Soc / CJ classes “broadened their knowledge about people of other cultures”
    - 86.7% of graduating students “strongly agree” or “agree” that their Soc / CJ classes “helped them understand the experiences of people of other other racial or ethnic backgrounds”
4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

**Improvements:** For the ETS we are Waiting for results

## Program Assessment Report 2017-2018

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Program Name: Criminal Justice

Program Learning Outcome: 2). Demonstrate knowledge of the major theoretical and methodological perspectives related to the etiology and measurement of juvenile and adult crime.

1. 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]

**Artifacts:**

- ETS Exam
  - Exams
  - Research papers
  - Student research involvement / interest
2. 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).

**Instruments:**

- ETS Exam is an objective test that is sent out for analysis
  - Exam grades
  - Grading rubrics for papers
  - Number of students participating in faculty / student research and / or participating in paid research positions through the Center for the Analysis and Prevention of Crime (CAPoC)
3. Describe program collaboration to plan, implement and use the results of assessment.

**Implementation:**

- The ETS has yet to be evaluated
  - Faculty report most students have done satisfactory In exams
  - 100% of student received a 70% or higher on research methods and statistics papers
  - Two students participated in faculty / student research and an additional five students participated in various research positions associated with CAPoC
4. Where applicable, outline the steps you will take to make improvements to the program based on the results of assessment activities identified in #3.

**Improvements:**

- For the ETS we are Waiting for results

## Program Assessment Report 2017-2018

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Program Name: Criminal Justice

Program Learning Outcome: 7). Demonstrated the ability to write and speak effectively using standard English and appropriate to the field of social sciences through the completion of written assignments.

1. 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]

### **Artifacts:**

- Senior exit survey
  - Faculty report of assignment grades
    - 16 sections of 8 different required courses taught by 4 full time faculty tracked student assessment for writing and /or oral learning skills. Some of these courses have multiple sections which are taught by other faculty in addition to those reporting – either full time or adjunct. Some classes have multiple sections taught by the same professor.
2. 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).

### **Instruments:**

- **Senior Exit Survey**
  - 100% of students felt that at least 75% of the classes in the department addressed writing skills
  - Of the 10 required classes of criminal justice students (in the major or cognate) for seven of them at least 75% of the students who took that class felt that the class addressed writing skills.
  - Of the 10 required classes of criminal justice students (in the major or cognate) for three of them at least 75% of the students who took that class felt that the class addressed writing skills.
- **Faculty reports of assigned grades**
  - Of these 15 sections all of them purported to address writing skills.
    - 5 reported that 100% of students completing assignments had a grade of at least 70% for the writing assignment / skill
    - 9 reported between 75-99% of students completing assignments had a grade of at least 70% for the writing assignment / skill
    - 2 reported between 50-74% of students completing assignments had a grade of at least 70% for the writing assignment / skill
  - Of the 15 sections, eight of them purport to address oral speaking skills
    - 5 reported that 100% of students completing assignments had a grade of at least 70% for the writing assignment / skill
    - 3 reported between 75-99% of students completing assignments had a grade of at least 70% for the writing assignment / skill

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

**Implementation:** Not all classes need to be or lend themselves to addressing all of the core departmental PLOs. The department is going to use this information in conjunction with faculty and pedagogical considerations to determine which required classes are best suited to handle specific PLOs such as writing and oral communication skills. Furthermore, some courses have phased writing assignments where sections can be rewritten for an averaged grade and / or require drafts for the final paper. At least 2 of the 5 sections where 100% of the students earned at least a 70% on the written assignment has this type of rewrite requirement which may inflate student grades relative to other sections.

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

**Improvements:** There is a high variability in what a faculty member considers relevant to written and oral communication skills. A summer 2018 department meeting has been scheduled to try and standardize basic criteria for at least part of the assessment of these skills across classes.