

Criminal Justice
School of Science, Health, and CJ
2016-2017 Assessment Report



Department Chair: Liz Brown

Date of Presentation: 01/19/18

What was assessed? Student learning outcomes list:

Associates in Applied Science in Criminal Justice
Bachelor of Technology in Criminal Investigation
Bachelor of Technology in Criminal Justice: Law Enforcement Leadership
Bachelor of Technology in Homeland Security

- *SLO 1 – Communication Skills*
- *SLO 2 – Critical Thinking Skills*



How was the assessment accomplished?

Institutional SLOs

- SLO 1 - Communication Skills
- SLO 2 - Critical Thinking Skills

Program/Course Level SLOs

- SLO 1 - Communication Skills
- SLO 2 - Critical Thinking Skills



How was the assessment accomplished?

- Student work assessed: (both ISLOs and SLOs)
 - Midterm and final exam
 - Practical exercises
 - Research papers
 - Discussion boards
- Measurement strategy:
 - rubrics used for oral presentations, research papers, discussion boards, and practical exercises



Actual Assessment Data

Criminal Justice

SLO 1 – Oral and Written Communication Skills

	Measures <u>N</u>	Not Met		Met		Exceeded	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	9 sections	0	0%	3	33%	6	67%
JUST 201	5 sections	0	0%	2	40%	3	60%
JUST 209	4 sections	0	0%	1	25%	3	75%



Actual Assessment Data

Criminal Justice

SLO 2 – Critical Thinking

	Measures	Not Met		Met		Exceeded	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	8	1	0%	0	0%	1	100%
JUST 201	5	0	0%	2	40%	3	60%
JUST 209	1	0	0%	0	0%	1	100%
JUST 210	2	1	50%	1	50%	0	0%



Actual Assessment Data

Criminal Investigation

Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)

<u>Subject</u>	<u>Course</u>	<u>Sections</u>	<u>Total</u> <u>Sections</u>	<u>Outcome</u>	<u>Semester</u>
JUST	201	2	2	Met	Spring
JUST	209	1	1	Met	Spring
JUST	303	2	2	Exceeded	Spring
JUST	314	1	1	<i>Exceeded</i>	Spring
JUST	406	1	1	<i>Met</i>	Fall
JUST	408	2	2	<i>Exceeded</i>	Fall
JUST	209	3	3	<i>Exceeded</i>	Fall
JUST	201	3	3	<i>Exceeded</i>	Fall
JUST	303	1	1	<i>Exceeded</i>	Fall



Actual Assessment Data

Criminal Investigation

Assessment Results - AACU VALUE Rubric for Critical Thinking

<u>Subject</u>	<u>Course</u>	<u>Sections</u> <u>Participating</u>	<u>Total</u> <u>Sections</u>	<u>Outcome</u>	<u>Semester</u>
JUST	201	2	2	Met	Spring
JUST	210	1	1	Not Met	Spring
JUST	300	1	1	Met	Spring
JUST	301	1	1	Not Met	Spring
JUST	314	1	1	Exceeded	Spring
JUST	375	1	1	Exceeded	Spring
JUST	406	1	1	Not Met	Fall
JUST	408	2	2	Exceeded	Fall
JUST	201	3	3	Exceeded	Fall
JUST	300	1	1	Exceeded	Fall
JUST	301	1	1	Exceeded	Fall
JUST	210	1	1	Met	Fall



Actual Assessment Data

Law Enforcement Leadership

AACU VALUE Rubric for Communication (Written and Oral) Assessment Results

	Measures	Not Met		Met		Exceeded		No Findings	
		<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	6	0	0%	2	33%	4	66%	0	0%
JUST 201	5	0	0%	2	40%	3	60%	0	0%
JUST 314	1	0	%	0	0%	1	100%	0	0%



Actual Assessment Data

Law Enforcement Leadership

Critical Thinking Assessment Results-AACU VALUE Rubric

	Measures	Not Met		Met		Exceeded		No Findings	
	N	N	%	N	%	N	%	N	%
All Courses	7	0	0%	2		5		0	
JUST 201	5	0	0%	2	40%	3	60%	0	0%
JUST 314	1	0	0%	0	0%	1	100%	0	0%
JUST 344	1	0	0%	0	0%	1	100%	0	0%



Actual Assessment Data

Homeland Security

Communication SLO (Written or Oral)

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
Courses							
JUST 201	1	0	0%	2	100%	3	100%
JUST 314	1	0	0%	0	0%	1	100%

No measures were reported JUST 230



Actual Assessment Data

Homeland Security

Critical Thinking SLO

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
Courses							
JUST 201	1	0	0%	2	100%	3	100%
JUST 314	1	0	0%	0	0%	1	100%
JUST 375	1	0	0%	0	0%	1	100%

No Measures were reported for JUST 230



Assessment results: What have the data told us?

SLO 1 – Communication Skills (AAS)

SLO 2 – Critical Thinking (AAS & CI)

- Students struggled the most on:
 - Information related to hair and drugs (JUST 210 Spring)
 - Development techniques (JUST 301 Fall)



Assessment results: What have the data told us?

Findings

- Faculty could be more clear in TaskStream as to what ISLO they are assessing
- All faculty members are not posting similar information re: specific nature of assessments, samples of students' work
- Assessment information is not useful if all submissions are not critically evaluated by faculty prior to posting same.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

Given these findings, what will the department do differently?

- Standardize submissions by faculty members, including adjuncts
- Ensure that assessments submitted by faculty members are appropriate for specific ISLOs and SLOs.
- Populate the course with 24 students; consistent with the other 300-level JUST blocks (JUST 300)



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- Close the Loop in the Department
 - Continue to align the program level SLOs with the ISLOs
 - Update the course outlines to reflect new ISLOs



What resources were used or have been requested to close the loop?

- Consistent Class Size for All Block Classes
 - (JUST 300) Reduce the faculty/student ratio to 1:24, which aligns with the other 300-level block classes



What changes would you make to the assessment process?

Director of Assessment: In many instances, targets were not met because the standards were high. This is perfectly acceptable, especially considering the fact that in all cases where targets were not met, the targets were above the minimum benchmark established by the institution, and in many cases, while the students didn't meet the course target, they did meet the institutional minimum target.



What changes would you make to the assessment process?

- Based on the comments from the Director of Assessment some of the targets will be reduced for JUST 210 and maybe the 300-level block classes

