

Program/Department  
School of Science, Health, and CJ  
Fall 2016 Assessment Report



Department Chair: Liz Brown

Date of Presentation: 01/20/17

# What was assessed? Student learning outcomes list:

*Bachelor of Technology in Criminal Investigation*

*Bachelor of Technology in Criminal Justice: Law Enforcement Leadership*

*Bachelor of Technology in Homeland Security*

*Associates in Applied Science in Criminal Justice*

- *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 Investigation

SLO 1 - Communication Skills: Students will be able to create effective written and verbal communications skills.

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
JUST 201	4	0	0%	3	75%	1	25%		
JUST 209	1	0	0%	0	0%	1	100%		
JUST 303	1	1	100%	0	0%	0	0%		
JUST 314	4	1	25%	1	25%	0	0%	2	50%
JUST 406	2	0	0%	1	50%	1	50%		
JUST 408	6	0	0%	0	0%	6	100%		



# Actual Assessment Data

## Criminal Investigation

SLO 2 - Critical Thinking Skills: Students will be able to apply the scientific methods to analyze and compare physical evidence to determine its properties and possible origin.

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
JUST 210	1	0	0%	0	0%	1	100%		
JUST 300	1	0	0%	1	100%	0	0%		
JUST 301	1	0	0%	0	0%	1	100%		
JUST 314	4	1	25%	1	25%	0	0%	2	50%
JUST 406	2	0	0%	1	50%	1	50%		
JUST 408	6	0	0%	0	0%	6	100%		



# Actual Assessment Data Criminal Justice

SLO 1 - Students will be able to demonstrate effective written and verbal communication skills.

	Measures	Not Met		Met		Exceeded	
	N	N	%	N	%	N	%
All Courses	5	0	0%	3	60%	2	40%
JUST 201	4	0	0%	3	75%	1	25%
JUST 209	1	0	0%	0	0%	1	100%



# Actual Assessment Data

## Criminal Justice

SLO 2 - Students will be able to apply the core theories of their chosen course of study.

	Measures		Not Met		Met		Exceeded	
	N		N	%	N	%	N	%
All Courses	1		0	0%	0	0%	1	100%
JUST 210	1		0	0%	0	0%	1	100%





# Actual Assessment Data

## Law Enforcement Leadership

Students will demonstrate effective written and spoken communication skills.

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	29	3	10%	9	31%	5	17%	12	41%
JUST 201	2	0	0%	2	100%	0	0%	0	0%
JUST 314	4	1	25%	1	25%	0	0%	2	50%



# Actual Assessment Data

## Law Enforcement Leadership

Students will be able to demonstrate a working knowledge of core law enforcement principles.

	Measures	Not Met		Met		Exceeded		No Findings	
	<u>N</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Courses	29	3	10%	9	31%	5	17%	12	41%
JUST 201	2	0	0%	2	100%	0	0%	0	0%
JUST 314	4	1	25%	1	25%	0	0%	2	50%
JUST 344	1	0	0%	1	100%	0	0%	0	0%



# Actual Assessment Data

## Homeland Security

Students will be able to apply the core theories of homeland security.

	Measures	Not Met	Met	Exceeded	No Findings
JUST 314	4	1 25%	1 25%	0 0%	2 50%
JUST 201	2	0 0%	2 100%	0 0%	0 0%
JUST 375	2	0 0%	0 0%	0 0%	2 100%



# Actual Assessment Data Homeland Security

Students will be able to demonstrate effective written and verbal communication skills.

	Measures	Not Met	Met	Exceeded	No Findings
JUST 201	2	0	2	0	0



# Assessment results: What have the data told us?

## SLO 1 – Communication Skills

- Students struggled the most on:
  - Interrogation Labs (JUST 303)
  - Narrative Report Writing (JUST 406)

## SLO 2 – Critical Thinking

- Students struggled the most on:
  - Reading Comprehension / Analysis of Articles / Application of Theories (JUST 314)
  - Student / Faculty ratio for camera assistance (JUST 300)



# Assessment results: What have the data told us?

- Findings
  - 4-year Criminal Investigation and 2-year Criminal Justice program SLOs aligned with the ISLOs communication and critical thinking
  - 4-year Homeland Security and 4-year Law Enforcement Leadership program SLOs did not align with the ISLOs communication and critical thinking



# 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?

- Increase instructional support (tutor)
  - Have a specific tutor devoted to this class (JUST 303)
  - Must be a student who has completed and excelled previously in this course (JUST 303)
- Change assessment method
  - Coordinate a narrative report writing assignment in JUST 209 that corresponds to the same assignment in JUST 406



# 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?

- Change teaching method
  - Change to a new textbook that will provide a clearer understanding of the theories (JUST 314)
  - Increase the students’ exposure to real life applications of the theories (JUST 314)
- Change the Course Offering
  - 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
  - Redo the program level SLOs for all programs in the CJ Department



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

- Tutor
  - Dedicated to JUST 303, Investigative Interviews
    - Select a tutor who has previously completed and excelled in JUST 303 to assist with interview / interrogation prep
- Class Size
  - 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?

The assessment process should align with institutional SLOs, program SLOs and course SLOs for all classes offered within the semester

- All courses assessed per semester with one SLO identified per course with an ISLO rubric

Unified instructions on assessment expectations



# What changes would you make to the assessment process?

Use the information from each program (this last slide) on how the assessment process could be improved and design an assessment strategic planning committee to improve this process for the 2017-2018 academic year

5-year assessment plan proposed for future use

