

Criminal Investigation Program
School of Science, Health, and CJ
Fall 2015 Assessment Report



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What was assessed? Student learning outcomes list:

- *SLO 1 – Communication Skills*
 - *Students are expected to create effective written documents and make effective oral presentations **
- *SLO 2 – Critical Thinking Skills*
 - *Students are expected to apply the scientific methods to analyze and compare physical evidence to determine its properties and possible origin. **
- *SLO 3 – Specialized Knowledge and Application of Skills*
 - *Students are expected to identify, analyze, and utilize various techniques used in a criminal investigation. **
- *SLO 4 – Problem-Solving Skills*
 - *Students are expected to demonstrate the procedure for processing a crime scene and strategically planning a criminal investigation.*



Where were outcomes assessed?

- SLO 1 - Communication Skills
 - JUST 201, JUST 209, JUST 303, JUST 406, JUST 408
- SLO 2 - Critical Thinking Skills
 - JUST 210, JUST 301, JUST 406, JUST 408
- SLO 3 - Specialized Knowledge and Application of Skills
 - JUST 203, JUST 210, JUST 300, JUST 301, JUST 303
- SLO 4 - Problem Solving Skills
 - JUST 406, JUST 408



How was the assessment accomplished?

- Student work assessed:
 - Midterm and final exam
 - Practical exercises
 - Research papers
 - Discussion boards (online sections)
- Measurement strategy:
 - rubrics used for oral presentations, research papers, and practical exercises
 - % of questions answered correctly on calculations exam and midterm/final exams
- Sample size:
 - All students (183 majors)



SLO 1 - Communication Skills: Students are expected to create effective written documents and make effective oral presentations.

	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	55	7	13%	5	9%	43	78%		
JUST 201	18	3	17%	2	11%	13	72%		
JUST 209	16	0	0%	3	19%	13	81%		
JUST 303	5	0	0%	0	0%	5	100%		
JUST 406	12	4	33%	0	0%	8	67%		
JUST 408	4	0	0%	0	0%	4	100%		



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

	Measures	Not Met		Met		Exceeded		Not Specified	
	<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	45	15	33%	1	2%	28	62%	1	2%
JUST 210	4	2	50%	0	0%	2	50%	0	0%
JUST 301	5	2	40%	1	20%	2	40%	0	0%
JUST 406	12	4	33%	0	0%	8	67%	0	0%
JUST 408	24	7	29%	0	0%	16	67%	1	4%



SLO 3 - Specialized Knowledge and Application of Skills: Students are expected to identify, analyze, and utilize various techniques used in a criminal investigation.

	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	27	5	19%	9	33%	13	48%		
JUST 203	8	0	0%	4	50%	4	50%		
JUST 210	4	2	50%	0	0%	2	50%		
JUST 300	5	1	20%	4	80%	0	0%		
JUST 301	5	2	40%	1	20%	2	40%		
JUST 303	5	0	0%	0	0%	5	100%		



SLO 4 - Problem Solving Skills: Students are expected to demonstrate the procedure for processing a crime scene and strategically planning a criminal investigation.

	Measures	Not Met		Met		Exceeded		Not Specified	
	<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	36	11	31%	0	0%	24	67%	1	3%
JUST 406	12	4	33%	0	0%	8	67%	0	0%
JUST 408	24	7	29%	0	0%	16	67%	1	4%



Assessment results: What have the data told us?

- SLO 1 - *Communication Skills*
 - Students struggled the most on:
 - Written assignments (JUST 201)
 - First quiz of the class (JUST 406)
- SLO 2 - *Critical Thinking Skills*
 - Students struggled the most on:
 - Pretest questions since many students did not answer all 13 (JUST 210)
 - Fingerprint development quiz and final exam instructions (JUST 301)
 - Quizzes (JUST 408)
- SLO 3 - *Specialized Knowledge and Application of Skills*
 - Students struggled the most on:
 - Assignments (JUST 300)
- SLO 4 - *Problem-Solving Skills*
 - Students struggled the most on:
 - Quizzes (JUST 406 and JUST 408)



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?
- Five general categories:
 - Change teaching methods
 - Look at different textbooks or incorporate more current internet based articles each semester (JUST 201)
 - Add an additional take home assignment before quiz #1 (JUST 406)
 - Highlight due dates for assignments and/or place more weight on assignments (JUST 300)
 - Highlight the instructions for Henry classification on the final exam (JUST 301)
 - Change the course curriculum
 - Increase amount of time spent processing with chemicals (JUST 301)
 - Add essay question to quiz #3 (JUST 408)
 - Include an 11th lab on fingerprint processing chemicals (JUST 406)
 - Increase instructional support (e.g., tutoring, acquire software, etc.)
 - Include review tools for each quiz and develop a crossword puzzle for review (JUST 408)
 - Include a review tool for the final exam (JUST 406)
 - Change assessment methods
 - 2 additional pretest questions were added to account for all SLOs in course (JUST 210)
 - Change the SLO (must go through curriculum committee)
 - Combine 2 SLOs into 1 SLO for JUST 406 (paperwork ready to submit through CC)
 - Removal of 1 SLO since the content is duplicated (paperwork ready to submit through CC)



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

- Purchase new Henry magnifiers for JUST 301 because the Henry lines have faded on the old magnifiers
 - \$79.50 per magnifier + \$23.83 per Henry glass = \$89.78
 - We would need at least 15 new Henry glass inserts as replacements (\$357.45) and at least 5 new magnifiers (\$397.50) = \$754.95 total
- Increase laboratory processing space for JUST 301 and JUST 406 by adding 3 more fume hoods
- Purchase the software program to make crossword puzzles
 - Purchase crossword compiler software (5+ license = \$34.00 per person, \$170.00 total for 5 members of the CJ Department)



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

- Faculty time for individuals assigned JUST 201 to review potential new textbooks and/or location of current CJ related articles
- Faculty time to create crossword puzzles and/or study guides for students in JUST 406 and JUST 408
- Faculty time of the Curriculum Coordinator to amend course outlines based on new or removed SLOs and submit paperwork through Curriculum Committee

