Discipline	Course Number	Title
Criminal Justice	100	CJT 100 03/09/2016-Introduction to Criminal Justice
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Public Service Careers	Ruth Walsh
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Recognize the tools used for crime statistic compilation/analysis and the problems inherent in each tool.

- Assessment Plan

    o Assessment Tool: test

    o Assessment Date: Winter 2013

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed test with answer key.

    o Standard of success to be used for this assessment: 75% of students will pass (75% considered passing).

    o Who will score and analyze the data: All CJT FT faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	30

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Only one section was assessed due to the late development of the assessment test. All sections of this course will be assessed in the Fall of 2016

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See above.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A multiple choice test was administered near the end of the Semester. Several questions addressed each of the outcomes as indicated below.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Two questions addressed this outcome, thus, students would have needed to answer both correctly to have succeeded. 76.67 % of the students did correctly answer both questions. The standard of success waas met for this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

It is difficult to analyze strengths of weaknesses based on two questions. However, the fact that the standard of success was barely met, indicates that there is room to improve in this area.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In order to provide better feedback, it is suggested that more than two questions address this outcome. The test will be revised before administration in the Fall of 2016, adding additional questions which more specifically address the outcomes. If it is determined this is an area needing improvement, the faculty will discuss how best to improve learning.

Outcome 2: Identify the major changes in U.S. law enforcement and the forces that propelled these changes.

- Assessment Plan

    o Assessment Tool: test

    o Assessment Date: Winter 2013

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed test with answer key.

    o Standard of success to be used for this assessment: 75% of students will pass (75% considered passing).

    o Who will score and analyze the data: All CJT FT faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	30

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Due to the late development of the test only one section of CJT 100 was assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See above.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A multiple choice test was developed with several questions addressing each outcome. The test was administered toward the end of the semester.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

4 questions addressed Outcome #2. In order to meet the original success rate of 75%, students would have to had answered 3 of the 4 questions correctly. 28 out of the 30 students did so, indicating 93% of students were successful.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did exceedingly well answering questions related to this outcome. Since it is an area of high interest to the students, this is not surprising.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

We cannot think of anyway to improve this assessment data. It appears the information is being delivered and students are processing the information.

Outcome 3: Identify the various law enforcement agencies at each governmental level, and the function of each agency.

- Assessment Plan

    o Assessment Tool: test

    o Assessment Date: Winter 2013

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed test with answer key.

    o Standard of success to be used for this assessment: 75% of students will pass (75% considered passing).

    o Who will score and analyze the data: All CJT FT faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	30

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Due to the late development of the test, only one section of CJT 100 was assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See above

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A multiple choice test was developed with questions addressing each outcome. 4 questions addressed this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

27 out of the 30 students correctly answered at least 3 of the 4 questions, indicating 90% of students obtained a 75% or better.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

As in the above outcome, it is evident that this is an area of high interest among students and probably as a result, retention is excellent.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There appears to be just a little room for improvement. Since this is course is the foundation for most other CJT courses, ideally students would learn ALL material. However, there did not appear to be a pattern in the questions students missed. Again, possibly by adding additional questions to the forthcoming assessment test, we can better determine areas of weakness.

Outcome 4: Identify the various judicial systems and levels of courts as well as the function of each level.

- Assessment Plan

    o Assessment Tool: Test

    o Assessment Date: Winter 2013

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmentally-developed test

    o Standard of success to be used for this assessment: 75% of students will pass the test (75% considered passing.)

    o Who will score and analyze the data: All FT CJT faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	30

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Due to the late development of the test, only section of CJT 100 was assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See above.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A multiple choice exam was developed and administered towards the end of the semester. 5 questions addressed this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

In order to achieve the standard of success, students would need to have correctly answered 4 out of the 5 questions (80%), 24 of the students did so, indicating 80% of the students achieved the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students appear to have a good understanding of the functioning of courts and the various segments of the judicial process.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The questions most often missed by students were the ones that addressed the levels of court, and the appropriate court for each type of case. So although they had a good understanding of the parts of the judicial process, they had less confidence in knowing which court was responsible for each type of action/case. Possibly a handout that clearly identifies the types of courts and each courts' responsibility would help student understanding and comprehension.

Outcome 5: Recognize the various components of the U.S. correctional system as well as the goals and methodologies of each.

- Assessment Plan

    o Assessment Tool: test

    o Assessment Date: Winter 2013

    o Course section(s)/other population: All sections

    o Number students to be assessed: All

- o How the assessment will be scored: Departmentally-developed test with answer key.

- o Standard of success to be used for this assessment: 75% of students will pass (75% considered passing).

- o Who will score and analyze the data: All CJT FT faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
71	30

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Due to late development of the test, only one section of CJT 100 was assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See above

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A multiple choice test was developed with questions addressing each outcome. 6 questions addressed outcome #5.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No
Students would need to have correctly answered 5 out of the 6 questions to have met the standard of success (75% or higher). 15 students correctly answered 5 of the 6 questions, thus only 50% of the students met the standard of successs.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Students clearly had a basic understanding of the three components of the Correctional system and could identify the responsibility of each.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> It is not clear whether students understand the different types of correctional facilities based on political jurisdictions. Again, I think better information could be derived by adding more questions to the test which specifically address outcomes. The test will be revised before the Fall of 2016 assessment.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

> Student met or exceeded the learning outcomes for all outcomes other than #5 Only 50% of students were successful. However, the assessment was administered before the class had actually completed the chapters covering this outcome.
>
> Overall, it is agreed that the test needs to be expanded in order for faculty to get a clearer idea of areas of strength and weaknesses.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

> All FT faculty did share in this assessment and are in agreement that the test will be revised and administered to all sections in the Fall of 2016. Both PT and FT faculty will add the assessment test to their syllabi in order to ensure students are in attendance and understand the importance of the test.

3.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

Faculty/Preparer: Ruth Walsh   **Date:** 08/24/2016
Department Chair: Ruth Walsh   **Date:** 08/25/2016
Dean: Brandon Tucker **Date:** 10/03/2016
Assessment Committee Chair: Michelle Garey **Date:** 10/25/2016