

Program Assessment Report

Program: Criminal Justice Law Enforcement - Associate in Applied Arts

Year: 20/21

Division: Social Sciences

Contact: Joshua George

Delta College



Actions Taken in Response to Last Year's Report

Prior outcomes in this area were exceeded, so no alterations were made.

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Outcome(s)

Apply Professional standards of writing to criminal justice issues (17/18)

Standard / Objective

70% of students will score at least a pass [9/12 points (75%)] on a Writing Evaluation Rubric

Method of assessment

Course Embedded Paper(s)/Projects

Comment/Details about the method of assessment

Student papers in each assessed class were examined using a rubric designed from Bloom's Taxonomy to assign point values from 0 (no evidence) to 3 (good evidence of knowledge) in each of 4 categories. Those scores were totaled for each assignment for a total 12 points possible. A passing score was considered 9 or above. All assessments were examined in a blind fashion without knowledge of the students' names or majors during the time of assessment. Only students who turned in an assignment were evaluated

Courses Affected

The Juvenile Offender (CJ250)

Time Frame

Fall 2020-Winter 2021

Submitted By

Joshua George

Result

Result

(3) Results exceeded expectation/standard

Data Collection (general or specific stats regarding results)

A total sample size of 49 participants was utilized from three courses of CJ250. Of those, 17 were Law Enforcement majors and 10 were Law Enforcement with Basic Police Training majors (total of 27 in this sample from both programs). Each sample respectively represented 18% of their individual program enrollments [Total enrollment for Law Enforcement AAA is 94 & 55 for Law Enforcement with Basic Police

Training]. Of those sampled, 17/17 (100%) passed in the Law Enforcement Program and 9/10 (90%) passed in the Law Enforcement with Basic Police Training Program. The average pass-rate between the three CJ250 courses assessed on this assignment (excluding those that did not turn in papers), mirrored the results of program assessment at a 91.84%, lending validity to the assessment model. When broken down by the other majors represented in the course, including corrections, with a pass-rate of 85.71% and non-criminal justice majors at 100%, the pass rate seemed stable across all assessed.

What We Learned (areas for improvements, strengths, etc.)

The data appears to show the program is not only meeting, but exceeding standards for this chosen objective with the vast majority of students able to apply professional standards of writing to criminal justice issues. When compared to the prior assessment of this objective in 2017, the pass-rate increased from 89% to 100% for those in the Law Enforcement program and from 87.5% to 90% in the Law Enforcement with Basic Police Training Program.

Use of Data to Improve Student Success

We will not make programmatic adjustment in this area since the program outcomes appear to be met and/or exceeded.

Institutional Student Learning Outcome	Action plan items of what is planned based on the data and results
<input type="checkbox"/> Apply Knowledge and Skills	<input type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content
<input checked="" type="checkbox"/> Think Critically	<input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes
<input checked="" type="checkbox"/> Communicate Effectively	<input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses
<input type="checkbox"/> Act Responsibly	<input checked="" type="checkbox"/> Continue to Monitor <input type="checkbox"/> Other

Comments and Action Plan

Discipline/Program Comments

We are pleased the program appears to be exceeding the program outcome expectations in relation to applying professional standards of writing.

Advisory Board Comments

Assessment Committee Comments

Curriculum Council Comments

Action Plan

No changes to me made, based on above satisfactory progress of student outcome achievement with the program.

Actions Taken in Response to Older Reports