

Program Assessment Report

Program: Criminal Justice Corrections - Associate in Applied Arts

Year: 18/19

Division: Social Sciences

Contact: Joshua George

Delta College



Actions Taken in Response to Last Year's Report

No current action was taken as there was no prior report as to this objective.

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Outcome(s)

Demonstrate an understanding of the distinctive court systems. (18/19)

Standard / Objective

70% of students will score a pass on a course embedded examination.

Method of assessment

Other - Internal Measure

Comment/Details about the method of assessment

Students in all three sections of Introduction to Criminal Justice were provided a pre/post-test question related to the distinctive court systems within Michigan. Students who exhibited knowledge of the varying levels of courts to include: probate, district, circuit, and supreme court were considered to have demonstrated knowledge of this objective. The assignment was pass/fail. All assessments were completed in a blind fashion without knowledge of the student's names or criminal justice track during the assignment.

Courses Affected

Introduction to Criminal Justice (CJ110) FA115; FA810; & FA820

Time Frame

Fall 2018 (Assessment for 2018/2019 academic year)

Submitted By

Joshua George

Result

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

A total initial sample size of 45 participants was utilized from all three classes of CJ-110 run during the Fall 2018 semester. All program tracks are required to take this class, thus ensuring equal representation by all programs. In order to determine existing knowledge of this objective, each class was provided an initial assessment during the first three weeks of attendance to determine an initial pass-rate prior to these objectives being taught within the curriculum. At the end of class, this same question was provided during a final

examination. Of the 45 initial participants, the initial pass-rate was 40% (18/45 students). Upon completion of the class, attrition brought the sample down to 35 total students. The final pass-rate for this question was 97% (34/35 students) across all sections assessed. This far exceeds the required 70% pass-rate metric for the assessment, and even more telling, it identifies a 57% increase in knowledge from the commencement of the course to its completion. Each class' pass-rate was examined separately by comparing it to the class-average scores at the completion of the class. The higher pass-rates mirrored the higher class-averages, thus lending validity to the assessment model. All tracks were represented in proportion to their current enrollment rates for the 2018-2019 academic year with a total sample proportion of 10% of the program total enrollment/declared majors of 359 students, providing a reasonable sample of the overall criminal justice major population.

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

The data appears to show the discipline is not only meeting, but exceeding standards for this chosen objective with the vast majority of students able to demonstrate an understanding of the distinctive court systems across all programs within the curriculum.

Use of Data to Improve Student Success

Data from this assessment aids the discipline in knowing the focus of the program appears to be pointed in the right direction to complete this objective. It lends credence to current methods of instruction and serves as a baseline for continued assessments in the future.

Institutional Student Learning Outcomes

- Apply Knowledge and Skills
- Think Critically
- Communicate Effectively
- Act Responsibly

Comments and Action Plan

Discipline/Program Comments

While this assessment supports the discipline's positive methods of teaching and reaching of the program goal for this objective, additional assessments will be made on the remaining objectives that are, as of yet, untested.

Advisory Board Comments

N/A

Assessment Committee Comments

Keep up the solid work

Curriculum Council Comments

N/A

Action Plan

Actions Taken in Response to Older Reports