## Assessment Overview

**Discipline/Program Name**: Criminal Justice  
**Assessment Year**: ’09 - ’10

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to increase their general knowledge of the correctional system as a whole.</td>
<td>Discipline</td>
<td>Pre/Post Test</td>
<td>2</td>
<td></td>
<td>Student post-test scores will be significantly better (at p&lt;.05 level) than their pre-test scores.</td>
<td>None – data lost</td>
<td></td>
</tr>
<tr>
<td>2. Students will be able to demonstrate proficiency with presentation software.</td>
<td>GE</td>
<td>Graded Rubric</td>
<td>2</td>
<td></td>
<td>At least 75% of the students in each of the three assessed areas will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component</td>
<td>None – data lost</td>
<td></td>
</tr>
<tr>
<td>3. Students will be able to apply standard conventions of grammar, usage, and mechanics in an oral presentation.</td>
<td>GE</td>
<td>Graded Rubric</td>
<td>2</td>
<td></td>
<td>Same as #2</td>
<td>None – data lost</td>
<td></td>
</tr>
<tr>
<td>4. Students will be able to demonstrate in-depth knowledge on a particular aspect of the correctional system based on the research conducted for their oral presentation.</td>
<td>Discipline</td>
<td>Graded Rubric</td>
<td>2</td>
<td></td>
<td>Same as #2</td>
<td>None – data lost</td>
<td></td>
</tr>
</tbody>
</table>

**Describe the Learning Outcome That You Have Measured**

<table>
<thead>
<tr>
<th>SLO/GE, Discipline or Other</th>
<th>Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay</th>
<th>Number of Students Assessed</th>
<th># of Years This Outcome Has Been Assessed</th>
<th>Measurement Standard</th>
<th>Report the Results of Your Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Strong: Exceeds Benchmark</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Neutral: Meets Benchmark</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Weak: Misses Benchmark</td>
</tr>
</tbody>
</table>

Recommendation: Complete this Assessment Overview Table after you have completed your Assessment Summary in the following template.
Program / Discipline Assessment Report

Program/Discipline: Criminal Justice / Behavioral Sciences Department
Responsibility: Christine Swenson, Program Coordinator

Program/Discipline's Mission Statement:

It is the mission of the Arapahoe Community College Criminal Justice Program to facilitate student learning and to meet the future needs of the criminal justice system by providing curriculum relevant to current principles and practices of the various criminal justice occupations.

It is the purpose of this program to evaluate students’ knowledge, skills and abilities as it relates not only to criminal justice subject matter but to evaluate students’ proficiency with general education skills, specifically writing, speaking, and use of technology.

Program/Discipline's Assessment History:

By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

Historically, criminal justice assessment has been inconsistent because the program is staffed primarily by adjunct instructors who work full-time in the field. However, when a complete data set is accomplished, the program coordinator has met with specific instructors to improve teaching method, to incorporate the available resources on campus (i.e., the writing center, ACC Library, Student Success Center) into their courses to assist students in higher achievement. In AY2008-09, the program coordinator mandated minimum reading and writing skills (Accuplacer, ENG/REA 090) pre-requisites for all CRJ coursework.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?

Students have a better understanding and appreciation for the integration of content specific material with the general educational skills. Students have produced better written or oral projects and have reached higher levels of Bloom’s.

What unintended consequences, if any, have occurred because of the assessment process?

Students with higher level skills also understand the quantity of effort it takes to succeed in a college setting.

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)

The program coordinate shares this information with individual instructors in order to improve the quality of education delivered, with the advisory committee to ensure the classroom skills focused meet or exceed their needs in the industry, and with the ADSBS dean and CCCS program director for additional feedback regarding program modification.
Part 1: Previous Academic Year Assessment Summary

Previous Academic Year: 2009-10

Please duplicate or remove the tables on the following pages for each outcome you have assessed. If there are five outcomes in the last year, use/create five tables. (For your convenience, four tables have been generated, two Discipline/Program related and two Student Learning/General Education related.)

(To select an entire table, hover over part of the table; an icon should appear with four arrows in the table’s upper-left corner ... click on it. You can also drag over all the cells of the table to select it.) Once selected, choose Edit>Copy, click in the space immediately following the table, and choose Edit>Paste.
**Outcome #: 1**

**Outcome Type** (choose one):  
- [ ] Discipline/Program  
- [ ] SLO/GE  
- [ ] Other

If **Student Learning Outcome/General Education** (choose one):  
- [ ] Communication  
- [ ] Society and Culture/Diversity and Global Awareness  
- [ ] Problem Solving/Critical Thinking  
- [ ] Quantitative Reasoning  
- [ ] Technology  
- [ ] Interpersonal Skills/Leadership and Teamwork  
- [ ] Aesthetics  
- [ ] Values and Ethics  
- [ ] Information Management  
- [ ] Personal Development and Responsibility

**Outcome Title**:

**Outcome Description**:

Students will be able to increase their general knowledge of the correctional system as a whole.

**Benchmark for success**

1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?

- 1) Student post-test scores will be significantly better (at \( p < 0.05 \) level) than their pre-test scores.  
- 2) A pre-/post-test is a simple way to measure how much students increase their knowledge base in a particular area of the criminal justice system.

**Description of assessment process**:

1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?

- 1) Pre-/Post-test administered at the beginning and end of the semester in CRJ 145, Correctional Process.  
- 2) By students increasing their score, they are demonstrating an increase in their knowledge of the specific branch of the criminal justice system tested.  
- 3) Annually, students are not required to take courses in a specific order and by focusing on one topic (policing, courts or corrections), we have a better measure of student achievement than testing on the entire system.  
- 4) Unknown, data lost.

**Results**

What were the results of the assessment process? (List results for each method, if more than one were used.)

Unknown, data lost.

**What did the department learn?**

1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?

Unknown, data lost.

**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

Unknown, data lost.
<table>
<thead>
<tr>
<th>Outcome #: 2</th>
<th>Outcome Title:</th>
</tr>
</thead>
</table>
| **Outcome Type** (choose one):  
  - [ ] Discipline/Program  
  - [ ] SLO/GE  
  - [ ] Other  
If **Student Learning Outcome/General Education** (choose one):  
  - [ ] Communication  
  - [ ] Society and Culture/Diversity and Global Awareness  
  - [ ] Problem Solving/Critical Thinking  
  - [ ] Quantitative Reasoning  
  - [ ] Technology  
  - [ ] Interpersonal Skills/Leadership and Teamwork  
  - [ ] Aesthetics  
  - [ ] Values and Ethics  
  - Information Management  
  - [ ] Personal Development and Responsibility | **Outcome Description:**  
Students will be able to demonstrate proficiency with presentation software.  

**Benchmark for success**  
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure?  

At least 75% of the students in each of the three assessed areas will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component.  

Students’ abilities to use technology and to integrate appropriately that technology into an oral presentation is key in the criminal justice field where technology has an increasing role in every aspect of the system.  

**Description of assessment process:**  
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size?  

1) Students will be evaluated by a grading rubric which covers integration of presentation software.  
2) Students are required to develop their own PowerPoint presentation to assist them in conveying their point.  
3) Annually, students are not required to take courses in a specific order and by focusing on one topic (policing, courts or corrections), we have a better measure of student achievement than testing on the entire system.  
4) Unknown, data lost.  

**Results**  
What were the results of the assessment process? (List results for each method, if more than one were used.)  

Unknown, data lost.  

**What did the department learn?**  
1) How did group performance compare to the benchmark?  
2) How does the data compare to the previous year, if applicable?  
3) If multiple measures were used, how do they compare to each other?  

Unknown, data lost.  

**Student performance summary**  
1) Based on the findings, how does the department rate student performance in regards to this outcome  

Unknown, data lost.
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

<table>
<thead>
<tr>
<th>Outcome #: 3</th>
<th>Outcome Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose one):</td>
<td><strong>Outcome Description:</strong></td>
</tr>
<tr>
<td>☑ Discipline/Program</td>
<td>Students will be able to apply standard conventions of grammar, usage, and mechanics in an oral presentation.</td>
</tr>
<tr>
<td>☑ SLO/GE</td>
<td></td>
</tr>
<tr>
<td>☐ Other</td>
<td></td>
</tr>
<tr>
<td>If <strong>Student Learning Outcome/General Education</strong> (choose one):</td>
<td></td>
</tr>
<tr>
<td>☑ Communication</td>
<td></td>
</tr>
<tr>
<td>☑ Society and Culture/Diversity and Global Awareness</td>
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<td>☑ Personal Development and Responsibility</td>
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</tr>
</tbody>
</table>

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

**What did the department learn?**
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they compare to each other?

Unknown, data lost.
## Student performance summary

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?

2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?

### Outcome #: 4

**Outcome Type**
- [X] Discipline/Program
- [ ] SLO/GE
- [ ] Other

If **Student Learning Outcome/General Education**
- [ ] Communication
- [ ] Society and Culture/Diversity and Global Awareness
- [ ] Problem Solving/Critical Thinking
- [ ] Quantitative Reasoning
- [ ] Technology
- [ ] Interpersonal Skills/Leadership and Teamwork
- [ ] Aesthetics
- [ ] Values and Ethics
- [ ] Information Management
- [ ] Personal Development and Responsibility

**Outcome Title:**

**Outcome Description:**

Students will be able to demonstrate in-depth knowledge on a particular aspect of the correctional system based on the research conducted for their oral presentation.

**Benchmark for success**

1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

At least 75% of the students in each of the three assessed areas will achieve an individual score equivalent to no less than 70% of the maximum possible score in each assessed component.

The corrections field comprises approximately one-third of the criminal justice system; this measure ensures a majority of the students can demonstrate that knowledge at a passable rate.

**Description of assessment process:**

1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) Students will be evaluated by a grading rubric which covers content.
2) Students are required to develop an oral presentation communicating their findings from an academic research paper, which demonstrated their in-depth analysis of a topic related to corrections.
3) Annually, students are not required to take courses in a specific order and by focusing on one topic (policing, courts or corrections), we have a better measure of student achievement than testing on the entire system.
4) Unknown, data lost.

**Results**

What were the results of the assessment process? (List results for each method, if more than one were used.)

Unknown, data lost.

**What did the department learn?**

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?

Unknown, data lost.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>3) If multiple measures were used, how do they compare to each other?</td>
<td></td>
</tr>
<tr>
<td><strong>Student performance summary</strong></td>
<td><strong>Unknown, data lost.</strong></td>
</tr>
<tr>
<td>1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?</td>
<td></td>
</tr>
<tr>
<td>2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
<td></td>
</tr>
</tbody>
</table>
Part 2: Current Academic Year Assessment Plan

- Your program may wish to examine how retention differs among sections of an important course or you may choose to do an analysis of grade inflation across courses within your program/discipline. Such items aren't truly student outcomes, but they certainly affect learning. As such, these outcomes will be classified as "Other" in the summary you create next year. (Measuring such outcomes is purely optional.)

- Two or more instruments of measuring an objective may provide greater clarity and validity, but only one is required. The department or program makes the decision. The Program Assessment committee and deans are available for consultation.

- In the past, some programs have been identified purely by prefix or in some cases by the type of section offered. Sometimes, a very limited pool of students have been available for such a program to assess, or the program lacks full-time faculty to plan, assess, and report outcomes. If your program has such difficulties, please contact either the Program Assessment committee’s chair or your School's Program Assessment committee representative. We will work with you to find a solution.

- CTE programs with external accreditation may use the accreditation report to in addition or in lieu of these forms, please contact the Program Assessment committee representative if this format is desired. In absence of this contact, these forms are expected.

- Outcomes are to be measured annually. Exceptions are made with VPI approval for outcomes that clearly need a less (or more) frequent review.

**Outcome minimums**

- At least two outcomes are to be program/discipline-related.
- At least two outcomes are to be General Education in nature. One General Education outcome must be continued from the prior year to develop a historical trend. General Education outcomes need to be assessed and reported annually, regardless of the frequency of reporting for other outcomes.
- Both outcomes above are classified as "student learning" outcomes, requiring benchmarks and analysis. It is strongly recommended that you use the table provided in Part 1 of this report for this function. Definitions and examples of these outcomes are provided in Appendix A at the end of this document. Your Program Assessment committee is available to assist.
- An assessment report is requested annually. Such a report may only consist of a report on General Education outcomes and a plan summarizing where your program is in an assessment with multi-year frequency.
Current Academic Year: 2010-11

Intended Learning Outcomes (only include if they differ from those noted in Part 1)

1. Students will be able to increase their general knowledge of the correctional system as a whole. (Program)
2. Students will be able to demonstrate proficiency with presentation software. (General Ed: Technology)
3. Students will be able to apply standard conventions of grammar, usage, and mechanics in an oral presentation. (General Ed: Communication)
4. Students will be able to demonstrate in-depth knowledge on a particular aspect of the correctional system based on the research conducted for their oral presentation. (Program)

**NOTE:** The assessment will rotate in its focus. This year it will be on courts (CRJ 135). The following year it will be on policing (CRJ 125) or corrections (CRJ 145). The third year it will be on whichever course was not selected for the previous year. This will enable the program coordinator to conduct a program assessment without doing each course every year.

Assessment Method(s) (only include if they differ from those noted in Part 1)

Benchmarks (only include if they differ from those noted in Part 1)

1. Pre-/Post-test administered at the beginning and end of the semester in CRJ 135, Judicial Functions. (Outcome 1)

2. Students will be evaluated by a grading rubric which covers content (Outcome 4), presentation skills (Outcome 3) and integration of presentation software (Outcome 2).

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Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)

**Yes**  **No**

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.