Program / Discipline Assessment Report

Program/Discipline: Criminal Justice / Behavioral Sciences Department
Responsibility: Michelle Emerson-Lewis, 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?

As the new program director, I do not have a lot of information on how previous assessments have been used to change our curricula and/or teaching strategies. In the future, I plan to pass on all of the assessment data to everyone in the program and our advisory committee. Additionally, I will address any changes with faculty and our advisory. In the event that teaching strategies need to be addressed, I will meet with individual instructors to make suggestions and facilitate improvement.

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

I do not have information for the current assessment period. I am not aware of any assessments completed in Spring of 2012 and I did not complete any assessments in Fall of 2012.

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

I am not aware of any.

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 coordinator will share 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 for additional feedback regarding program modification.
**Part 2: Current Academic Year Assessment Plan**

- 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 must be chosen from the new Learning Outcomes for Student Enrichment and Process Improvement (page 11). One Learning Outcome should be continued from the prior year to develop a historical trend. Learning Outcomes must 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.
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 increase their general knowledge of policing systems as a whole. (Program)
3. Students will be able to apply standard conventions of grammar, usage, and mechanics in an oral presentation. (Learning Outcome: Communication)
4. Students will be able to identify and express a diversity of cultural perspectives. (Learning Outcome: Cultural Awareness)

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

1. Pre/Post Tests administered at the beginning and end of the semester in CRJ 145 (Outcome 1)
2. Pre/Post Tests administered at the beginning and end of the semester in CRJ 125 (Outcome 2)
3. Students will be evaluated by an oral presentation grading rubric in CRJ 135 (Outcome 3)
4. Pre/Post Tests administered at the beginning and end of the semester in CRJ 220 (Outcome 4)

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

1. For Assessment Methods 1, 2, and 4: Student post-test scores will be significantly better than their pre-test scores (at $p \geq .05$ level).
2. For Assessment Method 3: At least 75% of the students will achieve a 70% or higher on each component of the grading rubric for their oral presentation.

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.