## Discipline Outcome

Knowledge of the Correctional System

**Measure 1 Type:**

Direct

**Pre-Post tests**

**Measure 1 Description:**

1. Pre/Post Tests administered at the beginning and end of the semester in CRJ 145
2. Tests will measure general knowledge of the correctional system. Questions will be focused on learning outcomes of CRJ 145.
3. This will be measured each Fall Semester

There will be 15-20 students in the sample.

**Measure 1 Sample Size:**

11

**Measure 1 Benchmark**

1) Describe the benchmark for this measure.

80% of students will show a 20-point improvement from pre-test scores to post-test scores.

2) What is the rationale for choosing this benchmark?

This benchmark was selected because we expect that students will have a significant increase in post-test scores compared to their pre-test after completing the Correctional Process course.
Measure 1 Results:
A total of 11 pre-tests and 9 post-tests were given to students in CRJ 145 (Correctional Process). Only 1 student showed a 20 or more point improvement from pre- to post-test.

The average for the pretest was a 63. The post-test average was 74. Thus, on average the improvement was only 11 points, not the expected 20 points.
*3 students had less than a 10 point improvement
*5 students had between 11-19 point improvement

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
We did not meet the benchmark on this Discipline Outcome.

2) How does the data compare to the previous year, if applicable?
N/A

3) If multiple measures were used, how do they compare to each other?
N/A

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
I will address these outcomes with the instructor who teaches this course and discuss reasons we did not see the expected improvements.

Further Action:
Further Action Planned

Describe the action plan:
Since this is the first year I have used this assessment, I would like to continue using it. However, I will lower the expected improvement from 20 to 15.

Person/ Group responsible for action
Michelle Emerson-Lewis

Target Date for implementation of the action
08/01/2014

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)

Discipline Outcome

Oral Communication: Students will be able to apply standard conventions of grammar, usage, and mechanics in an oral presentation.

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

1. Students will be evaluated by an oral presentation grading rubric in CRJ 135
2. Rubric will measure and evaluate grammar, usage, and mechanics in student presentations.
3. This will be measured each Fall Semester

There will be 15-20 students in the sample.

Measure 1 Sample Size:

7

Measure 1 Benchmark

1) Describe the benchmark for this measure.
At least 75% of the students will achieve a 70% or higher on each component of the grading rubric for their oral presentation.

2) What is the rationale for choosing this benchmark?

Measure 2 Type:
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:
A total of 7 students presented oral presentations about their courtroom observation. All students scored over 70% on each of the three areas: Content (Average 89%); Presentation (Average 77%), and Visual Aids (Average 81%)

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
We surpassed the benchmark in each of the rubric categories used to grade the oral presentation.

2) How does the data compare to the previous year, if applicable?
N/A

3) If multiple measures were used, how do they compare to each other?
1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

I will continue to use this rubric for assessment for this learning outcome.

Further Action:

Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Discipline Outcome

Knowledge of Policing Systems

Measure 1 Type:

Direct

Pre-Post tests
Measure 1 Description:

1. Pre/Post Tests administered at the beginning and end of the semester in CRJ 125.
2. Tests will measure general knowledge of the policing systems. Questions will be focused on learning outcomes of CRJ 125.
3. This will be measured each Fall Semester

There will be 15-20 students in the sample.

Measure 1 Sample Size:

16

Measure 1 Benchmark

1) Describe the benchmark for this measure.
80% of students will show a 20-point improvement from pre-test scores to post-test scores.

2) What is the rationale for choosing this benchmark?
This benchmark was selected because we expect that students will have a significant increase in post-test scores compared to their pre-test after completing the Policing Systems course.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Missed benchmark

**Measure 1 Results:**
A total of 16 pre-tests and 12 post-tests were completed. Forty-two percent of students' scores improved by the 20 points predicted (however, 80% was expected). Six students scored less than 10 points more from pre- to post-test and 1 student scored between 11 and 19 points better. The average for the pre-test scores was a 63; post-test average was 79. Thus, overall the students improved by 16 points.

**Measure 2 Results:**

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1) How did unit/department performance compare to the benchmark?
We did not meet the benchmark. Students did not do as well on the post-test as expected.

2) How does the data compare to the previous year, if applicable?
N/A

3) If multiple measures were used, how do they compare to each other?

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1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
I will discuss the results with the instructor that teaches this course to determine why students are not at the level I expected.
Further Action:
Further Action Planned

Describe the action plan:
I will have a larger sample size this Fall and use 2 classes for assessment. Additionally, I will lower the benchmark from 20 to 15 points.

Person/ Group responsible for action
Michelle Emerson-Lewis

Target Date for implementation of the action
08/01/2014

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Discipline Outcome
Cultural Awareness: Students will be able to identify and express a diversity of cultural perspectives.

Measure 1 Type:
Direct

Pre-Post tests

Measure 1 Description:
1. Pre/Post Tests administered at the beginning and end of the semester in CRJ 220
2. Tests will measure general knowledge of the correctional system. Questions will be focused on learning outcomes of CRJ 220.
3. This will be measured each Spring Semester
4. There will be 15-20 students in the sample.
Measure 1 Sample Size:
0

Measure 1 Benchmark

1) Describe the benchmark for this measure.
80% of students will show a 20-point improvement from pre-test scores to post-test scores.

2) What is the rationale for choosing this benchmark?

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
This course did not run due to low enrollment.

Measure 2 Results:
1) How did unit/department performance compare to the benchmark?
This course did not run due to low enrollment.

2) How does the data compare to the previous year, if applicable?
N/A

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
I will select a different learning outcome and assessment. Since this class does not meet enrollment minimums, it is not the best course to use for assessment. Also, we have changed the curriculum for the major and no longer require this course.

Further Action:
Further Action Planned

Describe the action plan:
This course will no longer be used in assessment as it will not be offered in the future.
I have decided to evaluate our Emergency Dispatch course in the future. It runs every semester and is critical to our Certificate program. I think it is very important to assess how we are doing in this course. Students take a national exam at the end of the semester, so I will utilize those scores starting in next year’s assessment process.

Person/ Group responsible for action
Michelle Emerson-Lewis
Target Date for implementation of the action
08/01/2014

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)