# Arapahoe Community College
## 2014-2015

### CRIMINAL JUSTICE

#### KNOWLEDGE OF THE CRIMINAL JUSTICE SYSTEM

<table>
<thead>
<tr>
<th>Assessment Author(s)</th>
<th>Michelle Emerson-Lewis</th>
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</thead>
<tbody>
<tr>
<td>Measure 1 Type:</td>
<td>Direct</td>
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<tr>
<td>Measure 1 Description:</td>
<td>1. Students will be evaluated by 20 multiple-choice exam questions related to the standard competencies in the CRJ 110: Introduction to Criminal Justice Class. There will be two questions per competency. 2. This will start Spring 2015 Semester and occur each Fall and Spring Semesters.</td>
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<tr>
<td>Sample Size:</td>
<td>150</td>
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1) Describe the benchmark for this measure. At least 80% of the students will get 14 of the 20 questions correct.

2) What is the rationale for choosing this benchmark? This benchmark was chosen because students need at least a C in the course for it to count towards the major and to transfer to another school.
### This Discipline Outcome was:
- Surpassed benchmark

### Measure 1 Results:
- One hundred and fifty students were assessed. Twenty students were in a face-to-face course at the Arapahoe Campus, 11 were in online courses, and 119 were from concurrent enrollment courses from Cherry Creek and Legend High School.

- Eighty-five percent of the students scored 14/20 or better on the assessment.

1) **How did unit/department performance compare to the benchmark?**

- Surpassed the benchmark of 80% of students scoring at least 14/20. We had 85% of students making that benchmark.

2) **How does the data compare to the previous year, if applicable?**

- This was a new measurement.

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?**

- For educational support, faculty need to be reminded of the course objectives. They changed recently for CRJ 110 and the faculty at Legend High School was not aware of the new objectives; thus, the assessment was measuring items that were not necessarily covered in the course.

- Course objectives from CCCN have been sent to all faculty teaching this course.
## COURSE CONSISTENCY

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<td>Measure 1 Type:</td>
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| Measure 1 Description: | 1. Students will be evaluated by multiple-choice exam questions related to the standard competencies in the CRJ 110: Introduction to Criminal Justice Class.  
2. Students will be compared by instructor and method of instruction.  
3. This will start Spring 2015 Semester and occur each Fall and Spring Semesters.   |
| Measure 1 Sample Size: | 150                     |
| 1) Describe the benchmark for this measure. | Class averages for the standard competencies will vary less than 10%. |
| 2) What is the rationale for choosing this benchmark? | Students in all class formats with any instructor should be able to perform at similar levels. This is to ensure that everyone coming out of the class has the same knowledge as they move through our program. A small margin (like 10%) would indicate the classes are performing at similar rates. |

This Discipline Outcome was: Missed benchmark

Measure 1 Results: There was far more variance between the courses. The percent correct ranged from 65% for the face-to-face course at ACC’s Arapahoe Campus (over 10% from average), 74% for the online course (within 10% of...
average), 88% for Cherry Creek District courses (within 10% of average), and 95% for Legend High School courses (over 10% from average).

1) How did unit/department performance compare to the benchmark?

Missed the benchmark with the face-to-face course and Legend High School Courses.

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

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?

The CJ program needs to be more consistent in teaching the objectives of the course to ensure that students are learning the same material and demonstrating this knowledge on the assessment.

Further Action:

Further Action Planned

Describe the action plan:

Faculty teaching CRJ 110 need to be on the same page when it comes to the objectives of the course to ensure students are learning the same material and able to demonstrate that knowledge.

Person/ Group responsible for

Department Chair
**Assessment Plan Data for Organizations**

**Priority**

Medium

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**FEEDBACK**

Please select

Please select

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**ORAL COMMUNICATION: STUDENTS WILL BE ABLE TO APPLY STANDARD CONVENTIONS OF GRAMMAR, USAGE, AND MECHANICS IN AN ORAL PRESENTATION.**

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<tr>
<td><strong>Measure 1 Type:</strong></td>
<td>Direct</td>
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<tr>
<td><strong>Rubric-graded report</strong></td>
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<tr>
<td><strong>Measure 1 Description:</strong></td>
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<tr>
<td>1. Students will be evaluated by an oral presentation grading rubric in CRJ 110</td>
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<td>2. The Rubric measures and evaluates grammar, usage, and mechanics in student presentations.</td>
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<td>3. This will be measured Fall Semester</td>
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<td>4. There will be 15-20 students in the sample</td>
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| **Measure 1 Sample Size:** | 16 |

1) **Describe the benchmark for this measure.**

At least 75% of the students will achieve 70% or higher on the oral presentations.

Please select

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<tr>
<th><strong>This Learning Outcome was:</strong></th>
<th>Surpassed benchmark</th>
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<th><strong>Measure 1 Results:</strong></th>
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A total of 16 students presented oral presentations about current events related to criminal justice. Ninety-four percent scored over 70% on Content (average for group was 86%). All students scored over 70% on both Presentation (average for group was 84%) and Visual Aids (Average 84%)
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?

We had a larger group of students in the assessment. In the area of Content, our percentage decreased from 100% of students scoring over 70% in this area to 94% scoring over 70%. That is only one student, so it is not substantially lower.

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; however, I would like to have a larger sample size. I would like to expand it to more classes.

Further Action: Further Action Unnecessary

CULTURAL AWARENESS: STUDENTS WILL BE ABLE TO IDENTIFY AND EXPRESS A DIVERSITY OF CULTURAL PERSPECTIVES.

No Data

KNOWLEDGE AND SKILLS IN TELECOMMUNICATIONS

<table>
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Measure 1 Type: Direct  

Scores and pass rates on a standardized test

Measure 1 Description:

1. Students take National Certification Exams (through APCO - Association of Public Safety Communications Officials), including Public Safety Telecommunicator 1 (PST1) and Fire Communications.
2. This is a practical skills exam where students must demonstrate through simulation that they can take a variety of 911 calls and dispatch them appropriately, timely, and correctly.
3. This will be measured each semester.

Measure 1 Sample Size: 14

1) Describe the benchmark for this measure.

Eighty percent of students will pass the exam (which requires a minimum score of 80%) on their first attempt.

2) What is the rationale for choosing this benchmark?

This benchmark was chosen because most students should be prepared and able to pass this exam on the first attempt. The instructor works with the students and allows to retake the exam until they pass.

Please select

This Learning Outcome was: Missed benchmark

Measure 1 Results:

On the Public Safety Telecommunicator 1 Exam, 71% of students passed (scored an 80 or higher) the exam. On the Fire Communication Exam, 64% passed (scored an 80 or higher).

1) How did unit/department performance compare to the benchmark?

We fell short of the benchmark of 80% of students passing the exams on the first attempt, with a greater discrepancy in Fire Communications.

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

N/A

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

Students may need extra time in the lab to practice prior to testing. This would affect the budget, as a tutor would need to be hired to facilitate a study lab for students to use.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

The instructor for this class may need to give the exam later in the semester; additionally, students need extra practice with the lab with assistance from a tutor that specializes in Emergency Dispatch Communications.

Further Action:

Further Action Planned

Describe the action plan:

The Department Chair will meet with the instructor of this class to get more information and ideas about why students are not passing this exam on the first try and find out if this is the industry norm (perhaps the Benchmark was set too high). Also, the Department Chair will discuss opening up the lab for additional practice sessions for students and find a suitable tutor for the lab. The Department Chair will also meet with current students in the class to determine the amount of extra lab time needed.

The Department Chair will also inquire from the Advisory Board about potential tutors and expected hourly pay for a tutor.

Person/ Group responsible for action

Michelle Emerson-Lewis
| **Target Date for implementation of the action** | 05/08/2015 |
| **Priority** | High |
| **Describe any additional resources needed** (Leave blank if no additional resources are needed.) | We will need funds to hiring a tutor lab sessions. This would need to come out of the budget. The lab is reserved for Dispatch and I do not think other classes use these rooms, so there should be no other resources or funds for this. |