**Assessment Plan**

**for Workforce and FOS Programs**

**Program/Track Name:** The Associate of Arts – Criminal Justice Field of Study/Certificate

**Description of Program-Level Learning Outcomes**

Please indicate the Program Learning Outcomes for the degree, degree track, or certificate below:

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| Program-Level Learning Outcomes | |
| Program Learning Outcome 1: | Outline criminological theories and apply these theories to previous infamous crimes and criminals to explain their behaviors. |
| Program Learning Outcome 2: | Define the processes of police, courts, and correctional systems and identify the main actors and their roles within these systems. |
| Program Learning Outcome 3: | Summarize peer-reviewed articles from criminological journals and critically analyze their work for limitations. |
| Program Learning Outcome 4: | Define the advancements in forensic technologies used during criminal investigations and identify how these advancements have impacted the police, courts, and correctional systems. |

**Program Map ▼**

I=Introduced P=Practiced E=Emphasized A=Assessed

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| Program Courses | Program Learning Outcome 1 | Program Learning Outcome 2 | | | Program Learning Outcome 3 | Program Learning Outcome 4 |
| CRIJ 1301 | I, E, P | | I, E, P, A | I, E, P | | I, E |
| CRIJ 1306 |  | | I, E, P | I, E, P | | I, E, P |
| CRIJ 1307 | I, E, P, A | | E | I, E, P | | I, E |
| CRIJ 1310 |  | | I, E, P | I, E, P | |  |
| CRIJ 1313 | I, E | | I, E, P | I, E, P, A | |  |
| CRIJ 2313 | E | | I, E, P | I, E, P | | I, E |
| CRIJ 2314 | E | | I, E, P | E | | I, E, P, A |
| CRIJ 2323 |  | | I, E, P | E | | I, E, P |
| CRIJ 2328 |  | | I, E, P | I, E, P | | I, E, P |

**Assessment Plan for Program Learning Outcomes**

Review existing assessment methods and current practices for collecting/gathering student data to identify direct (and possibly indirect methods of assessment). Remember that the data will need to be gathered, analyzed, and used to support the program’s continuous improvement processes.

**Note:** Because courses from other disciplines already have assessment plans in place, they do not have to be included in this assessment plan. Nonetheless, proposers must work collaboratively with these other disciplines to stay current and up-to-date with the assessment plans in these courses.

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| Program-Level Learning Outcome (e.g. Students will describe the impact of various cultures on American cuisine.) | Assessment Measure(s) and Where Implemented in Curriculum – Description of Instrument(s)/ process(es) used to measure results and indication of where the assessment will be collected in curriculum. (e.g. Essay on Cultural influences on American cuisine in CUIS 1300.) | Targets- Level of Success Expected  (e.g. 80% of students score 2.5 or better on rubric for essay on cultures and cuisine.) |
| PLO #1: Outline criminological theories and apply these theories to previous infamous crimes and criminals to explain their behaviors. | Students will complete a combination of essays on infamous crimes and criminals where students use criminological theories to explain and analyze their behavior and criminal offenses in CRIJ 1307. The data will be collected throughout the semester as multiple assignments will be utilized to measure the program learning outcome. Each assignment will target a certain group of related criminological theories. | 75% of students will have an average of 80 or higher on the written assignments. |
| PLO #2 : Define the processes of police, courts, and correctional systems and identify the main actors and their roles within these systems. | An online quiz will be developed for all enrolled CRIJ 1301 students. Students will be given the quiz at the end of the semester. The quiz will assess the students’ ability to define the processes of police, courts, and correctional systems and identify the main actors and their roles within these systems. | 75% of students will score a 75 or higher on the quiz. The benchmark is lower than other assessments because it is an entry-level course. |
| PLO #3 : Summarize peer-reviewed articles from criminological journals and critically analyze their work for limitations | In CRIJ 1313, students will be assigned a scholarly journal article from a peer-reviewed journal. The article will be over a juvenile justice topic and will be somewhat recent in publication. They will be required to summarize it and discuss any limitations. | 75% of students will score an 80 or higher on the scholarly journal summary. |
| PLO #4 : Define the advancements in forensic technologies used during criminal investigations and identify how these advancements have impacted the police, courts, and correctional systems. | In CRIJ 2314, students will be assigned a multiple choice quiz that asks them to define the advancements in forensic technologies used during criminal investigations, and identify how these advancements impacted the police, courts, and correctional systems. | 75% of students will score an 80 or higher on the quiz. |

**PLO #1 assignment details**

The purpose of each essay is to identify, summarize, analyze, apply and discuss at least one criminological theory (1 per essay for a total of 3 different theories in 3 different essays), in depth, as it applies to a crime(s) of your choosing.

Each writing assignment needs to include:

1. A summary of one criminological theory that applies to the crime(s).

* Use your textbook to identify the applicable criminological theories **and** the components of each criminological theory.
* Summarize the theories and the components of the theories.
* Provide at least three peer reviewed journal articles per theory that presents research in critically analyzing the applicable and components of the theory.

2. Select a crime or criminal (past or present) for theory application.

* Provide a minimum of three passages that suggest there is evidence of the theory based on the history of the offender and/or the offenders behavior.
* Include the environmental, social, economic and/or psychological factors that contributed to the development of the criminal behavior or the crime?

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| **Content** | **APA** | **Critical Thinking** | **Spelling and Grammar** | **Organization** | **Length** |
| **Excellent 60 pts** | **Excellent 10pts** | **Excellent 10 pts** | **Excellent 5 pts** | **Excellent 5 pts** | **Excellent 10 pts** |
| All the required components of the paper were adequately addressed with full explanations. | There were no APA in-text & reference page errors | Analysis (in-depth description of issue or problem); Inquiry (in-depth, accurate use of data, ideas, or alternative perspectives Evaluation (in-depth understanding and use of relevant arguments that lead to a relevant conclusion); Synthesis (in-depth conclusion that is well supported and logical); Creativity (in-depth use of new ideas or approaches that transcend the original task or problem) | If there were any spelling or grammar errors, they were insignificant | The paper was organized well with good paragraph structure and a good flow to the reading | The paper was maximum length (or more) |
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| **Good 55 pts** | **Good 7 pts** | **Good 7 pts** | **Good 4 pts** | **Good 4 pts** | **Good 8 pts** |
| A minor required component was missing, or there was not good explanation for at least one of the required major components. | APA in-text citations & references were given but with minor errors | Analysis (Fully identifies issue or problem); Inquiry (Fully uses data, ideas, or perspectives); Evaluation (Fully uses relevant arguments that lead to a relevant conclusion); Synthesis (Fully communicates a conclusion and prior arguments); Creativity (Fully uses new ideas or approaches that are relevant to the task or problem) | There were a few spelling or grammar errors that were noticeable but did not detract from the paper | The paper was organized well and flowed well, but it may not have been broken down into enough paragraphs | The paper was 3/4 or the maximum length |
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| **Fair 50 pts** | **Fair 5 pts** | **Fair 6 pts** | **Fair 3 pts** | **Fair 3 pts** | **Fair 6 pts** |
| Important required components of the paper were missing or there were a few components not fully explained. | APA in-text citations & references were given but with major errors | Analysis (Partially identifies issue or problem); Inquiry (Partially uses data, ideas, or perspectives); Evaluation (Partially uses relevant arguments that lead to a relevant conclusion); Synthesis (Partially communicates a conclusion and prior arguments); Creativity (Partially uses new ideas or approaches that are relevant to the task or problem) | There were a few spelling or grammar errors that were noticeable and detracted somewhat from the paper | The paper was not well organized with good succinct paragraphs or did not flow well because of poor transition or structure | The paper was 1/2 the maximum length |
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| **Poor 45 pts** | **Poor 0 pts** | **Poor 4 pts** | **Poor 2 pts** | **Poor 2 pts** | **Passing 4pts** |
| Not all of the required components of the paper were addressed, nor were they fully explained. | APA in-text citations & references were not given | Analysis (Does not identify the issue or problem); Inquiry (Does not use data, ideas, or perspectives); Evaluation (Does not use relevant arguments that lead to a logical or relevant conclusion); Synthesis (Does not include a conclusion); Creativity (Does not use new ideas or approaches that are relevant to the task or problem) | There were several spelling and grammar mistakes that detracted from the paper | There were either no paragraphs in this paper, or the organization was otherwise poor, making it difficult to read | The paper was the minimum length |
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| **Failing Not more than 40 pts** |  | **Failing 2 pts** | **Failing 1 pts** | **Failing 1 pts** | **Failing 2 pts** |
| The content of the paper was grossly inadequate with only cursory coverage of required elements and very little if any explanation of required components |  | Analysis, Inquiry, Evaluation, Synthesis Creativity woefully inadequate | There were a great number of spelling and grammar mistakes that detracted greatly from the reading of the paper, such that it was difficult to read | The organization of the paper was so poor as to render it almost impossible to read | The paper was less than the min length |

**PLO # 2 Assignment details**

Students will be given the quiz at the end of the semester. The quiz will assess the students’ ability to define the processes of police, courts, and correctional systems and identify the main actors and their roles within these systems.

**PLO #3 Assignment details and rubric**

Students are to read a journal articlein a peer reviewed scholarly journal pertaining to juvenile justice. This may be selected by the professor. Students are to read the journal article and write a minimum one page (Microsoft Word Document) summary of the paper and write a one to two page summary of the article. Students should summarize the article in their own words, and avoid using any direct quotes. It should be organized with the introduction that discusses the overall concept of the article followed by a literature review of prior studies that the author(s) discuss. Then discuss the methods, data, and results for the study. Lastly, include a discussion that presents the final thoughts and overall conclusion. Make sure to include the limitations of the study in this section.

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| **Category** | **Excellent** | **Good** | **Fair** | **Poor** |
| **Paraphrasing**  **(20 points)** | Adequately paraphrased the journal article in their own words. No direct quotations were used, or if there were, they were relevant and necessary (15 - 20 points). | Few direct quotes were used, but student still demonstrated that they understood the article  (10 - 14 points). | Several direct quotes were used from the original author, and it was obvious the student may not have completely understood the material (5 - 9 points). | Many direct quotes were used, and the student relied heavily  on the author's original work within their assignment (0 - 4 points). |
| **Summary of article (50 points)** | The summary is an accurate representation of the original work, it was organized appropriately, and it discussed the most important components of the study/article effectively. It included objective information rather than opinionated discussions (38 - 50 points). | The summary is moderately accurate with a few exceptions but not critical differences. Some subjectivity throughout (25 - 37 points). | The summary is not accurate, and contain many flaws. Too many opinionated discussions. Little comprehension of the original author's work is apparent  (12 - 24 points). | The summary is very inaccurate, with little relevant information  (0 - 11 points). |
| **Analytical abilities (20 points)** | Summary contains thoughtful and articulate review of the article. The article was synthesized appropriately, and accurate conclusions were made. It is obvious the student comprehended the material and the student critically analyzed the author's work (15 - 20 points). | Minor problems associated with the articulation of the author's work, but still conveyed important details. Some inaccurate conclusions made about the author's work. Minor deficiencies in critically analyzing the article (10 - 14 points). | Many issues with critically analyzing the data, and it is clear that the student's conclusions were not accurate. Little critical analyzation was completed  (5 - 9 points). | No critical analyzation, no accurate conclusions were made, and  many flaws in interpreting the author's work (0 - 4 points) |
| **Grammar**  **(10 points)** | No grammar/spelling mistakes  (8 - 10 points). | Few mistakes in grammar, but overall readable  (5 -7 points). | Frequent mistakes in grammar  (2 - 4 points). | Difficult to comprehend due to the errors (0-1 point). |

**PLO #4 Assignment Details**

An online quiz will be utilized to measure this PLO and will ask applicable questions to measure students’ abilities to define the advancements in forensic technologies used during criminal investigations, and identify how these advancements impacted the police, courts, and correctional systems.

PLO #1 OUTCOME

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| **Outcome #1**: Outline criminological theories and apply these theories to previous infamous crimes and criminals to explain their behaviors. | |
| **Measure (Outcome #1)** Students will complete a combination of essays on infamous crimes and criminals where students use criminological theories to explain and analyze their behavior and criminal offenses in CRIJ 1307. The data will be collected throughout the semester as multiple assignments will be utilized to measure the program learning outcome. Each assignment will target a certain group of related criminological theories. | **C. Target (Outcome #1)** 75% of students will have an average of 80 or higher on the written assignments (combined average). |
| 1. **Action Plan (Outcome #1)** Professors will utilize their knowledge and expertise to help students understand how to locate and find scholarly sources. The professors will utilize the writing center resources and the library resources to assist students in this effort. The professors will adequately summarize and provide support for criminological theories to help reinforce these concepts. The assignment will have a detailed rubric. | |
| 1. **Results Summary (Outcome #1)** The average score for the writing assignment 91%. 96% of students completing the presentation passed with an 80 or higher. | |
| 1. **Findings (Outcome #1)** The results exceeded our expectation. The students are accurately defining and applying criminological theories using scholarly sources without any concerns. | |
| 1. **Implementation of Findings (Outcome #1)** Since we met our targeted outcome, it is possible that the methods faculty are using to prepare students for their written assignments are successful. However, we want to achieve even better results or provide even more challenging assignments. The faculty’s efforts have proved helpful although we can go a step further. Perhaps we can enhance the assignments, or provide a more in-depth analysis of the criminological theories. | |

PLO #2 OUTCOME

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| **Outcome #2**: Define the processes of police, courts, and correctional systems and identify the main actors and their roles within these systems. | |
| **Measure (Outcome #2)** An online quiz will be developed for all enrolled CRIJ 1301 students. Students will be given the quiz at the end of the semester. The quiz will assess the students’ ability to define the processes of police, courts, and correctional systems and identify the main actors and their roles within these systems. | **C. Target (Outcome #2)** 75% of students will score a 75 or higher on the quiz. The benchmark is lower than other assessments because it is an entry-level course. |
| 1. **Action Plan (Outcome #2)** The professors, through effective teaching and assessments, will organize the information in a consolidated format for students to easily retain. Throughout the semester, they will focus on helping students master the police, courts and correctional systems. | |
| 1. **Results Summary (Outcome #2)** The average score for the quiz was 78%. 68% of students completing the presentation passed with a 75 or higher. | |
| 1. **Findings (Outcome #2)** The results fell short of our expectations, but within reach for future semesters. | |
| 1. **Implementation of Findings (Outcome #2)** Since we did not meet our targeted outcome, the faculty will meet to assess the materials, and challenge the efficacy of the test questions to ensure reliability. Our department wants to make sure that the assessments are the most reliable version. Also, we want make sure that all faculty within our department are adequately covering the materials. We can provide in class assignments and discussions that focus on these aspects of the criminal justice system to help reinforce concepts. | |

PLO #3 OUTCOME

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| **Outcome #3**: Summarize peer-reviewed articles from criminological journals and critically analyze their work for limitations. | |
| **A. Measure (Outcome #3)** In CRIJ 1313, students will be assigned a scholarly journal article from a peer-reviewed journal. The article will be over a juvenile justice topic and will be somewhat recent in publication. They will be required to summarize it and discuss any limitations. | **B. Target (Outcome #3)** 75% of students will score an 80 or higher on the scholarly journal summary. |
| 1. **Action Plan (Outcome #3)** Professors will instruct students on best practices for analyzing and summarizing scholarly journal articles. Examples will be used to assist students in determining how to effectively analyze and summarize a peer-reviewed journal article. The grading rubric will be explained, and expectations will be detailed to students. | |
| 1. **Results Summary (Outcome #3)** The average score for the journal article summary was 94%. 100% of students completing the summary passed with an 80 or higher. | |
| 1. **Findings (Outcome #3)** We exceeded expectations for this program learning outcome. | |
| 1. **Implementation of Findings (Outcome #3)** No student scored below the anticipated expectation. The scores were much higher than some of the criminal justice department’s other courses. It has been observed that many students in CRIJ 1313 have completed prior criminal justice courses or they are taking this course as a student at another university for transfer credit. These students might have more college experience. Faculty will want to ensure that the articles that they are providing to students are meeting the difficulty standard for college students and we will want to assess the rubric to ensure the grading measures are reliable. | |

PLO #4 OUTCOME

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| **Outcome #4**: Define the advancements in forensic technologies used during criminal investigations and identify how these advancements have impacted the police, courts, and correctional systems. | |
| **A. Measure (Outcome #4)** In CRIJ 2314, students will be assigned a multiple choice quiz that asks them to define the advancements in forensic technologies used during criminal investigations, and identify how these advancements impacted the police, courts, and correctional systems. | **B. Target (Outcome #4)** 75% of students will score an 80 or higher on the quiz. |
| 1. **Action Plan (Outcome #4)** Professors will effectively teach advancements in forensic technologies through appropriate materials and assessments. For example, a discussion question requires the students to research advancements in forensic science by searching scholarly journals. | |
| 1. **Results Summary (Outcome #4)** The average score for the assessment was 74%. 33% of students completing the assessment passed with an 80 or higher. However, none failed the assessment. | |
| 1. **Findings (Outcome #4)** We missed the targeted outcome. Upon analysis of this data, there were only 9 completers. Unfortunately, this is small sample size and may have influenced the findings. | |
| 1. **Implementation of Findings (Outcome #4)** The faculty will analyze the materials used in the course to ensure that the students are able to master the program learning outcome. Other materials will be used to facilitate learning. Beyond new materials being introduced, faculty will use additional assessments to target this program learning outcome. The more the topic is covered, perhaps the greater likelihood that the student(s) will retain the information. | |