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| **18/19 Program Assessment Report : CJLE.AAS** | | | | | |
| **See outcomes below** | Program outcome 1 | Program outcome 2 | Program outcome 3 | Program outcome 4 | **Comments/ Action Plan** |
| **Course CRMJ1070**  Assessment What would you do, Juvenile Dilemma exercise in OPOTA 3-7 unit  **Benchmark B + or higher on 2nd evaluation**  **Faculty Strouth- Full time**  **36 students** |  |  | Threshold Benchmark Met: Class Average of CRMA students was 95.5% during 2nd assessment |  | Raised benchmark to B+ from a B-  This assignment requires the officers to identify a  problem based upon facts, determine a resolution, explain and justify the application of the resolution.  Good exercise to use as there were enough samples. I repeated this exercise at the end of the program in May and results increased by 9%. Students left the program with a 95.5% average.  Used the CT rubric to analyze the assignment. Continue for next year |
| **Course**: **CRMJ1110**  **Assessment**: Case Analysis – Crime Scene  **Benchmark: B or Higher**  **Faculty** Strouth Fulltime  29 Students | Threshold Benchmark Met: Average was 90% |  |  |  | All students will receive a B or higher on the final case analysis – “processing a crime scene” OPOTA rubric was used. Great tool to use to measure this outcome. Results from last year scores increased by adding extra assignments for reinforcement. 3 hands on assignments were added so that the students had more practice. Again, the threshold was met which was related to the “additional hands on practice”. Keep the additional assignments for all academies. |
| **Course**: **CRMJ2210**  **Assessment**: Practical Final Scenario and Report plus Presentation Unit 8 Topic 1  **Benchmark**: B or higher  **Faculty**: Strouth Fulltime  29 students |  | Threshold Benchmark Met: Average was 91.5% |  |  | Students will earn a B or higher on the final practical scenario in unit 8 topic 1 Assignment. WAC Rubric was used on the writing portion of the scenario  and students will receive a B or higher on the oral  presentation piece of the scenario using the SPAC rubric. Scores improved by 2% last year because 2 additional speaking exercises were added. Those were kept for this year’s assessment and the scores increased by 1.5 % over last year. Keep the additional 2 assignments for next year’s assessment |
| **Course**:  **CRMJ1010**  **Assessment**: Ethical/Professionalism Worksheet Assignment - Dilemma  **Benchmark**: B or higher  **Faculty**: Strouth Fulltime  27 students |  |  |  | Threshold met: Class Average was 91.5% on the assignment | Last year’s data had a 2% decrease. The recommended change was to make CRMJ2174 (a 1 credit course) mandatory for all police academy students regardless if they are certificate or degree as that class re-emphasizes Ethical dilemmas and Professionalism. Data collected showed a 3.5 % increase. Keep this requirement for next year’s assessment. |
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**Program Outcomes:**

1. Apply the core criminal justice foundation concepts of juvenile justice, criminology, constitutional law, corrections, private security, and U.S. Judicial and Criminal Justice systems in solving and defending logical arguments and applications in the field.
2. Demonstrate the ability to communicate effectively in writing and speech.
3. Demonstrate well-developed analytical and problem solving skills.
4. Demonstrate proper standards of criminal justice professionalism, morals, and ethics.

**Reflection question to help you write your comment narrative and choose your benchmarks**

**BASIC PARAMTERS:**

* Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
* This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
* Each faculty member should assess at least one program outcome.
* First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
* Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

**REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.**

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above \* for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.