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| **20/21 Program Assessment Report : Associate of Arts Degree, Criminal Justice Focus** | | | | | | |
|  | Program outcome : Demonstrate the ability to communicate effectively in writing and speech related to the field of Criminal Justice. | Program outcome 2: Demonstrate well-developed analytical and problem solving skills related to the core criminal justice foundation concepts | Program outcome 3 | Program outcome 4 | **Comments/ Action Plan** |
| **Course Name and number:1090 Program Outcome 2 Measurement**  **Assessment: What would you do assignment CT rubric used**  **Benchmark B- or higher or growth of 25% from initial to final exercise**  **Faculty Strouth – Full Time** |  | **Data will go here** |  |  | Compare first week exercise to last week exercise to measure growth of critical thinking skills. CT Rubric will be used. Excellent exercise to use as it will measure growth of problem solving skills.  This is a core CRMJ Course that all students must take. This is the prime course to Measure Problem Solving Skills in. |
| **Course Name and number:crmj 2010 Program Outcome 1 Measurement**  **Assessment**: Case project – Serial Murderers or Not Exercise SAC AND WAC RUBRIC will used  **Benchmark** B+  **Faculty**: Strouth – Full time | Data will go here | Data will go here |  |  | Students will receive a B+ or higher on the final written case project Serial Murder or Not Case Analysis and receive a B+ or higher on the oral presentation of the case. SAC and WAC rubrics will be used. A Case Analysis rubric will be used to measure the core applications used in the field of CRMJ. |
| **Course Name and number:**  **Assessment tool (with short description):**  **Benchmark:**  **Faculty (Full time or Adjunct):**  **Number of students:** |  |  |  |  |  |
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**Important Notes: Please give a brief explanation of the assessment tool used. Remember that you can have more than 4 outcomes and multiple assessment tools if necessary.**

**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.