

Annual Assessment Report

Please submit via LiveText or Word document emailed to the College Dean and Office of Institutional Effectiveness **not later than Friday, May 11, 2012.** Supporting documentation may be submitted as an attachment.

Note: For definitions, examples and further amplification please refer to the [Assessment Manual \(link\)](#)

Academic Program Identification
Program (major): Sociology – Criminal Justice
Academic Unit: Sociology and Social Work
Assessment period: 2011-2012
Point of Contact: Kevin Modesto

Academic Unit Statement of Purpose or Mission Statement
The concentration in criminal justice for a sociology major prepares students to enter careers in the criminal justice system, including careers in law enforcement, courts, and corrections, and instill a knowledge of the role and significance of social, political, religious, and economic factors on individuals and society.
Changes to Mission Statement There are no changes to the mission statement at this time. It will be more thoroughly reviewed in the coming year.

Academic Program Learning Outcomes (PLOs)
<i>Please list all the learning outcomes for the program. The PLOs should be the same as submitted for catalog copy. Show the alignment to PLNU Institutional Learning Outcomes (ILOs).</i>
Program Learning Outcomes (filed June 2011) <ol style="list-style-type: none"> understand society and social behavior in groups and society Students will apply knowledge in criminal justice setting Prepare students for careers in criminal justice system

Changes to Program Learning Outcomes

- Demonstrate comprehension of the theoretical and legal foundations of criminal justice.
- Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose. Demonstrate comprehension of the theoretical and legal foundations of criminal justice.
- Demonstrate understanding and appreciation of the social realities, discrimination, and conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.
- Demonstrate ethical and professional behavior, and apply critical thinking and problem-solving skills, in an approved internship setting.

Program Curriculum Map

Identify the courses in the curriculum where students are provided opportunities in the curriculum to gain knowledge and skills pertinent to the designated outcomes, at the levels of I= Introduced, D=Developed, M=Mastered.

Curriculum Map (filed June 2011) attached (yes / no)

Yes

Changes to the Curriculum Map (may submit updates as an attachment)

No, as we will assess this in more detail during our program review scheduled for 2012-13.

Program Three-year Assessment Schedule

This identifies in which years the learning outcomes will be assessed, based on a two or three year cycle. This can be easily developed based on the courses identified to be assessed in the curriculum map.

Assessment Schedule (filed June 2011): attached (yes / no)

Changes to the Assessment Schedule (may submit updates as an attachment)

- *An annual testing of seniors using the ETS's Major Field test in sociology*
- *A periodic alumni survey scheduled for fall 2012*
- *Successful completion of internship in criminal justice setting*

Program Assessment Methods

Indirect measures such as opinion surveys and instruments that gather self-reports and/ or third-party reports of student knowledge, direct measures of student learning are generated when students are evaluated in their performance of a stated objective. To obtain a direct measure of student learning, systematically gather data across student performances using scores on standardized or locally prepared examinations or activities, or scoring rubrics for performances, projects, etc. (adapted from CSU Fresno Annual Assessment Report Template).

Direct Measures of Program Learning Outcomes (required for each PLO)

ETS Major Field Test
ACAT Criminal Justice

Indirect Measures (including alumni and student surveys)

Alumni Survey
Internship evaluation

Assessment Activities (conducted during the current academic year):

Please provide information only on those PLOs which have been identified in the multi-year assessment schedule to be assessed for this academic year.

Program Learning Outcomes, Criteria for Success

For each PLO assessed this year, please provide a description of the assessment methods and processes, and the criteria set for determining successful achievement of the learning outcome. Submit rubrics, exams, etc. in addition to this report as appropriate.

Assessment Schedule (filed June 2011): attached (yes / no)

1. Program Learning Outcome assessed during this academic year:

Understand society and social behavior in groups and society

Method of Assessment

ACAT

Criteria for Success

50% of students will be above the 50th percentile overall on both tests

2. Program Learning Outcome assessed during this academic year:

Students will apply knowledge in criminal justice setting

Method of Assessment

Internship evaluation

Criteria for Success

75% of students will successfully complete internship in criminal justice setting

3. Program Learning Outcome assessed during this academic year:

Prepare students for careers in criminal justice system

Method of Assessment

Not assessed

Criteria for Success

50% of graduates who apply for positions in criminal justice field will be hired

Closing the Loop – Summary Analysis, Curriculum Adjustment, and Program Improvement

Summary of Data collected/ Analysis of Findings:

Present and discuss the results of the assessment conducted. Provide conclusions based on analysis of the data. Please include discussion on how and who reviewed the data.

1. *An annual testing of seniors using the ACAT Major Field test in Criminal Justice*
The program scored in the 61% range for overall knowledge of Criminal Justice.
Individual scores ranged from a high of 92nd percentile to a low of the 26th percentile.
The baseline goal of 50% of the students scoring at the 50th percentile or above was

achieved, we 3 students scoring above and 3 scoring below.

2. *A periodic alumni survey scheduled for fall 2012*

Not conducted this year.

3. *Successful completion of internship in criminal justice setting*

All majors successfully completed their internships this year. We several turning into full-time paid employment.

Use of Results (Recommendations and Planning Change):

Describe any changes that are going to be made based on the assessment process or result for this academic year or proposals submitted to GSC or APC based on this year's assessment results. If no changes were found necessary, please state this.

We are not satisfied with the overall performance of the students on the ACAT. However, we are working with an extremely small sample size. The wide variation of the scores 1 – 92nd, 2 >70th, 2 > 40th, and 1 = 26th percentiles raises questions; particularly, regarding the relationship between performance on the ACAT and student assessment. Student's performance on the standardized tests in no way influences a student's grade; do they take the test seriously? The lowest performing student successfully completed their internship and was hired by the agency, suggesting they were at least competently prepared for employment.

Additionally, developing signature assignments will be a focus area in our assessment of the Criminal Justice Program.

Criminal Justice Curriculum Map				
<i>Course</i>	Learning, Informed by our Faith in Christ	Demonstrate God-inspired development and understanding of others,	Growing, in a Christ-Centered Faith Community	Serving, in a Context of Christian Faith
Outcome:	think critically, analytically, and creatively	Diversity Sensitive Practice: Values	live gracefully within complex environmental and social contexts.	serve both locally and globally.
SOC 101	Introduced	Introduced	Introduced	Introduced
SOC 209	Introduced			Introduced
SOC 103; SOC 201; or SOC 250	Developed	Developed	Developed	
SOC 260	Developed and Practiced	Developed and Practiced	Developed and Practiced	
SOC 310	Developed	Developed		Developed
SOC 360	Developed	Developed	Developed	
SOC 409	Mastery	Developed	Developed	
SOC 410	Mastery	Developed	Developed	
SOC 415	Developed		Introduced	
SOC 460	Developed: Critical Thinking & Practiced	Developed and Practiced	Developed and Practiced	Introduced
SOC 472	Mastered and Practiced	Mastered and Practiced	Mastered and Practiced	Mastered and Practiced
SOC 476	Mastery		Developed and Practiced	