Learning Outcome:
GELO 1d. Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
75% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Critical Thinking	N/A	N/A	N/A	N/A	55.6%

Conclusions Drawn from Data:
The cohorts that participated in testing in 2016-17 fell short of the program goal for reading and critical thinking. There is no prior data from the ADC –CJ program available for comparison, however, there is data available for students participating the in traditional sociology- criminal justice major.

For reading and critical thinking, the ADC cohort performed at a level below that of the traditional program over the past four years. It is comparable to the level achieved in 2012-13 by traditional program students.

Changes to be Made Based on Data:
The entrance requirements and academic history for ADC participants differ from those for the traditional program. These factors may influence the program outcome. Because the 2016-17 ADC outcomes are similar to the 2011-13 outcomes for the traditional program, program administration will review actions taken that resulted in significant improvement for the traditional program to explore if similar adjustments might benefit the ADC program.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

Learning Outcome:
GELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
75% of the students will be marginal or proficient at Level 2 Writing.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	2013-14	2014-15	2015-16	2016-17
ETS Proficiency Profile Level 2 Writing	N/A	N/A	N/A	N/A	44.4%

Conclusions Drawn from Data:
The cohorts that participated in testing in 2016-17 performed poorly on the program goal for writing. There is no prior data from the ADC –CJ program available for comparison, however, faculty assessment of writing assignments produced by students in the first three program cohorts support the ETS findings.

Changes to be Made Based on Data:
The ADC student profile is significantly different from the traditional PLNU student. The ADC program initiated a writing tutorial course to support students in a variety ADC programs. Future evaluation of students who completed the supplemental writing course vs. those who did not can be used to explore potential contributing factors and remedies. The ADC-CJ faculty are currently in discussion regarding curricular changes, including changes to improve the effectiveness of student writing skills. One suggestion under consideration is to revise the Writing and Interviewing in Criminal Justice Professions course to emphasize basic skills rather than the current course content that focuses on specific report writing used within the profession.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

CRIMINAL JUSTICE (ADC)
General Education

Learning Outcome:
GELO 1e. Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:
ETS Proficiency Profile Exam

Outcome Measure:
ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):
70% of the students will be marginal or proficient at Level 2 Math.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
ETS Proficiency Profile Level 2 Math	**N/A**	**N/A**	**N/A**	**N/A**	**77.8%**

Conclusions Drawn from Data:
The ADC- CJ cohorts tested in 2016-17 achieved the program goal for math. The program requires completion of a basic statistics course as a prerequisite for the ADC research class. This prerequisite may help support the foundation for successful performance in math.

Changes to be Made Based on Data:
Given program achievement in this area, no current adjustment to the program is required at this time. The program will focus attention to making changes in other core competencies that fell short of the program goal.

Rubric Used
No rubric. We use the ETS Proficiency Profile test results.

Assessment Data CJ-ADC Outcome #5

Learning Outcome:
Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice.
Course Activities Evaluated:
SCJ350 – Written and Oral Assignment Annually Fall Term 2
SCJ410 – Final Exam

Outcome Measure:
Interview Rubric (SCJ350)
Rubric (SCJ410)

Criteria for Success (if applicable):
75% of the students will earn a "C" or better (SCJ350)
75% of the students will earn a "C" or better (SCJ410)

Longitudinal Data:

SCJ350

	Percentage of Class Earning "C" or Better			
	Cohort 1: FA15	Cohort 2: SP16	Cohort 3: FA16	Cohort 4: SP17
Written and Oral Assignment	100%	100%	100%	100%

SCJ410

	Percentage of Class Earning "C" or Better		
	Cohort 1: SU16	Cohort 2: FA16	Cohort 3: SU17 (after 9/17)	
Final Exam	100%	94%	N/A	

Conclusions Drawn from Data:
Criminal justice students appear to effective communicators. A full 100% of students have met the benchmark in SCJ350 and 100% and 94% meeting the outcome in SCJ410.

Changes to be Made Based on Data:
None at this time as we are currently achieving our standards. Continued monitoring is necessary before altering the curriculum.

Rubric Used: