CRIMINAL JUSTICE (ADC)
General Education & Core Competencies, FA2019-SP2020

GE Learning Outcome 1d and CC: 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:

ETS Proficiency Profile Level 2 Critical Thinking	Number of students	Percentage of Students Marginal or Proficient
2016-17		73.8%
2017-18		29.4%
2018-19		NA
2019-20: FA 19		41.7%
2019-20: SP 20		6.3%

Conclusions Drawn from Data:
Continued efforts towards improvements in the curriculum and pedagogy will be a focus engaging students in critical thinking techniques through case studies and real life scenarios related to criminal justice.

Changes to be Made Based on Data:
The program will continue to incorporate current research-based journal articles in all courses. The objective is to scaffold students' ability to examine, critique, and synthesize content-specific information. Faculty will receive additional training on incorporating reading and critical thinking techniques to improve proficiency.

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

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GE Learning Outcome1a and CC: 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:

ETS Proficiency Profile Level 2 Writing	Number of students	Percentage of Students Marginal or Proficient
2016-17		68.2%
2017-18		23.5%
2018-19		NA
2019-20: FA 19		19.4%
2019-20: SP 20		6.3%

Conclusions Drawn from Data:
The criteria was not assessed during Fall 2019 as there were no cohorts in Term 4 to evaluate writing proficiency.

Changes to be Made Based on Data:
The writing is a high priority in the degree completion Criminal Justice Program. Data collected over the previous years reveal that ADC students writing abilities are not as effective in abilities to express ideas or information to others through written communication in comparison to the traditional students at PLNU. In order to increase student performance and writing effectiveness, curriculum revisions in course SCJ 3050, has been revised into 4 four 1 unit courses spread-out over the course of the four terms. The revision of the writing course focuses on enabling students in effectively expressing ideas and information to others through written communication. This improvement will allow the course Professors to identify students' strengths and weaknesses and focus on improving their writing skills. Instructors can also refer students as needed to the writing center and for additional assistance to the Director of writing.

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

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GE Learning Outcome 1e and CC: 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:

ETS Proficiency Profile Level 2 Math	Number of students	Percentage of Students Marginal or Proficient
2016-17		58.9%
2017-18		29.4%
2018-19		NA
2019-20: FA 19		25%
2019-20: SP 20		37.5%

Conclusions Drawn from Data:
Cohorts 11, 12 and 13 are transfer students and have provided appropriate documentation showing they have passed the necessary math requirements in general education. The ADC criminal justice program does not involve any mathematics in the curriculum.

Changes to be Made Based on Data:
An increased focus on quantitative reasoning will be highlighted throughout the program when appropriate with an emphasis in criminal justice. Program curriculum has undergone many revisions and improvements that provide the students the tools to apply cognitive and practical applications to improve their abilities to solve problems that are quantitative in nature. In course SCJ 3095 research methods, students will formulate comprehensive research designs that focus on solving problems that are quantitative in nature. In addition, course SCJ 4072 Internship; students will be given academic and actionable tasks that allow them to exercise problem-solving techniques with written requirements revealing their quantitive results.

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

Assessment Data CJ-ADC Outcome #5
General Education & Core Competencies

<u>**GE Learning Outcome 1b and CC: Oral Communication**</u>
Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice.

Outcome Measure:
SCJ350 – Written and Oral Assignment Annually Fall Term 2
SCJ410 – Final Exam

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)

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

Longitudinal Data:

SCJ3050 (d) Written and Oral Assignment	Number of students	Percentage of Class Earning "C" or Better
Cohort 1:FA15		100%
Cohort 2:SP16		100%
Cohort 3:FA16		100%
Cohort 4:SP17		100%
Cohort 5:FA17		97.6%
Cohort 6:SP18		N/A
Cohort 7:FA18		89%
Cohort 8:FA18		90%
Cohort 9:FA18		93%
Cohort 10:SP19		97%
Cohort 11:FA19		83%
Cohort 12:FA19		93%
Cohort 13:SP20		89%

SCJ4010 Final Exam	Number of students	Percentage of Class Earning "C" or Better
Cohort 1: SU16		100%
Cohort 2: FA16		94%
Cohort 3: SU17		95%
Cohort 4: FA17		95%
Cohort 5: SP18		94%
Cohort 6: FA18		NA

Cohort 7: SP19		90%
Cohort 8: SP19		86%
Cohort 9: SP19		96%
Cohort 10: SP19		81%
Cohort 11: FA19		91%
Cohort 12: FA19		83%
Cohort 13: SP20		97%

Conclusions Drawn from Data:
Cohorts 11, 12 and 13 exceeded the benchmarks for SCJ3050(d) and SCJ4010.

Changes to be Made Based on Data:
There will not be any changes made to the curriculum at this time.

Rubric Used:
Interview Rubric (SCJ350) listed below. Rubric (SCJ4010)
A final exam which is **closed-note, closed book**, vocabulary matching exam worth 100 points.

Written Communication Rubric SCJ350

Written Communication Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	**20.0 pts Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. Full Marks**	**15.0 pts Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).Rating Description**	**10.0 pts Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).**	**5.0 pts Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).**	20.0 pts

Written Communication Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Content Development	**20.0 pts** Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	**15.0 pts** Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	**10.0 pts** Uses appropriate and relevant content to develop and explore ideas through most of the work.	**5.0 pts** Uses appropriate and relevant content to develop simple ideas in some parts of the work.	20.0 pts
This criterion is linked to a Learning Outcome Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).	**20.0 pts** Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	**15.0 pts** Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	**10.0 pts** Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	**5.0 pts** Attempts to use a consistent system for basic organization and presentation.	20.0 pts
This criterion is linked to a Learning Outcome Sources and Evidence	**20.0 pts** Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	**15.0 pts** Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	**10.0 pts** Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	**5.0 pts** Demonstrates an attempt to use sources to support ideas in the writing.	20.0 pts

Written Communication Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Control of Syntax and Mechanics	**20.0 pts** **Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.**	**15.0 pts** **Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.**	**10.0 pts** **Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.**	**5.0 pts** **Uses language that sometimes impedes meaning because of errors in usage.**	20.0 pts

Total Points: 100.0

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General Education & Core Competencies

GE Learning Outcome 1c and CC: Information Literacy
Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:
SCJ 4076 Final Reflective Paper. Term 4.

Criteria for Success (how do you judge if the students have met your standards):
75% will earn a C or better.

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:

SCJ4076 Research Paper or Presentation grades	Number of students	Percentage of Class Earning "C" or Better
Cohort 1: FA16		89%
Cohort 2: SP17		93%
Cohort 3: FA17		87%
Cohort 4: SP18		92%
Cohort 6: FA18		NA
Cohort 7: SP19		93%
Cohort 8: SP19		92%
Cohort 9: SP19		94%
Cohort 10: SP19		92%
Cohort 11: FA19		92%
Cohort 12: FA19		92%
Cohort 13: SP20		94%

Conclusions Drawn from Data:
Cohorts 11, 12 and 13 exceeded the benchmarks for SCJ4076

Changes to be Made Based on Data:
No revisions will be made at this time.

Rubric Used
Final Paper Rubric SCJ 4076

Final Paper Rubric					
Criteria	**Ratings**				**Pts**
This criterion is linked to a Learning Outcome Development (evidence and explanation)	35.0 pts **Distinguished- Ample and satisfying evidence, as well as careful interpretation of the facts, pervades all sections of the report**	30.0 pts **Proficient- For the most part, sections of the report's body present and explain the supporting points**	20.0 pts **Basic- Necessary discussion points are missing or occasionally are not explained so their relationship to the main idea is clear**	10.0 pts **Below Expectation of the report make the thesis, but poo either holes in the evidence, or both**	35.0 pts
This criterion is linked to a Learning Outcome Organization	35.0 pts **Distinguished- The ideas are arranged logically to support the thesis and the purpose of the text**	30.0 pts **Proficient- For the most part, the reader can follow--and is satisfied by-- the structure of the text**	20.0 pts **Basic- There is some evidence that one or two sections of the report should be reordered**	10.0 pts **Below Expectations is confused by a tex often jumps around to section of the bod**	35.0 pts
This criterion is linked to a Learning Outcome Mechanics and Format	15.0 pts **Distinguished- Rare errors do not distract the reader from the message of the text and do not disregard academic requirements of textual formatting**	10.0 pts **Proficient- This report exhibits some limited difficulty with manuscript format and/or mechanics, but lies within acceptable limits**	7.0 pts **Basic- The type and/or frequency of format and/or mechanical problems in this text is in need of attention**	3.0 pts **Below Expectatio format and/or me problems of this t unacceptable in a they sometimes ob meaning**	15.0 pts

Final Paper Rubric

Criteria	Ratings				Pts
This criterion is linked to a Learning Outcome Integration of Source Materials	**15.0 pts Distinguished- Source material appropriately represented (summary, paraphrase, quotation), preceded with signal phrase and followed with interpretation**	**10.0 pts Proficient- Superficial errors of meaning, quotation and/or signal phrase or interpretation**	**7.0 pts Basic- Some deviation of quotations, ideas represented and/or signal phrase or interpretation omitted**	**3.0 pts Below Expectations- Gross errors of idea representation and/or quoted matter and/or signal lead-in and/or interpretation**	15.0 pts

Total Points: 100.0