Sociology, Social Work, and Family Sciences
PLO Data for Criminal Justice – Adult Undergraduate
FA2022-SP2023

Learning Outcome #1:
Demonstrate comprehension of the theoretical and legal foundations of criminal justice.

Outcome Measure:
Area Concentration Achievement Test (ACAT/ETS)

Criteria for Success (if applicable):
The majority of students will have an overall score at or above the 50th on the ACAT/ETS.

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
5. Civic and Global Learning

Longitudinal Data:

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
2022-23	4	50%	Two of 4 students (2/4) scored at or above the 50th percentile of ETS Criminal Justice Major Field Test. Two of four did not meet the requirement.
2021-22	7	57.1%	The majority of students (4/7) scored at or above the 50th percentile of ETS Criminal Justice Major Field Test. Three of seven did not meet the requirement.
2020-21	3	100%	In 2020-21 the students took the ETS Criminal Justice Major Field test. Overall Scored in the 81st percentile nationally.
2019-20	3	0	None of our students scored at or above the 50th percentile overall on the ACAT this year. While this is unusual students did meet specific outcomes we focus on.
2018-19	8	87.5%	The majority of students scored at or above the 50th percentile on the ACAT 7 of 8.
2017-18	9	78%	The majority of students scored at or above the 50th percentile on the ACAT 7 of 9.
2016-17	4	75%	The majority of students scored at or above the 50th percentile on the ACAT 3 of 4.
2015-16	5	40%	Only 2 of 5 met the criteria for success. Two additional students just missed the threshold for success achieving scores above the 40th percentile range.
2014-15	2	50%	The overall sample size was too low to determine. One of two met the criteria for success.

Conclusions Drawn from Data:
Half of our students scored at or above the 50th percentile. Our overall ranking slid from the 50th percentile to the 9th percentile of all students taking the ETS CJ Major Field Test. Such a small sample makes it difficult to understand what resulted in such a poor performance overall, especially since two lowest performing students scored much higher on the ETS's General Sociology Major Field Test. The scores appear to suggest a lack of interest or assessment exhaustion among the participants.

Changes to be Made Based on Data:
Evaluate the use of the ETS major field test as an assessment tool.

Rubric Used: No rubric. ETS used.

PLO Data for Criminal Justice-ADC

Learning Outcome #2:
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.

Outcome Measure:
Area Concentration Achievement Test (ACAT/ETS)

Criteria for Success (if applicable):
The majority of students will have an overall score at or above the 50th on the ACAT.

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
5. Civic and Global Learning

Longitudinal Data:

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
2022-23	4	50%	Two of 4 students (2/4) scored at or above the 50th percentile of ETS Criminal Justice Major Field Test. Two of four did not meet the requirement.
2021-22	7	57.1%	The majority of students scored at or above the 50th percentile overall, indicating a degree of success in an understanding of the criminal justice system.
2020-21	3	100%	In 2020-21 the students took the ETS Criminal Justice Major Field test. Overall Scored in the 81st percentile nationally.
2019-20	3	0	None of our students scored at or above the 50th percentile overall on the ACAT this year. While this is unusual students did meet specific outcomes we focus on.
2018-19	8	87.5%	The majority of students scored at or above the 50th percentile on the ACAT 7 of 8.
2017-18	9	78%	The majority of students scored at or above the 50th percentile on the ACAT 7 of 9.
2016-17	4	75%	The majority of students scored at or above the 50th percentile on the ACAT 3 of 4.
2015-16	5	40%	Only 2 of 5 met the criteria for success. Two additional students just missed the threshold for success achieving scores above the 40th percentile range.
2014-15	2	50%	The overall sample size was too low to determine. One of two met the criteria for success.

Conclusions Drawn from Data:
Law enforcement was the strength of this year's students. They have returned us to our historical

pattern compared to last year. We will assess the program for areas to improve.

Changes to be Made Based on Data:
Track for changes in performance.

Rubric Used: No rubric. ETS used.

PLO Data for Criminal Justice-ADC

Learning Outcome #3:
Demonstrate understanding and appreciation of the social realities, discrimination, and conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.

Outcome Measure:
ETS Intercultural Competency & Diversity Assessment

Criteria for Success (if applicable):
The majority of students will score at or above the 50th percentile on the multiculturalism measure of the ETS.

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
5. Civic and Global Learning

Longitudinal Data:

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
2022-23	4	0%	Zero of 4 students (0/4) scored at or above the 50th percentile of ETS Major Field Test in Sociology Diversity category.
2021-22	7	57.1	The majority, 4 of 7, of CJ scored at or above the 50th percentile on the ETS Major Field Test in Sociology Multiculturalism Measure. Scores ranged from the 96th to the 1st percentile, with a mode of 65th percentile.
2020-21	3	100%	All of the students scored at or above 50th on EST major field test on multiculturalism.
2019-20	3	100%	All of the students scored at or above 50th on EST major field test on multiculturalism.
2018-19	8	87.5%	The majority of students, 7 of 8, scored at or above the 50th percentile on the EST Major Field test on race, ethnicity, and gender. The only person not scoring above the 50th percentile, had not taken Race and Ethnicity at the time of the ETS Exam.
2017-18	9	56%	The majority of students, 5 of 9, scored at or above the 50th percentile on the EST Major Field test on race, ethnicity, and gender. Two of the four who scored below, had not taken the specific course addressing these issues when they took the ETS.
2016-17	4	80%	The majority students, 4 of 5, scored in the 60th percentile or above. One student fell below the criteria for success.
2015-16	5	80%	The majority students 4 of 5, scored in the 60th percentile or above. One student fell below the

			criteria for success.
2014-15	3	66%	The majority students 2 of 3, scored in the 60th percentile or above. One student fell below the criteria for success.

Conclusions Drawn from Data:
We believe Race and Ethnicity are critical content areas and must be mastered. This year's cohort failed to meet the intended outcome. This could be to a lack of interest in the ETS or simply a failure on our part to convey the necessary material. The pandemic may also have a lingering impact. Students generally performed well in this category, we will monitor this topic closely in the coming academic year.

Changes to be Made Based on Data:
Monitor future performance.

Rubric Used:
None, ETS exam

PLO Data for Criminal Justice-ADC

Learning Outcome #4:
Demonstrate ethical and professional behavior, and apply critical thinking and problem-solving skills, in an approved internship setting.

Outcome Measure:
Internship Evaluation

Criteria for Success (if applicable):
The majority of will successfully complete their internship.

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
5. Civic and Global Learning

Longitudinal Data:

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
2022-23	4	100%	All CJ majors successfully completed their internships.
2021-22		100%	All of CJ majors successfully completed their internships.
2020-21		100%	Even in the challenging conditions of COVID-19 all of our students successfully completed their internships.
2019-20		100%	All of our Criminal Justice majors successfully completed their internships at the time of graduation this academic year.
2018-19		100%	All of our Criminal Justice majors successfully completed their internships at the time of graduation this academic year.
2016-17	4	75%	At this time 75% have successfully completed their internship. One is still in process of fulfilling the requirements for the degree.
2015-16	5	100%	All students successfully completed their internship in Criminal Justice.
2014-15	3	100%	All students successfully completed their internship in Criminal Justice.

Conclusions Drawn from Data:
CJ student's strength tends to be in the application of knowledge in practical settings. Each of the 4 majors excelled in their respective internships in the 2022-23 academic year.

Changes to be Made Based on Data:
No changes at this time