

Assessment Data CJ-ADC Outcome #1

Learning Outcome:

Demonstrate the ability to apply theoretical and legal foundations of criminal justice.

Outcome Measure:

SCJ300 – Written Assignment

SCJ310 – Applied Project

Criteria for Success (if applicable):

75% of the students to score a 3 or above (SCJ300)

75% of the students will earn a “C” or better (SCJ310)

Longitudinal Data:

		Percentage of Class at 3 or Above Competency					
		Cohort 1: FA15	Cohort 2: SP16	Cohort 3: FA16	Cohort 4: SP17	Cohort 5: FA17	Cohort 6: SP18
SCJ300 Written Assignment		100%	87.5%	96%	100%	87%	N/A
	Cohort 7: FA 18	Cohort 8: FA 18	Cohort 9: FA 18	Cohort 10: SP 19			
	92%	91%	92%	91%			

		Percentage of Class Earning “C” or Better					
		Cohort 1: SP16	Cohort 2: SP16	Cohort 3: FA16	Cohort 4: SP17	Cohort 5: FA17	Cohort 6: SP18
SCJ310 Final Exam		100%	75%	96%	94%	82%	N/A
	Cohort 7: FA 18	Cohort 8: FA 18	Cohort 9: FA 18				
	N/A	N/A	N/A				
	Cohort 7: SP 19	Cohort 8: SP 19	Cohort 9: SP 19	Cohort 10: SP 19			
	95%	90%	89%	N/A			

Conclusions Drawn from Data:

Students demonstrate a clear understanding of the theoretical and legal foundations of the criminal justice system. Cohorts 7-9 exceeded and met benchmark expectations for both SCJ 300 and SCJ 310. Cohort 10 exceeded and met benchmark expectations for SCJ 300 and has not yet undergone SCJ310.

Changes to be Made Based on Data:

None at this time. Continue monitoring and improving teaching methods.

Rubric Used:

Final Exam (SCJ310)

Field Assignment Rubric (SCJ300)

Field Assignment Rubric (SCJ300)

Field Assignment						
Criteria	Ratings					Pts
This criterion is linked to a Learning Outcome Organization	20.0 pts Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.	18.0 pts Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	15.0 pts Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.	13.0 pts Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.	0.0 pts No submission or the submission does not meet any of the elements required.	20.0 pts
This criterion is linked to a Learning Outcome Level of Content	70.0 pts Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic.	61.0 pts Content indicates original thinking and develops ideas with sufficient and firm evidence.	54.0 pts Content indicates thinking and reasoning applied with original thought on a few ideas.	45.0 pts Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	0.0 pts No submission or the submission does not meet any of the elements required.	70.0 pts

Field Assignment

Criteria	Ratings					Pts
This criterion is linked to a Learning Outcome Grammar/Mechanics	10.0 pts Free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons.	8.0 pts Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain.	7.0 pts Spelling, punctuation, and word choice slightly distract reader.	6.0 pts Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent.	0.0 pts No submission or the submission does not meet any of the elements required.	10.0 pts
Total Points: 100.0						

Assessment Data CJ-ADC Outcome #2

Learning Outcome:

Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function and purpose.

Outcome Measure:

SCJ409 – Written Assignment or Final Exam Annually.

Criteria for Success (if applicable):

75% of the students will earn a C or better

Longitudinal Data:

	Percentage of Class with C or Better Grade				
	Cohort 1: SP16	Cohort 2: SU16	Cohort 3: SP17	Cohort 4: FA17	Cohort 5: SP18
SCJ409 Written Assignment	100%	87.5%	96%	91%	76%
	Cohort 6 FA 18	Cohort 7: FA 18	Cohort 8: FA 18	Cohort 9: FA 18	
	N/A	96%	96%	96%	
	Cohort 7: SP 19	Cohort 8: SP 19	Cohort 9: SP 19	Cohort 10: SP10	
	N/A	N/A	N/A	93%	

Conclusions Drawn from Data:

ADC students understand the components of the criminal justice system. Cohort 10 has met the benchmark for the learning outcomes. The cohort is progressing through the newly revised curriculum, 7 week courses rather than previous 5 week courses. Cohort 10 showed proficiency completing with an overall average of 93%.

Changes to be Made Based on Data:

Students will continue to be mentored and engaged through effective teaching methods applying legal historical background, structure, and purpose to their learning.

Rubric Used:

See rubric below.

Reflection Paper Rubric (1)

Reflection Paper Rubric (1)

Criteria	Ratings			
This criterion is linked to a Learning Outcome Depth of Reflection	5.0 pts Distinguished- Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples.	3.0 pts Proficient- Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.	2.0 pts Basic- Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples.	0.0 pts Non-Performance- Writing demonstrates lack of reflection on the selected topic, with no details.
This criterion is linked to a Learning Outcome Required Components	5.0 pts Distinguished- Writing surpasses the required components of the selected topic.	3.0 pts Proficient- Writing includes the required components of the selected topic.	2.0 pts Basic- Writing includes the a few components of the selected topic.	0.0 pts Non-Performance- Writing does not include the required components of the selected topic.

Reflection Paper Rubric (1)

Criteria	Ratings			
This criterion is linked to a Learning Outcome Quality of Information	5.0 pts Distinguished- Information clearly relates to the main topic. It includes several supporting details and/or examples.	3.0 pts Proficient- Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	2.0 pts Basic- Information clearly relates to the main topic. No details and/or examples are given.	0.0 pts Non-Performance- Information has little to do with the main topic.
This criterion is linked to a Learning Outcome Structure and Organization	5.0 pts Distinguished- Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	3.0 pts Proficient- Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	2.0 pts Basic- Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	0.0 pts Non-Performance- Writing unclear, disorganized. Thoughts make little to no sense.
This criterion is linked to a Learning Outcome Grammar	5.0 pts Distinguished- There are no more than three spelling or grammar errors per page of writing reflection.	3.0 pts Proficient- There are no more than five spelling or grammar errors per page of writing reflection.	2.0 pts Basic- There are more than five spelling or grammar errors per page of writing reflection.	0.0 pts Non-Performance- There are numerous spelling or grammar errors per page of writing reflection.
Total Points: 25.0				

Assessment Data CJ-ADC Outcome #3

Learning Outcome:

Integrate and apply understanding of the social realities, discrimination, and conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.

Outcome Measure:

SCJ450 – Reflection or Integration Paper Annually

SCJ476 – Research Paper or Presentation Annually

Criteria for Success (if applicable):

75% of the students will earn a “C” or better (SCJ450)

75% of the students will earn a “C” or better (SCJ476)

Longitudinal Data:

	Percentage of Class Earning “C” or Better				
	Cohort 1: SU16	Cohort 2: FA16	Cohort 3: SU17	Cohort 4: FA17	Cohort 5: SP18
SCJ450 Reflection or Integration Paper	100%	68.75%	75%	91%	89%
SCJ450					
	Cohort 6: FA 18	Cohort 7: FA 18	Cohort 8: FA 18	Cohort 9: FA 18	
	N/A	N/A	N/A	N/A	
	Cohort 7: SP 19	Cohort 8: SP 19	Cohort 9: SP 19	Cohort 10: SP 19	
	N/A	N/A	N/A	N/A	

	Percentage of Class Earning “C” or Better			
	Cohort 1: FA16	Cohort 2: SP17	Cohort 3: FA17	Cohort 4: SP18
SCJ476 Research Paper or Presentation grades	89%	93%	87%	92%
	Cohort 6: FA 18	Cohort 7: FA 18	Cohort 8: FA 18	Cohort 9: FA 18
	96%	N/A	N/A	N/A
	Cohort 7: SP 19	Cohort 8: SP 19	Cohort 9: SP 19	Cohort 10: SP 19
	N/A	N/A	N/A	N/A

Conclusions Drawn from Data:

Cohorts 7-10 did not take SCJ 450 during the Spring 2019.

Changes to be Made Based on Data: No changes will be made to the course at this time.

Rubric Used:

Rubric (SCJ450) and Rubric (SCJ476)

Reflection Integration Paper Rubric SCJ 450

Criteria	Ratings				
<p>This criterion is linked to a Learning Outcome Content</p>	<p>5.0 pts Distinguished- Evidence of additional analysis beyond what is outlined in the assignment. Sources are clearly academic and show a breadth of research.</p>	<p>4.0 pts Proficient- Evidence that all required analysis outlined in assignment has been completed. Sources are academic and over the standard research areas.</p>	<p>3.0 pts Basic- Evidence that most required analysis is present, however the analysis lacks depth. Limited research breadth evident.</p>	<p>2.0 pts Below Expectations Little or no evidence that the required research outlines in the assignment was completed. Most of the resources are general and popular with limited amount of research breadth evident.</p>	<p>0.0 pts Non-Performance – The assignment is either nonexistent or lacks the components described in the instructions</p>
<p>This criterion is linked to a Learning Outcome Mechanics</p>	<p>2.5 pts Distinguished- Evidence of a clear thesis and articulate line of reasoning, points are well substantiated, and words are used carefully and there are very few, if any, minor errors related to spelling, grammar and sentence structure.</p>	<p>2.0 pts Proficient- Rationale is clear and the word choice supports the line of reasoning. May contain several minor errors related to grammar, spelling, sentence structure, but they do not distract from the content.</p>	<p>1.75 pts Basic-The rationale and word choices are sometimes unclear or hard to decipher and contain errors related to grammar, spelling, and sentence structure. The errors somewhat distract the reader from the content.</p>	<p>1.6 pts Below Expectations- Word choices and/or rationale are significantly lacking for college-level writing containing major errors related to grammar, spelling, sentence structure and citations the inhibit understanding.</p>	

Reflection Integration Paper Rubric SCJ 450

Criteria	Ratings				
This criterion is linked to a Learning Outcome Style and Formatting	2.5 pts Distinguished- Summaries are both summative and evaluative and accurately uses APA formatting consistently throughout the assignment.	2.0 pts Proficient- Summaries include some evaluation and exhibit APA formatting throughout the assignment. However, layout contains a few minor errors.	1.75 pts Basic- Summaries contain little evaluation and exhibit basic knowledge of APA formatting throughout the assignment. However, layout does not meet all APA requirements.	1.6 pts Below Expectations. Listed resources are missing summaries or have no evaluative component. Fails to exhibit basic knowledge of APA formatting. There are frequent errors, making the layout difficult to distinguish as APA	0.0 pts Non-Performance - The assignment is either nonexistent or lacks the components described in the instructions
	Total Points: 10.0				

Final Paper Rubric SCJ 476

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	35.0 pts
	10.0 pts Below Expectation of the report make the thesis, but poor either holes in the evidence, or both			

Final Paper Rubric

Criteria	Ratings				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	35.0 pts	10.0 pts Below Expectations- is confused by a text often jumps around to section of the bod
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	15.0 pts	3.0 pts Below Expectation- format and/or me problems of this t unacceptable in a they sometimes of meaning
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					

Assessment Data CJ-ADC Outcome #4

Learning Outcome:

Apply foundational skills; demonstrate core competencies (such as ethical and professional behavior and critical thinking) in a professional internship setting.

Outcome Measure:

SCJ472 – Paper and/or Field Evaluation Annually

Criteria for Success (if applicable):

75% of the students will earn a C or better

Longitudinal Data:

Percentage of Class with C or Better Grade					
	Cohort 1: FA16	Cohort 2: SP17	Cohort 3: FA17	Cohort 4: SP18	
SCJ472 Paper and/or Field Evaluation	89%	80%	80%	93%	
	Cohort 5: SP 18	Cohort 6: FA 18	Cohort 7: FA 18	Cohort 8: FA 18	Cohort 9: FA 18
	N/A	97%	N/A	N/A	N/A

	Cohort 7: SP 19	Cohort 8: SP 19	Cohort 9: SP 19	Cohort 10: SP 19	
	N/A	N/A	N/A	N/A	

Conclusions Drawn from Data:

Cohorts 7-10 did not take SCJ 472 during the Spring 2019.

Changes to be Made Based on Data:

Faculty will continue to assign students to specific approved internship agencies to provide adequate criminal justice field experience.

Rubric Used:Standardized Evaluation Form and/or Paper Rubric
Internship Reflection Paper (1)

Internship Reflection Paper Rubric

Criteria	Ratings				Pts
<p>This criterion is linked to a Learning Outcome Mechanics: Used proper grammar, correct spelling, complete sentences, and punctuation.</p>	<p>10.0 pts Distinguished - essay contains very few, if any, minor errors related to grammar, spelling, and sentence structure.</p>	<p>8.0 pts Proficient - Essay contains several minor errors related to grammar, spelling, and sentence structure, but they do not distract the reader from the content.</p>	<p>6.0 pts Basic - Essay contains errors related to grammar, spelling, and sentence structure. The errors somewhat distract the reader from the content of the summary.</p>	<p>0.0 pts Non-Performance - Summary is either non-existent, or contains so many errors related to grammar, spelling, and sentence structure that is cannot be read or understood.</p>	<p>10.0 pts</p>
<p>This criterion is linked to a Learning Outcome APA Format: Used proper citation format for in-text cites (paraphrase and quotes). Used proper format for Reference Page. Used credible sources.</p>	<p>5.0 pts Distinguished - Accurately uses APA formatting consistently throughout the assignment.</p>	<p>3.0 pts Proficient - Exhibits APA formatting throughout the assignment. However, layout contains a few minor errors.</p>	<p>2.0 pts Basic - Exhibits basic knowledge of APA formatting throughout the assignment. However, layout does not meet all APA requirements.</p>	<p>1.0 pts Below Expectations - Fails to exhibit basic knowledge of APA formatting. There are frequent errors, making the layout difficult to distinguish as APA</p>	

Internship Reflection Paper Rubric

Criteria	Ratings			Pts
<p>This criterion is linked to a Learning Outcome Organization: Clear Introduction (including an attention-getter and preview of main points), Body paragraphs which addressed all three sections in specific detail, and Conclusion (including summary of main points and creative tie back to attention-getter).</p>	<p>15.0 pts Distinguished: The introduction, body paragraphs, and conclusion have a clear flow and natural progression to them, all three sections are discussed in detail, and the concepts build on each other to form a quality narrative.</p>	<p>8.0 pts Proficient: The introduction, body paragraphs, and conclusion have the essential elements build in a direct way, but the sections outlined in the prompt are addressed in vague terms.</p>	<p>3.0 pts Below Expectations: The introduction, body paragraphs, and conclusion do not build a case in any convincing way, address the sections in the prompt only moderately and are lacking in being able to keep the reader's attention.</p>	<p>15.0 pts</p>
				<p>0.0 pts Non-Performance – Student did not submit assignment</p>

Internship Reflection Paper Rubric

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Content: Internship was at an organization that was important to the community, student's learning was thoroughly described and the points outlined were clearly defined with supporting evidence.	20.0 pts Distinguished: The internship was relevant to the field the student wanted to work in, the learning gained was demonstrated by the student and the sections in the prompt were thoroughly addressed.	20.0 pts Proficient: The activity was within the field, and the sources used were quality, but there was a lack of specificity about the value this internship had to the student.	15.0 pts Below Expectations: The internship was vaguely described, the student learning was minimally addressed, and the paper did not attempt at articulating the sections outlined in the prompt.	0.0 pts Non-Performance – Student did not submit assignment
				20.0 pts
Total Points: 50.0				

Assessment Data CJ-ADC Outcome #5

Learning Outcome:

Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice.

Outcome Measure:

SCJ350 (d) – Written and Oral Assignment Annually Fall Term 4

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)

Longitudinal Data:

Percentage of Class Earning "C" or Better						
	Cohort 1: FA15	Cohort 2: SP16	Cohort 3: FA16	Cohort 4: SP17	Cohort 5: FA17	Cohort 6: SP18
SCJ350 (d) Written and Oral Assignment	100%	100%	100%	100%	97.6%	N/A
	Cohort 7: FA 18	Cohort 8: FA 18	Cohort 9: FA 18			
	N/A	N/A	N/A			

	Cohort 7: SP 19	Cohort 8: SP 19	Cohort 9: SP 19	Cohort 10: SP 19
	N/A	N/A	N/A	N/A

Percentage of Class Earning "C" or Better						
	Cohort 1: SU16	Cohort 2: FA16	Cohort 3: SU17 (after 9/17)	Cohort 4: FA17	Cohort 5: SP18	Cohort 6: FA18
SCJ410 Final Exam	100%	94%	95%	95%	94%	N/A
	Cohort 7: FA 18	Cohort 8: FA 18	Cohort 9: FA 18			
	N/A	N/A	N/A			

	Cohort 7: SP 19	Cohort 8: SP 19	Cohort 9: SP 19	Cohort 10: SP 10
	90%	86%	96%	N/A

Conclusions Drawn from Data:

Cohorts 7, 8, 9, and 10 did not complete SCJ350 (d) in Spring 2019. Cohorts 7, 8, and 9 did complete SCJ410 with averages above the benchmark. All three cohorts are progressing well within their studies as evidenced by the overall ratings.

Changes to be Made Based on Data:

No changes will be made at this time. Continuous data will be collected to improve the program.

Rubric Used:

Interview Rubric SCJ350 (d)

Written Communication Rubric

Written Communication Rubric

Criteria	Ratings				Pts
<p>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).</p>	<p>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</p>	<p>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</p>	<p>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).</p>	<p>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).</p>	20.0 pts
<p>This criterion is linked to a Learning Outcome Content Development</p>	<p>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.</p>	<p>15.0 pts Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.</p>	<p>10.0 pts Uses appropriate and relevant content to develop and explore ideas through most of the work.</p>	<p>5.0 pts Uses appropriate and relevant content to develop simple ideas in some parts of the work.</p>	20.0 pts

Written Communication Rubric

Criteria	Ratings				Pts
<p>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).</p>	<p>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</p>	<p>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.</p>	<p>10.0 pts Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.</p>	<p>5.0 pts Attempts to use a consistent system for basic organization and presentation.</p>	<p>20.0 pts</p>
<p>This criterion is linked to a Learning Outcome Sources and Evidence</p>	<p>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.</p>	<p>15.0 pts Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.</p>	<p>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.</p>	<p>5.0 pts Demonstrates an attempt to use sources to support ideas in the writing.</p>	<p>20.0 pts</p>
<p>This criterion is linked to a Learning Outcome Control of Syntax and Mechanics</p>	<p>20.0 pts Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.</p>	<p>15.0 pts Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p>	<p>10.0 pts Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.</p>	<p>5.0 pts Uses language that sometimes impedes meaning because of errors in usage.</p>	<p>20.0 pts</p>

Written Communication Rubric

Criteria	Ratings	Pts
Total Points: 100.0		

Rubric (SCJ410)

The final exam will be a **closed-note, closed book**, vocabulary matching exam worth 100 points.