

## Sociology C

### Program Learning Outcomes

### Measure

Demonstrate comprehension of the theoretical and legal foundations of criminal justice.

ACAT -- Criminal Justice Major Field Test

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.

ACAT -- Criminal Justice Major Field Test

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.

Internship Assessment

## **Criminal Justice Program Learning Outcomes, Measures, and Findings 2012-13**

### **Criteria for Success**

### **Findings**

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

None the students achieved an overall rating of at or above the 50th percentile on the ACAT. However, as whole students scored at 54th percointle for Criminal Justice Systems and at the 56th percentile in Criminal Law. The group as whole scored particularly poorly on Criminology and Research Methods at the 15th and 8th percentile respectively.

50% of students will be above the 50th percentile on the Criminal Justice Systems section of the ACAT.

Two of three students (66%), scored in the 77th percentile while the third scored in the 40th percentile indicating the goal was met.

75% of students will successfully complete their internship

100% successfully completed their internship in criminal justice.

## **Actions**

1. Provide incentives to perform well on the ACAT.
2. Assess the academic path of each student.
3. Consider the value of the ACAT for our department

None taken.

None taken.

**Narrative**

Incentives were provided to the students in the Class of 2014 who scored at above the 50th percentile on the ACAT. The most telling assessment was 2 of the three seniors taking the ACAT had no background in research methods. They did not take research methods until the Spring semester of their senior year, the semester after they took the ACAT, explaining the poor performance on the research methods section of the ACAT. While there are some issues with the ACAT, it was deemed a valuable assessment tool and continued.

Students appear to have a sound understanding of criminal justice systems.

There were no measures for this outcome. There is a clear need to develop a signature assignment for this outcome.

The students were able to apply their knowledge in a professional setting. In fact, all found employment in the criminal justice system and one attended law school.