

**Assessment Data Template
College of Extended Learning**

**ADULT DEGREE COMPLETION PROGRAM
Criminal Justice**

Learning Outcome #5 and Written Communication Core Competency

Learning Outcome:

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

Outcome Measure:

SCL 320 Current event written assignment.

Criteria for Success (if applicable):

75% of students will achieve a “2.5” or better on a 4-point scale.

Longitudinal Data:

Prior year data is not applicable. This program started in Academic year 2015-2016.

Course Assignment Outcomes Data

Case	Assignment value	Assessed Value	% Score	Scaled Value
415	50	43	0.86	3.5
331	50	34	0.68	2
341	50	0	0	0
333	50	46	0.92	4
332	50	43	0.86	3.5
363	50	49	0.98	4
434	50	45	0.9	4
342	50	40	0.8	3
Cumulative			0.75	3.4

Scaled value = converted to 4 point grading scale ("0" case omitted)

Class Outcome Data - Percentage

Scale	4	3.5	3	2	< 2
% of cases	0.38	0.25	0.125	0.125	0.125

Conclusions Drawn from Data:

The initial sample included eight students for which the cumulative mean was 75% with a mean scaled value of 3.4 for those who completed the assignment.

When converted to a typical 4-point grading scale, 75% of students achieved the benchmark for success of “2.5” or better on a 4-point scale, however the range of scores included a ‘0’ or failed score. More than half (63%) exceeded the benchmark by a full point (25% above the criteria)

Because of the nature of this assignment (see below) it could also be used to assess program Learning Outcome #2: demonstrate knowledge of the components of the criminal justice system and the University assessment of Specific Applied Knowledge.

The current rubric should be compared with the AACU writing rubric to determine which might be a best practice for evaluation.

Changes to be Made Based on Data:

The program evaluation protocol needs to better address the inclusion of data where the instrument for measurement has not been collected.

Rubric Used

Written Assignment (320)						
	Ratings					
Organization	Writing shows high degree of attention to detail and reasoning of points. Unity clearly shown to the reader to the conclusion and stirs thought regarding the topic. 20 pts	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present. 18pts	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay. 15 pts	Lacks logical organization. Shows some coherence but ideas lack unity. Serious errors. 13pts	Writing lacks organization, coherence and unity. 0 pts	20 pts
Level of Content	Content indicates synthesis of ideas, in-depth analysis and evidences original thought and support for the topic. 20 pts	Content indicates original thinking and develops ideas with sufficient and firm evidence. 18 pts	Content indicates thinking and reasoning applied with original thought on a few ideas. 15 pts	Shows some thinking and reasoning but most ideas are undeveloped and unoriginal. 13 pts	Shows no thinking or reasoning. 0 pts	20 pts
Grammar/Mechanics	Distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons. 10 pts	Few spelling, punctuation, and grammatical errors allowing reader to read ideas clearly. Very few fragments or run-ons. 8pts	Spelling, punctuation, and grammar correct allowing reader to progress through essay. Some errors remain. 7 pts	Spelling, punctuation, and grammatical errors create confusion, making reading difficult; comma splices, run-ons evident. Errors are frequent. 6 pts	Frequent errors in grammar and mechanics. 0 pts	10 pts
Total Points: 50						

Description of Assignment

This assignment will build off the critical analysis skills that we discuss and practice in class, so while it's good to start thinking about it now, don't write the essay until after we meet in class.

- Scenario: What was the Actus Reus; the Mens Rea; and the Mens Rea?
- Concurrence. Was there concurrence? In other words, did the individual have the mens rea for the crime at the time the individual committed the actus reus?
- Causation. Did the person's actions cause the harm to the other individual?
- Harm. What was the ultimate harm in this case?

Submit a 3-5 page paper. Include at least five court cases from the textbook to support your conclusion.

**Assessment Data Template
College of Extended Learning**

**ADULT DEGREE COMPLETION PROGRAM
Criminal Justice**

**Learning Outcome #5 and Written Communication Core Competency
SCL300 Introduction to CJ
2015-2016**

Learning Outcome:

1. Demonstrate ability to apply theoretical and legal foundations of criminal justice.
5. Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice.

Outcome Measure:

SCL 300 assignment 5 –Field Assignment with paper and oral presentation.

Criteria for Success (if applicable):

75% of students will achieve a “2.5” or better on a 4-point scale.

Longitudinal Data:

Prior year data is not applicable. This program started in Academic year 2015-2016.

Course Assignment Outcomes Data

Case	Assignment value	Assessed Value	% Success	Scaled Value
415	50	43	0.86	3.5
331	50	50	1.00	4
341	50	46	0.92	4
333	50	47	0.94	4
343	50	50	1.00	4
746	50	42	0.84	3.5
332	50	40	0.80	3
363	50	46	0.92	4
434	50	36	0.72	2
342	50	43	0.86	3.5
Cumulative			0.886	3.55

Scaled value = converted to 4 point grading scale.

Class Outcome Data - Percentage

Scale	4	3.5	3	2	< 2
% of cases	50	30	10	10	0

Conclusions Drawn from Data:

The initial sample included students for which the cumulative mean was 88.6% with a mean scaled value of 3.55 overall.

When converted to a typical 4-point grading scale, 90% of students achieved the benchmark for success of “2.5” or better on a 4-point scale, with the range of scores from 2.0 – 4.0. No individual score fell below a 2.0. A large majority (80%) exceeded the benchmark, with 50% scoring at 1.5 points (or 60% above the criteria). Only 10% fell at or below the 2.5 benchmark and no students falling into the lowest quadrant.

This assignment and rubric is also used to assess the PLO #5 written communication and the University core competency in writing skill. The current course rubric should be compared with the AACU writing rubric to determine which might be a best practice for evaluation.

Because of this assignment includes presentation (see below) it could also be used to assess the core competency in oral communication. If used for this purpose, scoring of presentation on an alternate rubric would be necessary.

Changes to be Made Based on Data:

Consider also evaluating on the AACU oral communications rubric. Consider adding oral communication evaluation to the presentation component.

When compared to data for many of a sample which included 70% of the same students, writing scores were higher when about an applied experience rather than one drawing from textbook examples and a case scenario. Consider testing this hypothesis for writing by the same sample of students within the same course and potentially offering a higher number of assignments that combine direct hands-on experience with written and oral demonstration.

Rubric Used (similar to SCL 320)

Written Assignment (300)						
	Ratings					
Organization	Writing shows high degree of attention to detail and reasoning of points. Unity clearly directed to the reader to the conclusion and stirs thought regarding the topic. 20 pts	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of Ideas is present. 18pts	Writing is incoherent and logically disorganized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay. 15 pts	Lacks logical organization. Shows some coherence but Ideas lack unity. Serious errors. 13pts	Writing lacks organization, coherence and unity. 0 pts	20 pts
Level of Content	Content indicates synthesis of Ideas, in-depth analysis and evidences original thought and support for the topic. 20 pts	Content indicates original thinking and develops Ideas With sufficient and firm evidence. 18 pts	Content indicates thinking and reasoning applied with Original thought on a few ideas. 15 pts	Shows some thinking and reasoning but most ideas are developed and unoriginal. 13 pts	Shows no thinking or reasoning. 0 pts	20 pts
Grammar/Mechanics	Minimal distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons. 10 pts	Most spelling, punctuation, and grammar are correct allowing reader to read clearly.. Some errors remain. 8pts	Most spelling, punctuation, and word choice slightly distract reader. 7 pts	Spelling, punctuation, and grammatical errors create confusion, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent. 6 pts	omission or the commission does not meet the elements required .. 0 pts	10 pts
Total Points: 50						

Description of Assignment

1. Each student will participate in a field assignment course project in order to gain a greater understanding of their chosen facet of the criminal justice system. Options for the field assignment or course project will be discussed in class. Students desiring to explore facets of the criminal justice system not suggested can submit a field assignment of their own for approval. All proposals for field assignments/course projects are due two (2) days after the first class.
2. Completed field assignments will consist of a written report between eight (8) and fifteen (15) pages in length accompanied by an oral presentation during class time. Select an occupation/vocation from within the three major components (Law enforcement, courts, or corrections) of the criminal justice course of study that you seek to gain a deeper understanding of, or desire to pursue at some point in the future. (Suggestions and ideas will be presented in class.)