

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 |

| | Percentage of Class Earning “C” or Better | | | | | |
|-----------------------------|---|-------------------|---|-------------------|-------------------|-------------------|
| | Cohort 1: SP16 | Cohort 2: SP16 | Cohort 3: FA16 (not available until after 12/25/16) | Cohort 4: SP17 | Cohort 5: FA17 | Cohort 6: SP18 |
| SCJ310 Final Exam | 100% | 75% | 96% | 94% | 82% | N/A |

Conclusions Drawn from Data:

Students demonstrate a clear understanding of the theoretical and legal foundations of the criminal justice system, exceeding expectations in 7 of 8 data points and meeting the expectations in 8 of 8.

Changes to be Made Based on Data:

None at this time. Continued monitoring.

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 |
| 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 Winter Term 2

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% |

Conclusions Drawn from Data:

ADC students understand the components of the criminal justice system. The majority 100% in cohort 4, completed with 91% and 76% of cohort 5 met the benchmark for the learning outcomes.

Changes to be Made Based on Data:

Students will receive more interaction during SCJ409 that apply to the historical background, structure, function and purpose.

Rubric Used:

Please add actual rubric here.

LAW Written Assignment Rubric

| Criteria | Ratings | | | | | Pts |
|--|--|--|--|---|--|----------------|
| <p>This criterion is linked to a Learning Outcome Organization</p> | <p>5.0 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.</p> | <p>4.0 pts Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.</p> | <p>3.0 pts Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions evident but not used throughout essay.</p> | <p>2.0 pts Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors.</p> | <p>0.0 pts Writing lacks organization, coherence and unity.</p> | <p>5.0 pts</p> |
| <p>This criterion is linked to a Learning Outcome Level of Content</p> | <p>5.0 pts Content indicates synthesis of ideas, in-depth analysis and evidence's original thought and support for the topic.</p> | <p>4.0 pts Content indicates original thinking and develops ideas with sufficient and firm evidence.</p> | <p>3.0 pts Content indicates thinking and reasoning applied with original thought on a few ideas.</p> | <p>2.0 pts Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.</p> | <p>0.0 pts Shows no thinking and reasoning.</p> | <p>5.0 pts</p> |

LAW Written Assignment Rubric

| Criteria | Ratings | | | | | Pts |
|--|---|---|---|---|---|---------|
| This criterion is linked to a Learning Outcome Grammar/Mechanics | 5.0 pts Free of distracting spelling, punctuation, and grammatical errors; absent of fragments, comma splices, and run-ons. | 4.0 pts Few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons. | 3.0 pts Most spelling, punctuation, and grammar correct allowing reader to progress though essay. Some errors remain. | 2.0 pts Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons evident. Errors are frequent. | 0.0 pts Frequent errors in grammar and mechanics. | 5.0 pts |
| Total Points: 15.0 | | | | | | |

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 Spring Term 3
 SCJ476 – Research Paper or Presentation Annually Spring Term 4

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% |

| | 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% |

Conclusions Drawn from Data:

The data suggest mixed results. Cohort 3 performed average barely meeting the minimum requirements for success. Restorative Justice (75%) and did better in Senior Seminar with 87% meeting the departmental outcomes in the respective courses. Cohort 4 had higher results with 91% in Restorative Justice and 92% in the Senior Seminar achieving success and the benchmark. Unfortunately, many challenges emerged in cohort 3's Restorative Justice Course. A stable and knowledgeable faculty has been assigned and will be prepared for upcoming courses.

Changes to be Made Based on Data:

Actively engage student learning through action based teaching by increasing the active learning elements of SCJ450. Identify and train a cadre of instructors for SCJ450.

Rubric Used:

Rubric (SCJ450) and Rubric (SCJ476)

Reflection Integration Paper Rubric SCJ 450

| Criteria | Ratings | | | | |
|--|--|---|---|--|--|
| This criterion is linked to a Learning Outcome Content | <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> |

Reflection Integration Paper Rubric SCJ 450

| Criteria | Ratings | | | | |
|--|---|--|--|--|--|
| <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> | |
| <p>This criterion is linked to a Learning Outcome Style and Formatting</p> | <p>2.5 pts Distinguished- Summaries are both summative and evaluative and accurately uses APA formatting consistently throughout the assignment.</p> | <p>2.0 pts Proficient- Summaries include some evaluation and exhibit APA formatting throughout the assignment. However, layout contains a few minor errors.</p> | <p>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.</p> | <p>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</p> | <p>0.0 pts Non-Performance - The assignment lacks the components described in the</p> |
| <p>Total Points: 10.0</p> | | | | | |

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 |
| 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 |
| 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 |

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 | | | | | |

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 Winter Term 4

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% |

Conclusions Drawn from Data:

The majority of our students have successfully completed their internships with 80% in cohort 3 and 93% in cohort 4. Anecdotal evidence suggests we need to continue to hone and refine our internship practices, particularly with regard to communication of expectations. Therefore, accountability practices will be implemented in upcoming semesters.

Changes to be Made Based on Data:

Students will be assigned specific internships and have more in-class sessions to discuss their experience in the internship.

Rubric Used:

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

| Internship Reflection Paper Rubric | | | | | | |
|--|---|---|---|--|----------|--|
| Criteria | Ratings | | | | Pts | |
| This criterion is linked to a Learning Outcome Mechanics: Used proper grammar, correct spelling, complete sentences, and punctuation. | 10.0 pts Distinguished - essay contains very few, if any, minor errors related to grammar, spelling, and sentence structure. | 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. | 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. | 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. | 10.0 pts | |
| | | | | | | |
| This criterion is linked to a Learning Outcome APA Format: Used proper citation format for in-text cites (paraphrase and quotes). Used proper format | 5.0 pts Distinguished - Accurately uses APA formatting consistently throughout the assignment. | 3.0 pts Proficient - Exhibits APA formatting throughout the assignment. However, layout contains a few minor errors. | 2.0 pts Basic - Exhibits basic knowledge of APA formatting throughout the assignment. However, layout does not meet all APA requirements. | 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 | 5.0 pt | 0.0 pts Non-Performance – Student did not submit assignment |
| | | | | | | |

Internship Reflection Paper Rubric

| Criteria | Ratings | | | | Pts |
|---|--|--|---|-----------------|---|
| <p>for Reference Page. Used credible sources.</p> | | | | | |
| <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</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 |
|---|--|---|--|--|
| tie back to attention-getter). | | | | |
| 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 – 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)

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 Written and Oral Assignment | 100% | 100% | 100% | 100% | 97.6% | 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 |

Conclusions Drawn from Data:

Criminal justice students appear to effective communicators. 97% of students have met the benchmark in SCJ350 and 95% and 94% meeting the outcome in SCJ410.

Changes to be Made Based on Data:

None at this time as we are currently achieving our standards. Continued monitoring is necessary before altering the curriculum.

Rubric Used:

Interview Rubric (SCJ350)

Written Communication Rubric

| 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 |
| 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, | 15.0 pts Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and | 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 |

Written Communication Rubric

| Criteria | Ratings | | | | Pts |
|---|--|---|---|--|-----------------|
| | and shaping the whole work. | shape the whole work. | | | |
| <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> |

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 | | | | | |

Rubric (SCJ410)

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