

**CRIMINAL JUSTICE (ADC)
General Education & Core Competencies**

Learning Outcome:

GELO 1d & Core Competency. Critical Thinking: Students will be able to examine critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Critical Thinking	N/A	N/A	N/A	N/A	73.8%	29.4%
	2018-19	2019-20				
	N/A	N/A				

Conclusions Drawn from Data:

The criteria was not assessed during fall 2019 as there were no cohorts in Term 3 in the Spring 2019 to evaluate Reading/Critical Thinking.

Changes to be Made Based on Data:

The program will continue to incorporate current research-based journal articles in all courses. The objective is to scaffold students' ability to examine, critique, and synthesize content-specific information. Faculty will receive additional training on incorporating reading and critical thinking techniques to improve proficiency.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

**CRIMINAL JUSTICE (ADC)
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Learning Outcome:

GELO 1a & Core Competency. Written: Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Writing.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Writing	N/A	N/A	N/A	N/A	68.2%	23.5%
	2018-19	2019-20				
	N/A	N/A				

Conclusions Drawn from Data:

The criteria was not assessed during Fall 2019 as there were no cohorts in Term 4 to evaluate writing proficiency.

Changes to be Made Based on Data:

The writing is a high priority in the degree completion Criminal Justice Program. Data collected over the previous years reveal that ADC students writing abilities are not as effective in abilities to express ideas or information to others through written communication in comparison to the traditional students at PLNU. In order to increase student performance and writing effectiveness, curriculum revisions in course SCJ 350, has been revised into 4 four 1 unit courses spread-out over the course of the four terms. The revision of the writing course focuses on enabling students in effectively expressing ideas and information to others through written communication. This improvement will allow the course Professors to identify students' strengths and weaknesses and focus on improving their writing skills. Instructors can also refer students as needed to the writing center and for additional assistance to the Director of writing.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

**CRIMINAL JUSTICE (ADC)
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Learning Outcome:

GELO 1e & Core Competency. Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

ETS Proficiency Profile Exam

Outcome Measure:

ETS Proficiency Profile Exam

Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Math.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Math	N/A	N/A	N/A	N/A	58.9%	29.4%
	2018-19	2019-20				
	N/A	N/A				

Conclusions Drawn from Data:

No data was gathered.

Changes to be Made Based on Data:

An increased focus on quantitative reasoning will be highlighted throughout the program when appropriate with an emphasis in criminal justice. Program curriculum has undergone many revisions and improvements that provide the students the tools to apply cognitive and practical applications to improve their abilities to solve problems that are quantitative in nature. In course SCJ 395 research methods, students will formulate comprehensive research designs that focus on solving problems that are quantitative in nature. In addition, course SCJ 472 Internship; students will be given academic and actionable tasks that allow them to exercise problem-solving techniques with written requirements revealing their quantitative results.

Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

**Assessment Data CJ-ADC Outcome #5
General Education & Core Competencies**

Learning Outcome:

GELO 1b & Core Competency. Oral Communication: 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
	Cohort 7: FA18	Cohort 8: FA18	Cohort 9: FA18			
	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
SCJ410 Final Exam	100%	94%	N/A	95%	94%
	Cohort 6: FA18	Cohort 7: FA18	Cohort 8: FA18	Cohort 9: FA18	
	N/A	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 take SCJ350 (d). Cohorts 7-9 exceeded the benchmarks for SCJ410 during the spring 2019.

Changes to be Made Based on Data:

There will not be any changes made to the curriculum at this time, cohorts 7-9 are the first cohorts to have completed the newly revised 7 week courses.

Rubric Used:

Interview Rubric (SCJ350) listed below. Rubric (SCJ410)

A final exam which is **closed-note, closed book**, vocabulary matching exam worth 100 points.

Written Communication Rubric SCJ350

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>	<p>20.0 pts</p>
<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>	<p>20.0 pts</p>

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		

**CRIMINAL JUSTICE (ADC)
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Learning Outcome:

GELO 1c & Core Competency. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

Outcome Measure:

SCJ 476 Research Paper. Annually Spring Term 4.

Criteria for Success (how do you judge if the students have met your standards):

75% will earn a C or better.

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, and
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Meeting or Exceeding Success Criteria				
	2016-17	2017-18	2018-19	2019-20	2020-21
SCJ 476 Research Paper	N/A	89.5%	96%	N/A	

Conclusions Drawn from Data:

Cohorts 7-10 have not completed SCJ476 and there are no other cohorts to gather data in this reporting period.

Changes to be Made Based on Data:

The revision of the writing course as previously outlined above will also focus on academic citation information as well as evaluating the logic, validity, and relevance of information from a variety of sources. These changes will allow the course Professors to identify and refer students as needed to the writing center and for additional assistance to the Director of writing.

Rubric Used

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
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 bo
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

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					