

2014-2015 Annual Assessment Report Template ^{v16}

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

Question 1: Program Learning Outcomes

Q1.1. Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess in 2014-2015?** [Check all that apply]

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above:
 - a.
 - b.
 - c.

Q1.3. Are your PLOs closely aligned with the mission of the university?

- 1. Yes
- 2. No
- 3. Don't know

Q1.4. Is your program externally accredited (other than through WASC)?

- 1. Yes
- 2. No (Go to Q1.5)
- 3. Don't know (Go to Q1.5)

Q1.4.1. If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- 1. Yes
- 2. No
- 3. Don't know

Q1.5. Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

- 1. Yes
- 2. No, but I know what the DQP is
- 3. No, I don't know what the DQP is.
- 4. Don't know

Q1.6. Did you use action verbs to make each PLO measurable (See Attachment I)? Yes, the learning objectives for the course from which measures were taken, include action verbs consistent with Bloom's taxonomy.

Q1.2. Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

Division of Criminal Justice faculty (as a whole) discussed and agreed upon the definition provided on the Ethical Reasoning VALUE Rubric which is as follows: "Ethical reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as the practice ethical decision making skills and learn how to describe and analyze positions on ethical issues.

In prior years, the Division assessed the BLG, Intellectual and Practical Skills by assessing students' level of critical thinking. Last AY as well as this AY, in assessing student abilities to reason ethically when presented with real-life scenarios, the Division has focused primarily on the BLG, Personal and Social Responsibility. The Integrative Learning BLG is also linked to the

Q1.2.1. Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs
- N/A, other (please specify):

ethical reasoning PLO as the evaluative essay is delivered in a capstone study course connecting the content and practices learned in the criminal justice major to assessment.

IN QUESTIONS 2 THROUGH 5, REPORT IN DETAIL ON ONE PLO THAT YOU ASSESSED IN 2014-2015

Question 2: Standard of Performance for the selected PLO

Q 2.1. Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):
The PLO, ethical reasoning skills, was assessed through measurement of student essay responses to a prompt that included 3 different ethical scenarios. Students chose one of the three scenarios to respond to. Assessment committee members then scored the essays using a rubric developed based on the VALUE rubric for ethical reasoning.

Q2.2. Has the program developed or adopted **explicit** standards of performance for this PLO?

- | | |
|-------------------------------------|---------------|
| <input checked="" type="checkbox"/> | 1. Yes |
| <input type="checkbox"/> | 2. No |
| <input type="checkbox"/> | 3. Don't know |
| <input type="checkbox"/> | 4. N/A |

Q2.3. Please provide the rubric(s) and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

The standard of performance overall was 4 or slightly higher out of a possible 8 points while the standard of performance on each of the two domains was 2 or slightly higher out of a possible 4 points.

Q2.4. Please indicate the category in which the selected PLO falls into.

- 1. Critical thinking
- 2. Information literacy
- 3. Written communication
- 4. Oral communication
- 5. Quantitative literacy
- 6. Inquiry and analysis
- 7. Creative thinking
- 8. Reading
- 9. Team work
- 10. Problem solving
- 11. Civic knowledge and engagement
- 12. Intercultural knowledge and competency
- 13. Ethical reasoning
- 14. Foundations and skills for lifelong learning
- 15. Global learning
- 16. Integrative and applied learning
- 17. Overall competencies for GE Knowledge
- 18. Overall competencies in the major/discipline
- 19. Other:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In SOME course syllabi/assignments in the program that address the PLO			
2. In ALL course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities	x	x	x
7. In new course proposal forms in the department/college/university			
8. In the department/college/university's strategic plans and other planning documents			
9. In the department/college/university's budget plans and other resource allocation documents			
10. Other, specify:			

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1. Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)
- 3. Don't know (Skip to **Q6**)
- 4. N/A (Skip to **Q6**)

Q3.2. If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

- 1. Yes
- 2. No (Skip to **Q6**)
- 3. Don't know (Skip to **Q6**)
- 4. N/A (Skip to **Q6**)

Q3.1A. How many assessment tools/methods/measures in total did you use to assess this PLO?

We used a single assessment tool to measure the PLO.

Q3.2A Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]**

In AY 2014-2015, the Division administered an improved form of the prior AY's assessment instrument, an essay aimed at measuring ethical reasoning. Members of the assessment committee reviewed and edited the AY 2013-2014 essay prompts, instructions, and rubric used in the prior AY to make improvements based on results from the prior year essays. While the essay scenarios and instructions were improved by simply making them consistent and less ambiguous, the rubric itself was improved by eliminating one of the three domains due to the fact that it provided poor measurement of its respective area (theoretical perspective) in the prior year. The essay was standardized so that every senior was given the same essay prompts, which included the option to answer one of three scenarios, and instructions.

Essays were provided to CRJ majors in four sections of Contemporary Issues in Criminal Justice (CRJ 190), the Division's senior capstone course. The essay prompts were distributed in all four sections of the course during the same week of the semester and student essays were collected the following week. Approximately 120 students were provided with the optional essay and 96 were returned. By contrast, in the prior AY (2013-2014), the total number of essays returned for scoring was 57.

Q3A: Direct Measures (key assignments, projects, portfolios)

Q3.3. Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

- 1. Yes
- 2. No (Go to **Q3.7**)
- 3. Don't know (Go to **Q3.7**)

Q3.3.1. Which of the following direct measures were used?
[Check all that apply]

- 1. Capstone projects (including theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes

<p>Q3.3.2. Please attach the direct measure you used to collect data.</p> <p>See document attached as Appendix A</p>	<table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>4. Classroom based performance assessments such as simulations, comprehensive exams, critiques</td> </tr> <tr> <td><input type="checkbox"/></td> <td>5. External performance assessments such as internships or other community based projects</td> </tr> <tr> <td><input type="checkbox"/></td> <td>6. E-Portfolios</td> </tr> <tr> <td><input type="checkbox"/></td> <td>7. Other portfolios</td> </tr> <tr> <td><input type="checkbox"/></td> <td>8. Other measure. Specify:</td> </tr> </table>	<input checked="" type="checkbox"/>	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques	<input type="checkbox"/>	5. External performance assessments such as internships or other community based projects	<input type="checkbox"/>	6. E-Portfolios	<input type="checkbox"/>	7. Other portfolios	<input type="checkbox"/>	8. Other measure. Specify:															
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<p>Q3.4. How was the data evaluated? [Select only one]</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>1. No rubric is used to interpret the evidence (Go to Q3.5)</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2. Used rubric developed/modified by the faculty who teaches the class</td> </tr> <tr> <td><input type="checkbox"/></td> <td>3. Used rubric developed/modified by a group of faculty</td> </tr> <tr> <td><input type="checkbox"/></td> <td>4. Used rubric pilot-tested and refined by a group of faculty</td> </tr> <tr> <td><input type="checkbox"/></td> <td>5. The VALUE rubric(s)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>6. Modified VALUE rubric(s)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>7. Used other means. Specify:</td> </tr> </table>		<input type="checkbox"/>	1. No rubric is used to interpret the evidence (Go to Q3.5)	<input checked="" type="checkbox"/>	2. Used rubric developed/modified by the faculty who teaches the class	<input type="checkbox"/>	3. Used rubric developed/modified by a group of faculty	<input type="checkbox"/>	4. Used rubric pilot-tested and refined by a group of faculty	<input type="checkbox"/>	5. The VALUE rubric(s)	<input type="checkbox"/>	6. Modified VALUE rubric(s)	<input type="checkbox"/>	7. Used other means. Specify:											
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<input type="checkbox"/>	4. N/A																									
<p>Q3.5. How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>A committee of five planned the data collection method and then presented it to the committee of the whole.</p>	<p>Q3.5.1. If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <table border="1"> <tr> <td><input type="checkbox"/></td> <td>1. Yes</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>2. No</td> </tr> <tr> <td><input type="checkbox"/></td> <td>3. Don't know</td> </tr> </table>		<input type="checkbox"/>	1. Yes	<input checked="" type="checkbox"/>	2. No	<input type="checkbox"/>	3. Don't know																		
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<input type="checkbox"/>	3. Don't know																									
<p>Q3.6. How did you select the sample of student work [papers, projects, portfolios, etc.]?</p> <p>Essays were provided to CRJ majors in four sections of Contemporary Issues in Criminal Justice (CRJ 190), the Division's senior capstone course. The essay prompts were distributed in all four sections of the course during the same week of the semester and student essays were collected the following week. Approximately 120 students were provided with the optional essay and 96 were returned.</p>	<p>Q3.6.1. How did you decide how many samples of student work to review?</p> <p>Selection of the course sections was a convenience sample; all essays returned were scored.</p>																									
<p>Q3.6.2. How many students were in the class or program?</p> <p>In the Spring 2015 semester, there were 219 students enrolled in the course we sampled from (CRJ 190).</p>	<p>Q3.6.3. How many samples of student work did you evaluate?</p> <p>96; 43.8% off all students enrolled in the course.</p>	<p>Q3.6.4. Was the sample size of student work for the direct measure adequate?</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/></td> <td>1. Yes</td> </tr> <tr> <td><input type="checkbox"/></td> <td>2. No</td> </tr> <tr> <td><input type="checkbox"/></td> <td>3. Don't know</td> </tr> </table>	<input checked="" type="checkbox"/>	1. Yes	<input type="checkbox"/>	2. No	<input type="checkbox"/>	3. Don't know																		
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<input type="checkbox"/>	2. No																									
<input type="checkbox"/>	3. Don't know																									

Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)

<p>Q3.7. Were indirect measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No (Skip to Q3.8)</p> <p><input type="checkbox"/> 3. Don't know</p>	<p>Q3.7.1. Which of the following indirect measures were used? [Check all that apply]</p> <p><input type="checkbox"/> 1. National student surveys (e.g., NSSE)</p> <p><input type="checkbox"/> 2. University conducted student surveys (e.g. OIR)</p> <p><input type="checkbox"/> 3. College/Department/program student surveys</p> <p><input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews</p> <p><input type="checkbox"/> 5. Employer surveys, focus groups, or interviews</p> <p><input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews</p> <p><input type="checkbox"/> 7. Other, specify:</p>
<p>Q3.7.2 If surveys were used, how was the sample size decided?</p>	<p>Q3.7.4. If surveys were used, what was the response rate?</p>
<p>Q3.7.3. If surveys were used, briefly specify how you selected your sample.</p>	

Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

<p>Q3.8. Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No (Go to Q3.8.2)</p> <p><input type="checkbox"/> 3. Don't know</p>	<p>Q3.8.1. Which of the following measures were used?</p> <p><input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams</p> <p><input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.)</p> <p><input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.)</p> <p><input type="checkbox"/> 4. Other, specify:</p>
<p>Q3.8.2. Were other measures used to assess the PLO?</p> <p><input type="checkbox"/> 1. Yes</p> <p><input checked="" type="checkbox"/> 2. No (Go to Q3.9)</p> <p><input type="checkbox"/> 3. Don't know (Go to Q3.9)</p>	<p>Q3.8.3. If other measures were used, please specify:</p>

Q3D: Alignment and Quality

<p>Q3.9. Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>	<p>Q3.9.1. Were ALL the assessment tools/measures/methods that were used good measures for the PLO?</p> <p><input checked="" type="checkbox"/> 1. Yes</p> <p><input type="checkbox"/> 2. No</p> <p><input type="checkbox"/> 3. Don't know</p>
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Question 4: Data, Findings and Conclusions

Q4.1. Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)
[Word limit: 600 for selected PLO]

Scores on the essays ranged from totals of 2 points to 8 points while the average score was 4.6 points. As such, 4.6 points on average, places the CRJ students between analysis and synthesis and at the mid to upper-mid range of this measure; identical to our findings from the previous AY. Some students (11%) did earn the full 8 points due to their ability to include evaluation in both domains evaluated in their short essays. Given our performance standard of 4 or slightly higher points, on average our students exceeded the standard. Table 1 reveals that 68% of students met or exceeded the standard.

Table 1. Overall ethical reasoning essay score distribution

Score	# Students	Percent of Students	Cum Percent
8	9	11%	11%
7	6	8%	19%
6	7	9%	28%
5	16	20%	48%
4	16	20%	68%
3	16	20%	88%
2	10	13%	100%*

*Does not equal 100 due to rounding.

For the Ethical Issue Recognition domain, scores ranged from 1 to 4 out of a possible 4 points. The average score for this area was 2.4 placing students again in the mid to upper-mid range of the measured domain. As shown in Table 2, 21% of students scored 4 out of 4 points by demonstrating a level of reasoning consistent with evaluation.

Table 2. Ethical Issue Reasoning domain essay score distribution

Score	# Students	Percent of Students	Cum Percent
4	17	21%	21%
3	16	20%	41%
2	29	36%	77%
1	18	23%	100%

In the Evaluation of Different Ethical Perspectives domain, scores also ranged from 1 to 4 out of a possible 4 points. The average score for this area was 2.2 placing students yet again in the mid to upper-mid range of the measured domain. Table 3 indicates that 72% of the students met or exceeded the performance standard. As this domain required students to demonstrate a higher level of thinking and ethical reasoning, it was expected that fewer would score full points. In this domain, 13% of students scored 4 out of 4 points by demonstrating a level of reasoning consistent with evaluation.

Table 3. Evaluation of Different Ethical Perspectives domain essay score distribution

Score	# Students	Percent of Students	Cum Percent
4	10	11%	11%
3	19	24%	35%
2	31	39%	74%
1	21	26%	100%

Based on the scores, criminal justice majors consistently fall in the mid to upper-mid range for the total and for both domains. These findings replicate and are nearly identical to the findings from the assessment committee efforts (measuring ethical reasoning through student essays) from the prior AY. The results of the essay overall suggest that CRJ seniors who wrote the essays are able to identify and evaluate important ethical issues and communicate through writing.

Q4.2. Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Students are meeting the program standard. As a Division faculty, we strive to improve student teaching and learning and always hope that student scores will be the highest we like to expect.

Q4.3. For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard

- 3. **Partially** met expectation/standard
- 4. **Partially** met expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1. As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (Go to **Q6**)
- 3. Don't know (Go to **Q6**)

Q5.1.2. Do you have a plan to assess the impact of the changes that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.1.1. Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Q5.2. How have the assessment data from last year (**2013 - 2014**) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
1. Improving specific courses				X	
2. Modifying curriculum				X	
3. Improving advising and mentoring				X	
4. Revising learning outcomes/goals			X		
5. Revising rubrics and/or expectations			X		
6. Developing/updating assessment plan			X		
7. Annual assessment reports		X			
8. Program review			X		
9. Prospective student and family information				X	
10. Alumni communication			X		
11. WASC accreditation (regional accreditation)			X		
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning			X		
16. Institutional benchmarking					X
17. Academic policy development or modification					X
18. Institutional Improvement					X
19. Resource allocation and budgeting				X	
20. New faculty hiring				X	
21. Professional development for faculty and staff				X	
22. Recruitment of new students				X	
23. Other Specify:					

Q5.2.1. Please provide a detailed example of how you used the assessment data above.

The Division of Criminal Justice uses finding from assessment committee activities in every AY to inform faculty and discuss as a whole. Following from AY 2013-2014, the current year assessment committee members chose to improve both the essay prompt document and the grading rubric.

Additional Assessment Activities

Q6. Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If your program/academic unit has collected data on the program elements, please briefly report your results here. [Word limit: 300]**

The Division of Criminal Justice has collected data on program elements and additional areas each year. In AY 2014-2015 we kept with collecting data only on student outcomes and, as an entire faculty, reviewing and evaluating the learning objectives for every course in the major.

Q7. What PLO(s) do you plan to assess next year?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Critical thinking |
| <input type="checkbox"/> | 2. Information literacy |
| <input type="checkbox"/> | 3. Written communication |
| <input type="checkbox"/> | 4. Oral communication |
| <input type="checkbox"/> | 5. Quantitative literacy |
| <input type="checkbox"/> | 6. Inquiry and analysis |
| <input type="checkbox"/> | 7. Creative thinking |
| <input type="checkbox"/> | 8. Reading |
| <input type="checkbox"/> | 9. Team work |
| <input type="checkbox"/> | 10. Problem solving |
| <input type="checkbox"/> | 11. Civic knowledge and engagement |
| <input type="checkbox"/> | 12. Intercultural knowledge and competency |
| <input type="checkbox"/> | 13. Ethical reasoning |
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| <input type="checkbox"/> | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| | a. |
| | b. |
| | c. |

Q8. Have you attached any appendices? If yes, please list them all here:

Appendix A: Ethical Reasoning Essay prompt and instructions
 Appendix B: Ethical Reasoning Essay grading rubric.

Program Information

<p>P1. Program/Concentration Name(s): B.S., Criminal Justice</p> <p>P1.1. Report Authors: Tim Croisdale, Mary Maguire</p>	<p>P2. Program Director: NA</p> <p>P2.1. Department Chair: Mary Maguire</p>										
<p>P3. Academic unit: Department, Program, or College: Division of Criminal Justice</p>	<p>P4. College: Health & Human Services</p>										
<p>P5. Fall 2014 enrollment for Academic unit (See Department Fact Book 2014 by the Office of Institutional Research for fall 2014 enrollment): 1,570 (1,544 undergraduate; 26 graduate)</p>	<p>P6. Program Type: [Select only one]</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;"><input checked="" type="checkbox"/></td><td>1. Undergraduate baccalaureate major</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>2. Credential</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>3. Master's degree</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>4. Doctorate (Ph.D./Ed.d)</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>5. Other. Please specify:</td></tr> </table>	<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major	<input type="checkbox"/>	2. Credential	<input type="checkbox"/>	3. Master's degree	<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)	<input type="checkbox"/>	5. Other. Please specify:
<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major										
<input type="checkbox"/>	2. Credential										
<input type="checkbox"/>	3. Master's degree										
<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)										
<input type="checkbox"/>	5. Other. Please specify:										
<p>Undergraduate Degree Program(s): P7. Number of undergraduate degree programs the academic unit has: 1</p> <p>P7.1. List all the name(s): B.S., Criminal Justice</p> <p>P7.2. How many concentrations appear on the diploma for this undergraduate program? 0</p>	<p>Master Degree Program(s): P8. Number of Master's degree programs the academic unit has: 1</p> <p>P8.1. List all the name(s): M.S., Criminal Justice</p> <p>P8.2. How many concentrations appear on the diploma for this master program? 0</p>										
<p>Credential Program(s): P9. Number of credential programs the academic unit has: 0</p> <p>P9.1. List all the names:</p>	<p>Doctorate Program(s) P10. Number of doctorate degree programs the academic unit has: 0</p> <p>P10.1. List all the name(s):</p>										

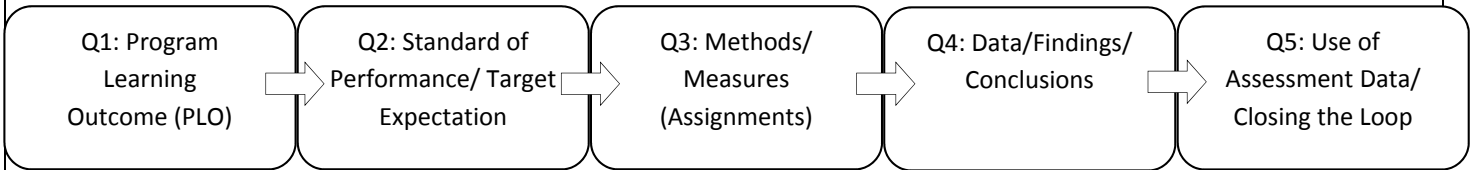
When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed						X				
P12. Last updated							X	X	X	
								1. Yes	2. No	3. Don't Know
P13. Have you developed a curriculum map for this program? For Previously assessed PLOs								X		
P14. Has the program indicated explicitly where the assessment of student learning occurs in the curriculum?								X		

P15. Does the program have any capstone class?	X		
P16. Does the program have ANY capstone project?		X	

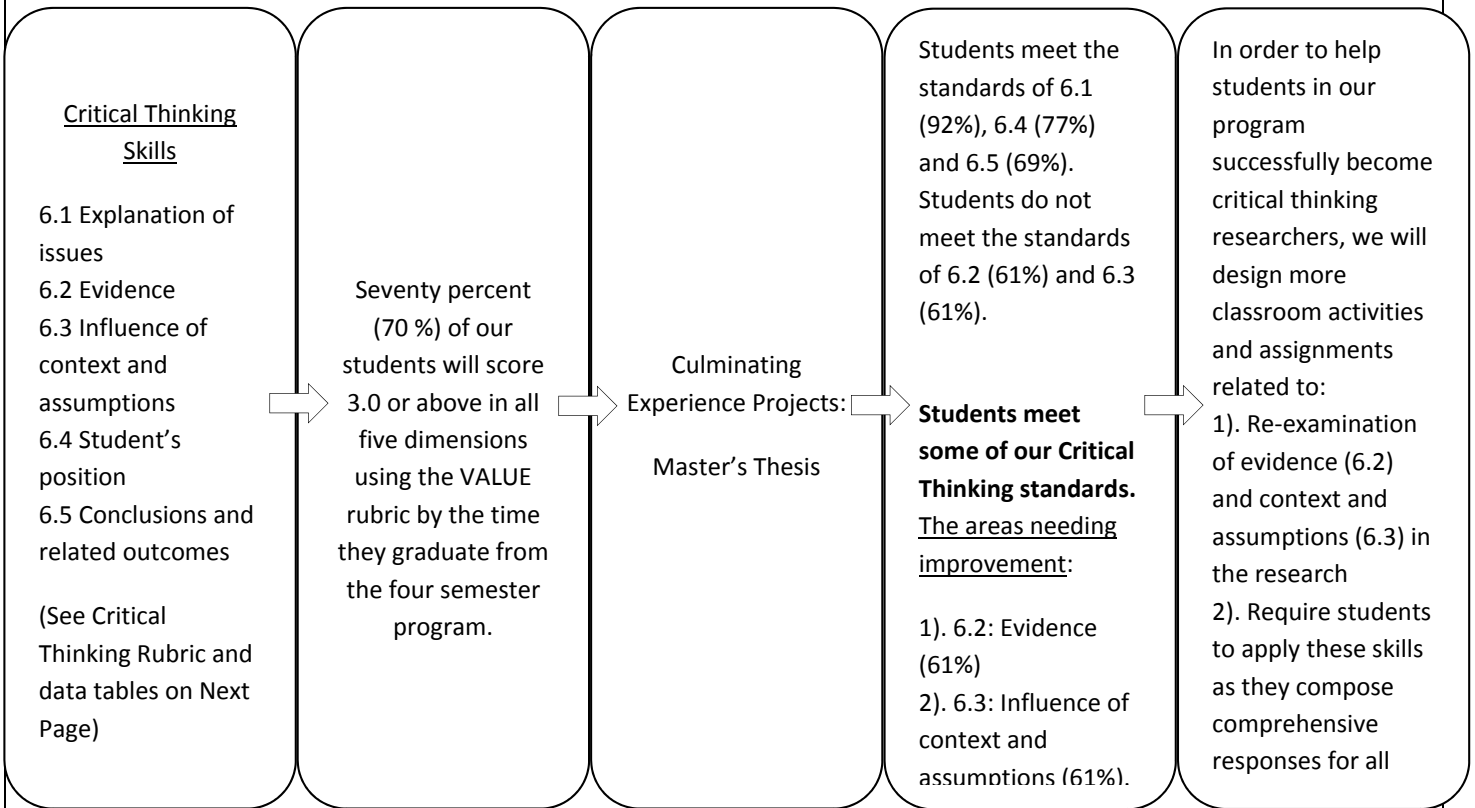
Assessing Other Program Learning Outcomes (Optional)

If your program assessed PLOs not reported above, please summarize your assessment activities in the table below. If you completed part of the assessment process, but not the full process (for example, you revised a PLO and developed a new rubric for measuring it), then put N/A in any boxes that do not apply.

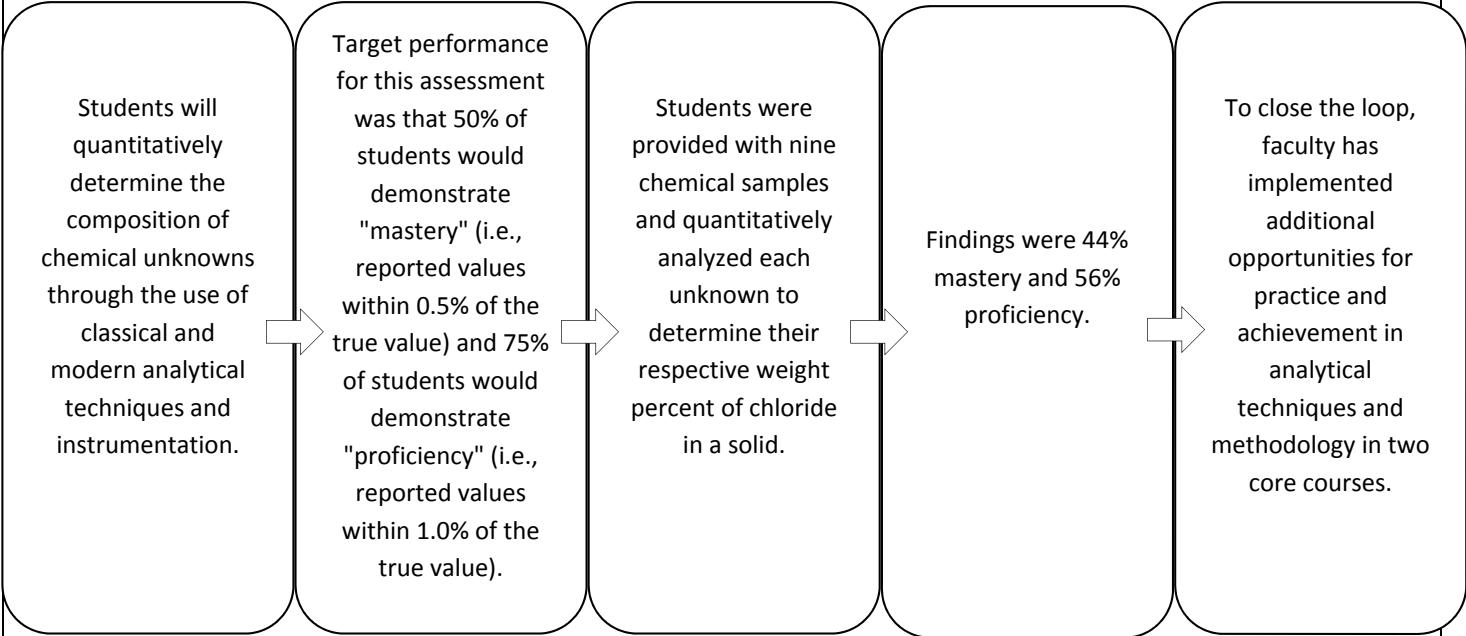
Report Assessment Activities on Additional PLOs Here



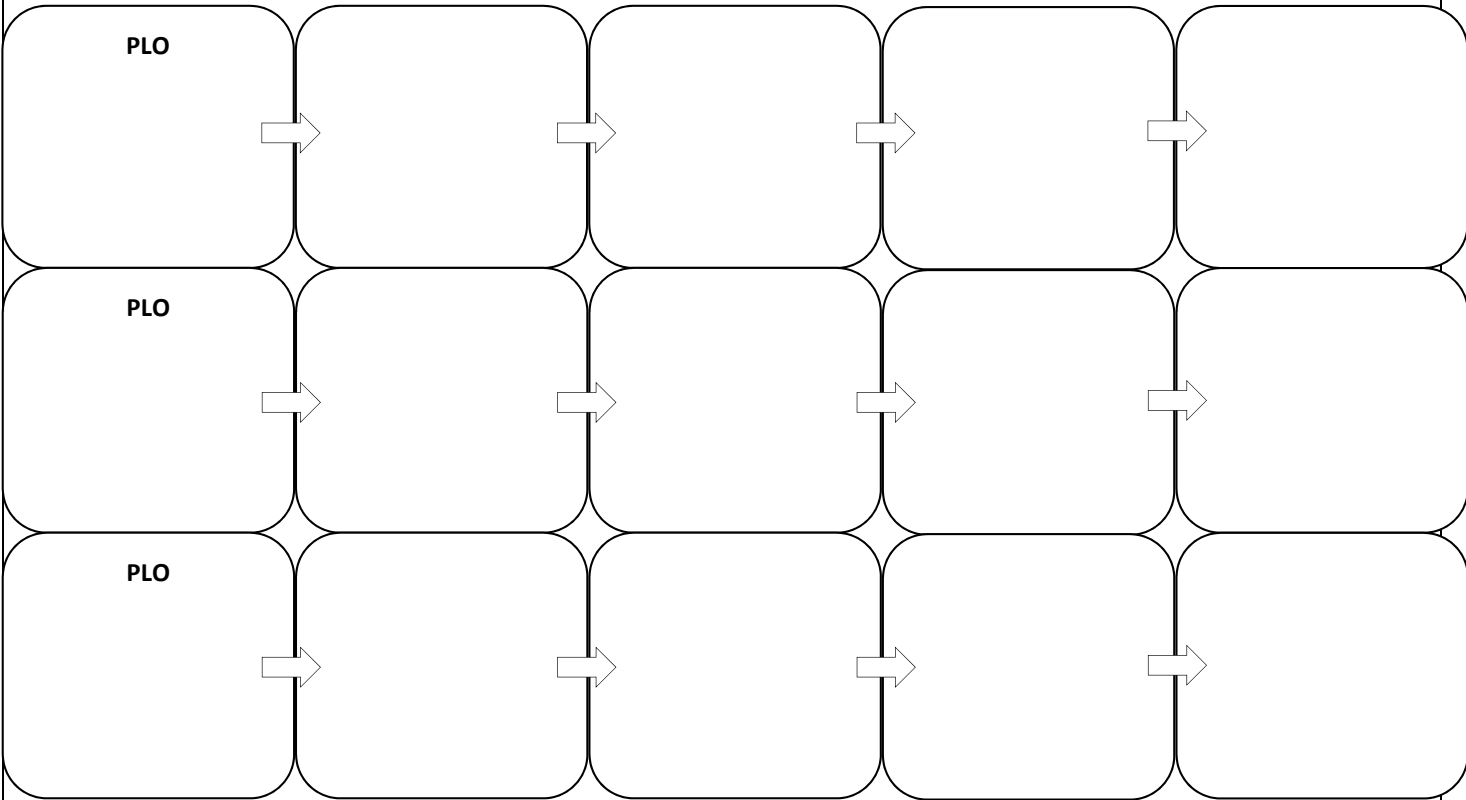
Example: Educational Technology (iMet), MA



Example: Chemistry BS/BA



Additional PLOs



Attachment I: The Development of Program Learning Outcomes

The Importance of Verbs

Multiple Interpretations:	Fewer Interpretations:
to grasp	to write
to know	to recite
to enjoy	to identify
to believe	to construct
to appreciate	to solve
to understand	to compare

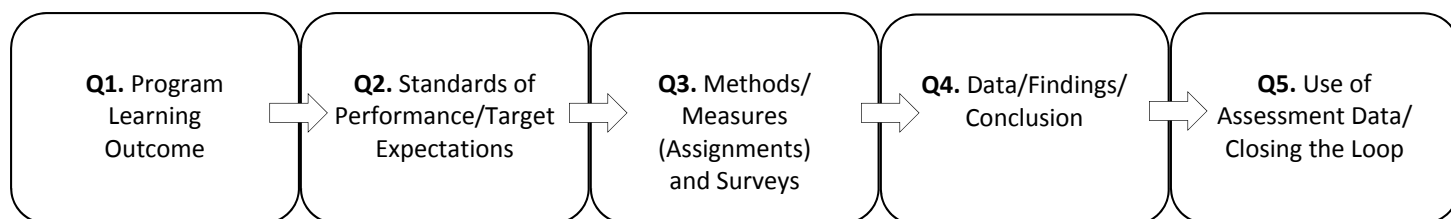
Relevant Verbs in Defining Learning Outcomes

(Based on Bloom's Taxonomy)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Arrange	Apply	Analyze	Arrange	Appraise
Define	Classify	Change	Appraise	Assemble	Assess
Describe	Convert	Compute	Break Down	Categorize	Choose
Identify	Describe	Construct	Calculate	Collect	Compare
Indicate	Defend	Demonstrate	Categorize	Combine	Conclude
Know	Diagram	Discover	Compare	Compile	Contrast
Label	Discuss	Dramatize	Contrast	Compose	Criticize
List	Distinguish	Employ	Criticize	Construct	Decide
Match	Estimate	Illustrate	Debate	Create	Discriminate
Memorize	Explain	Interpret	Determine	Design	Estimate
Name	Extend	Investigate	Diagram	Devise	Evaluate
Outline	Generalize	Manipulate	Differentiate	Explain	Explain
Recall	Give Examples	Modify	Discriminate	Formulate	Grade
Recognize	Infer	Operate	Distinguish	Generate	Interpret
Record	Locate	Organize	Examine	Manage	Judge
Relate	Outline	Practice	Experiment	Modify	Justify
Repeat	Paraphrase	Predict	Identify	Organizer	Measure
Reproduce	Predict	Prepare	Illustrate	Perform	Rate
Select	Report	Produce	Infer	Plan	Relate
State	Restate	Schedule	Inspect	Prepare	Revise
Underline	Review	Shop	Inventory	Produce	Score
	Suggest	Sketch	Outline	Propose	Select
	Summarize	Solve	Question	Rearrange	Summarize
	Translate	Translate	Relate	Reconstruct	Support
		Use	Select	Relate	Value
			Solve	Reorganize	
			Test	Revise	

Attachment II: Simplified Annual Assessment Report

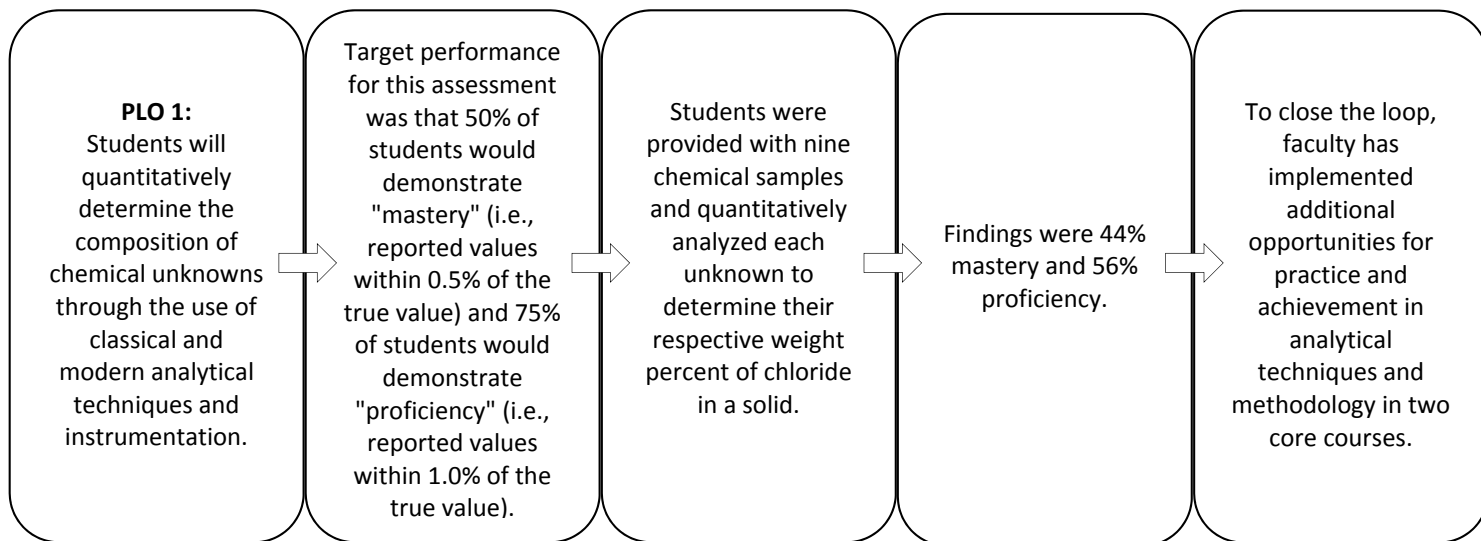
Basic Assessment



Examples:

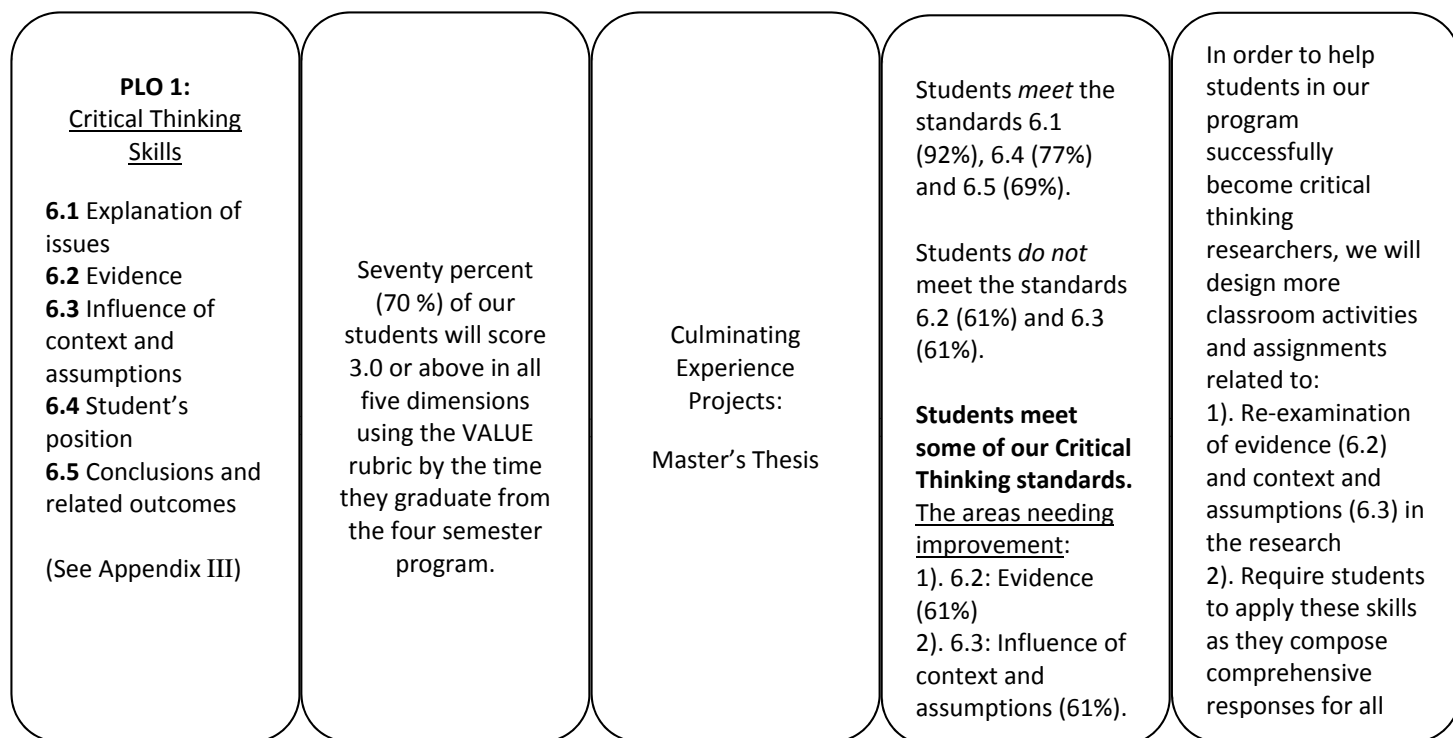
Chemistry, BS/BA

(Example of Content Knowledge)

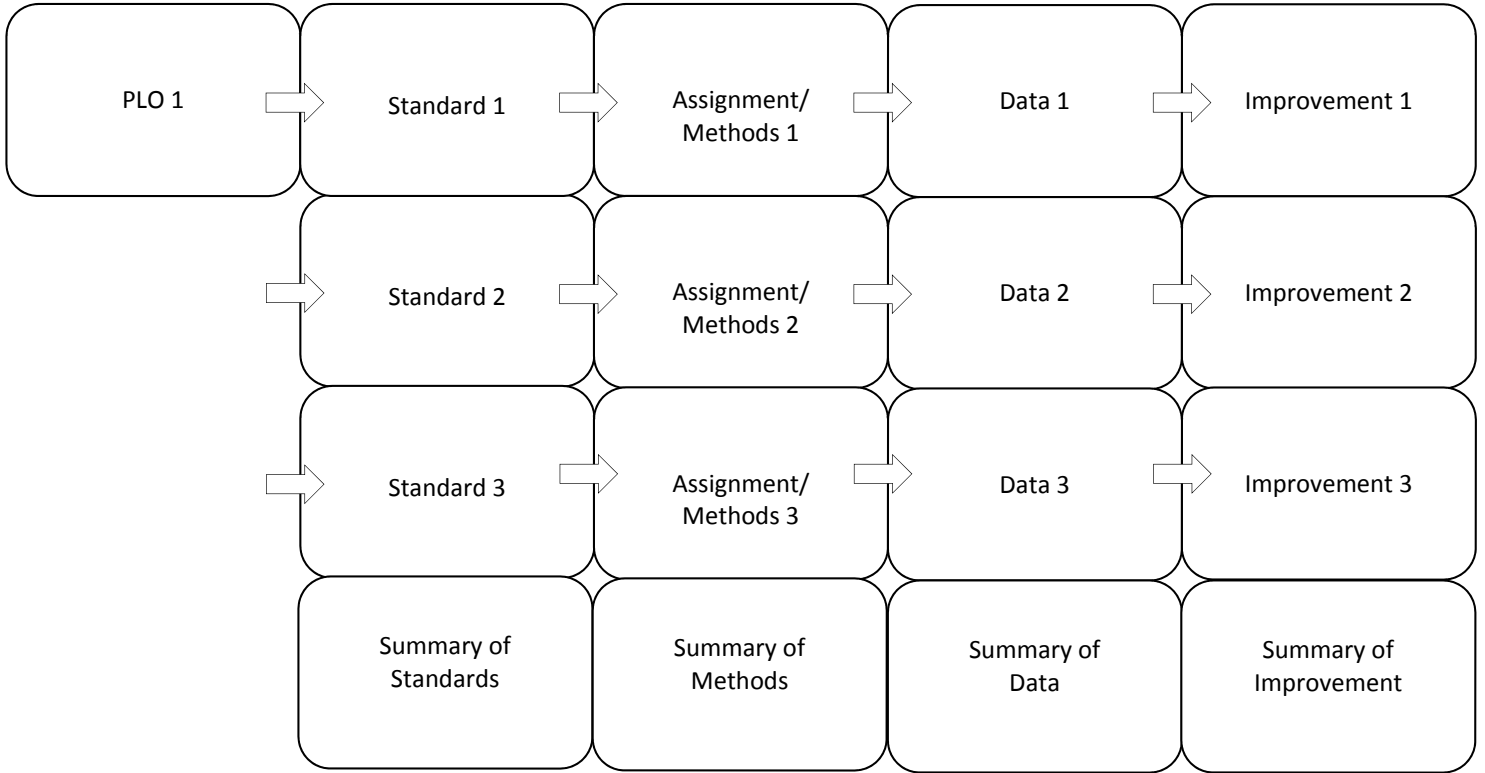


Educational Technology (iMet), MA

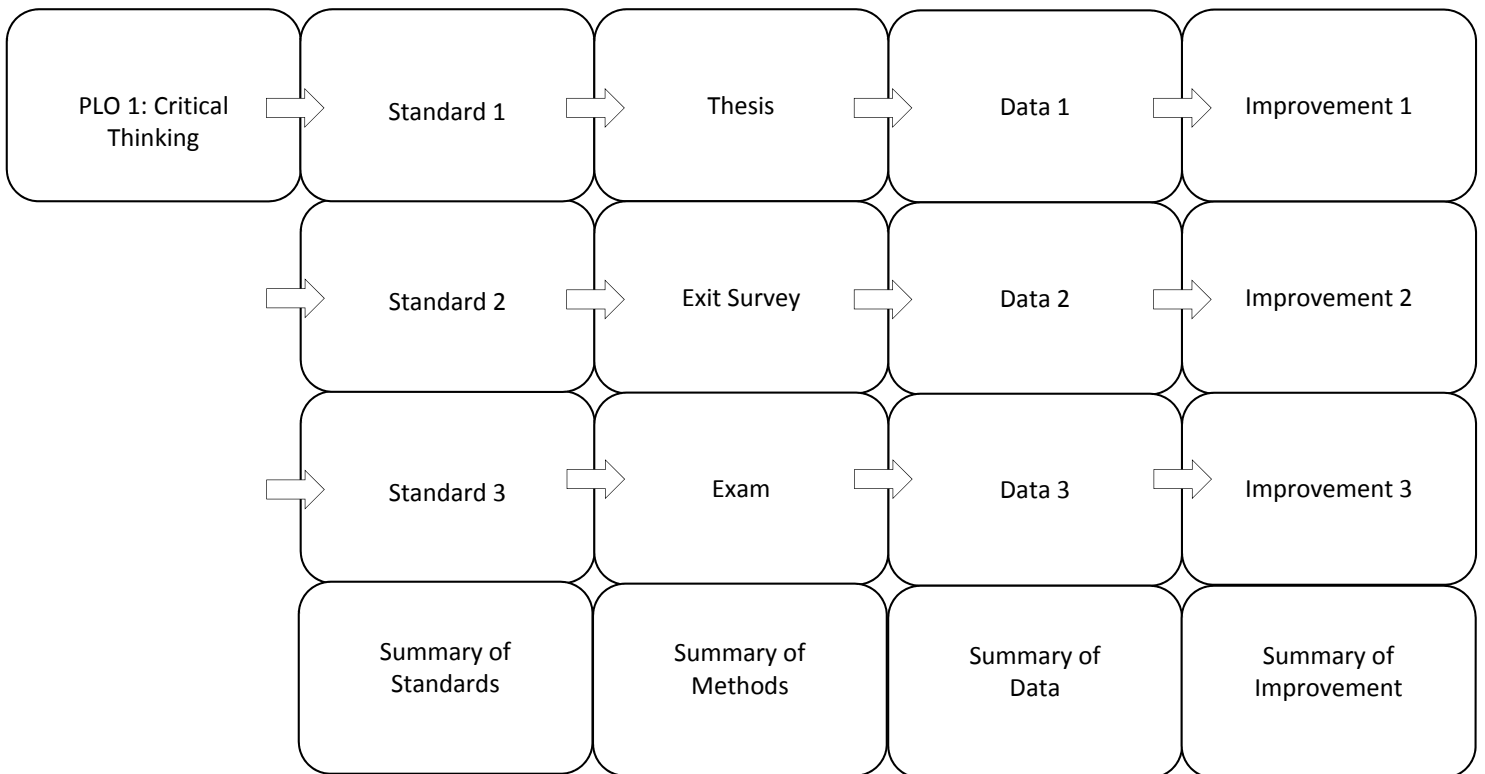
(Example of Complicated Skills)



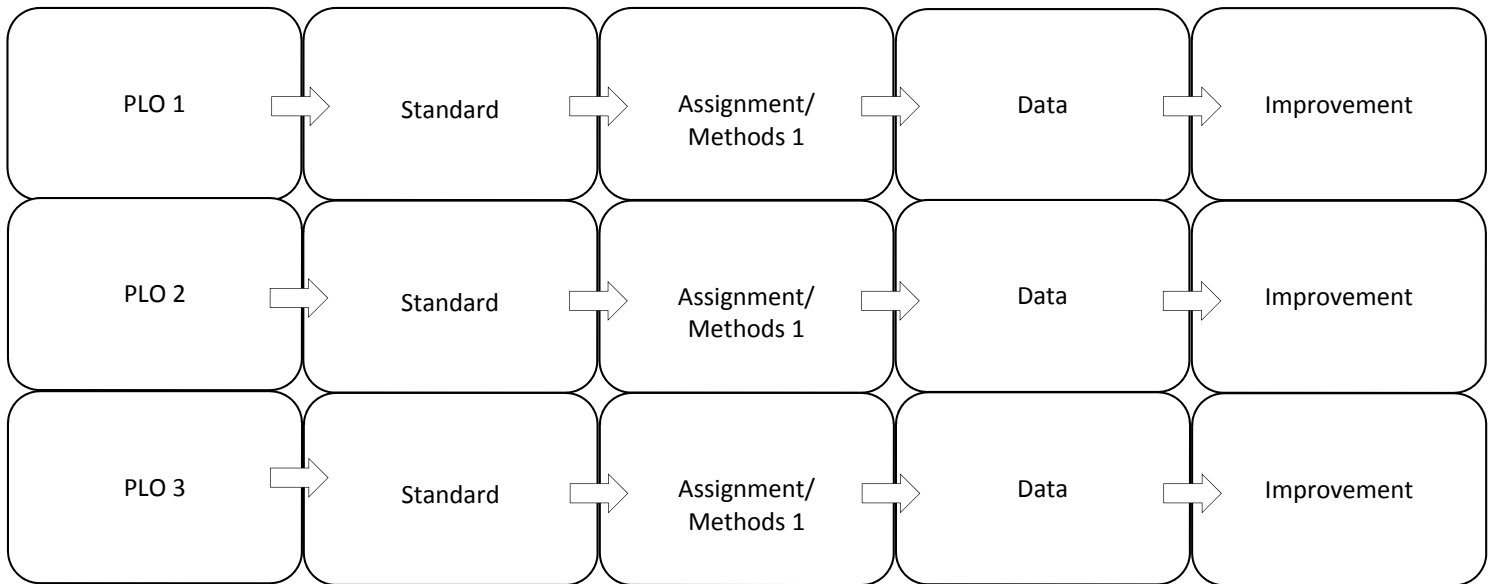
Assessment Flowchart – Multiple Methods
One PLO Assessed by Multiple Assignments



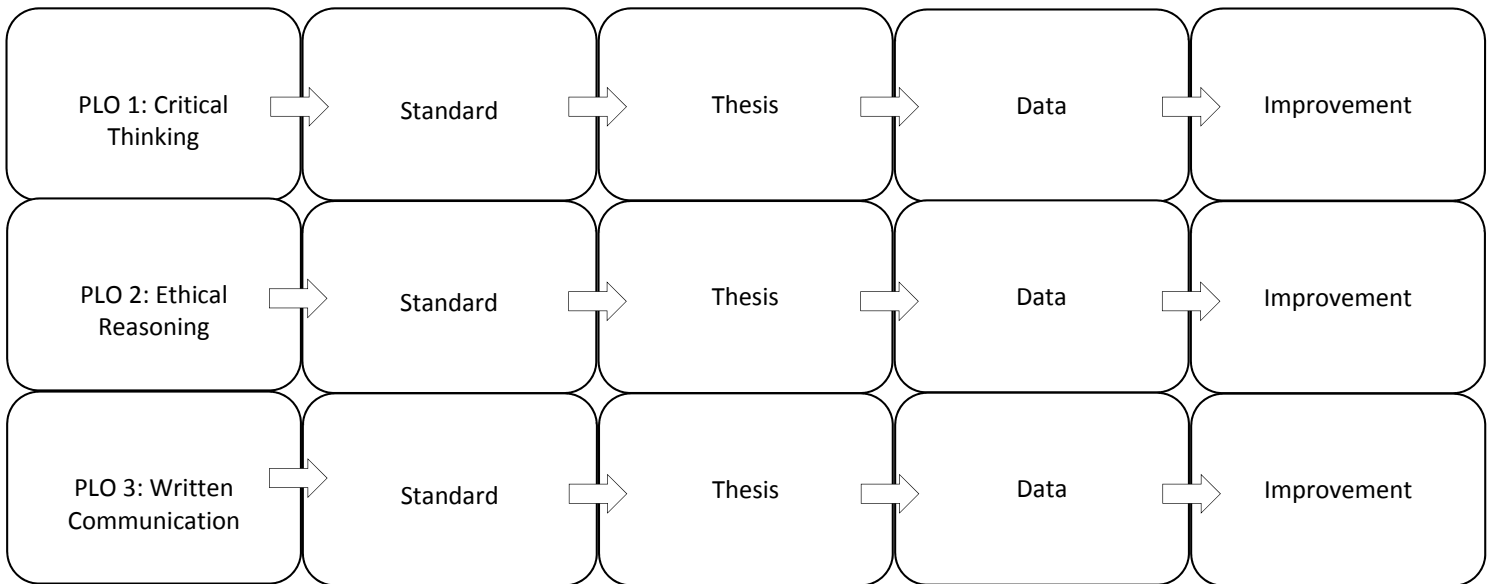
Multiple-Methods Example:



Assessment Flowchart – Multiple PLOs
Multiple PLOs Assessed by One Assignment



Multiple-PLOs Example



Attachment III: Program Learning Outcomes (PLOs) for the Educational Technology (iMet) Graduate Program

Table I: The Results for Critical Thinking Skill

Note: Data shown here drawn from Data Collection Sheet¹

Five Criteria (Areas) ²	Different Levels ²				Total (N=10)
	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	
6.1: Explanation of issues	38%	54%	0%	8%	(100%, N=13)
6.2: Evidence	15%	46%	23%	15%	(100%, N=13)
6.3: Influence of context and assumptions	15%	46%	23%	15%	(100%, N=13)
6.4: Student's position	23%	54%	8%	15%	(100%, N=13)
6.5: Conclusions and related outcomes	15%	54%	15%	15%	(100%, N=13)

Standards of Performance for Education Technology (iMet) Graduate Students

Q2.3. If your program has an explicit standard(s) of performance for the selected PLO, describe the desired level of learning: *Seventy percent (70 %) of our students will score 3.0 or above using the VALUE rubric by the time they graduate from the four semester program.*

¹Critical Thinking Data Collection Sheet

Five Criteria (Areas) ²	Different Levels ²				Total (N=10)
	(4)	(3)	(2)	(1)	
6.1: Explanation of issues	5	7	0	1	(N=13)
6.2: Evidence	2	6	3	2	(N=13)
6.3: Influence of context and assumptions	2	6	3	2	(N=13)
6.4: Student's position	3	7	1	2	(N=13)
6.5: Conclusions and related outcomes	2	7	2	2	(N=13)

²Critical Thinking Value Rubric

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect students' informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

**Appendix I: Critical Thinking Value Rubric for PLO 6: Critical Thinking Skill
(Rubric to Assess Master Thesis and ePortfolio)**

Criterion	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
6.1: Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
6.2: Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
6.3: Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions).
6.4: Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
6.5: Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Standards and Achievement Targets: 70 % of our first year graduate students should score **3 or above** by the time of their graduation.

**Appendix II: Key Assessment for the iMET Program
Culminating Experience Report**

Culminating Experience Report (Action Research Report): The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).

Suggested Headings for iMET Action Research Report

	Title Page
	Abstract
	Introduction
Statement Of The Problem	
Significance	
Research Questions	
Definitions	
	Review of Literature
	Methods
Description of the Innovation/Intervention	
Setting	
Limitations/Delimitations of the Study	
Data Collection	
	Types of data collected.
	Subjects.
	Variables.
	Steps taken.
Data Analysis	
	Procedures.
	Validity and reliability.
	Findings
	Discussion
	References
	Appendices

Appendix A

Ethical Reasoning Essay Prompt

ETHICAL REASONING ASSIGNMENT

Instructions

The issue of ethics is critical to the education and practice of criminal justice. You have been provided a number of opportunities over the course of your education to develop your own sense of ethics both in practice and perspective. Read the following real world cases. Select one, and write a short (no more than 3 pages) essay on what you perceive to be the ethical issue/s in question and demonstrate your understanding of different perspectives and concepts. The position you take is not as important as is your explanation, how you made your decision, and what your decision is.

Answer one of the following:

- 1) A death row rape-murderer's request to donate his kidney to his mother and harvest his other organs for others in need was rejected by the Ohio Department of Rehabilitation and Corrections (ODRC) who ruled that the time necessary to prepare for a transplant surgery would interfere with the condemned's scheduled execution. The ODRC further denied a request to harvest other usable organs or body parts at any time until after the execution saying that it was not equipped or prepared to process such complex procedures. The decision was made that upon completion of the execution, the then deceased's body would be turned over to his family who could then secure any usable organs and dispose of them as they saw fit.
- 2) The New York City Police Department's Internal Affairs Division instituted an 'Integrity Detail', for the purpose of investigating and detecting charges of corruption or suspicion of corruption throughout the NYPD ranks. Officers assigned recognize that the specific purpose of their work is the catching/entrapping/monitoring of police officers in various acts of misfeasance and/or corruption. The untainted officer will likely not be tempted and will be beyond reproach. The troubled officer may make an unfortunate decision and could face a range of disciplinary actions including suspension, termination, or even criminal prosecution.
- 3) A 14-year old honor student wrote, "Vote for Michael Jackson" on a number of street stop signs; an 11-year old called 911 after his mother locked him out of their house; and a 13-year old threw a piece of steak at his mother's boyfriend, what these juveniles then had in common was they were then referred to and processed through the Allegheny County juvenile court, found in need of services, and sent to one of several private detention facilities in Pennsylvania by two juvenile court judges who, in return for their decisions, were paid some \$2.6 million over a 5-year span by the facilities' owners. Prosecutors, public defenders, probation officers, teachers, and various court employees who witnessed myriad miscarriages of justice over this period maintained their silence. Investigative reporters from local newspapers were tipped by parents of some of these juveniles and broke the story that eventually led to the conviction and incarceration of these judges in federal prison. A number of those juveniles sent to these facilities committed suicide, and others who returned faced the disenfranchisement of friends and society upon bearing the label of an ex-offender.

Appendix B

Ethical Reasoning Essay Grading Rubric

Ethical Reasoning Grading Rubric

	Comprehension (1)	Analysis (2)	Synthesis (3)	Evaluation (4)
Ethical Issue Recognition	Recognizes basic ethical issues, but may fail to fully describe complexity...	Recognize basic ethical issues; describes basic understanding of the complexities ...	Recognizes ethical issues presented in complex context, <i>or</i> is able to describe cross-relationships among issues.	Recognizes and is able to articulate ethical issues presented in complex context; recognizes and can describe cross-relationships among issues.
Evaluation of Different Ethical Perspectives	States a position on different ethical perspectives but does not state objections to, limitations of different perspectives.	States a position on different ethical perspectives and states objections to different ethical perspectives, but does not adequately respond to them in terms of perspective.	States a position and can state the objections to, assumptions and implications of, and responds to the objections to different ethical perspectives. Some aspects of their response may be incomplete or inadequate.	States a position and can effectively state the objections to, assumptions and and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives. Response is comprehensive and convincing.