

**Academic Affairs Assessment of Student Learning**

**Report for Academic Year 2019-2020**

**Department/Program Bachelor of Science Criminal Justice**

**Assessment Coordinator’s Name: Dr. Leighann J. Davidson, Chair of the CJ Department**

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**Program Learning Outcomes**

1. Knowledge - Students will demonstrate knowledge of the Criminal Justice Field and analyze topical areas in the field. Components policing, courts, corrections
2. Critical Thinking - Students will demonstrate the ability to problem solve. Components include interpret information, analyze decisions, and evaluate facts, data, theories and terms.
3. Communication - Students will demonstrate the ability to communicate effectively using appropriate media. Components include writing and speaking.
4. Diversity - Students will demonstrate sensitivity to diverse populations.
5. Professional Integrity & Responsibility - Students will apply the ethical standards and professional behavior of the Criminal Justice field. Components include ethics.

**1. Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year’s issues or in response to Program Review. Be specific.]

Fall 2019

CJ PLO 2 – Critical Thinking Assessed through Knowledge & Comprehension

CJ PLO 4 – Diversity Assessed through Synthesis & Evaluation

Spring 2020

CJ PLO 1 –Knowledge Assessed through Knowledge & Comprehension

CJ PLO 2 – Critical Thinking Assessed through Application & Analysis

 **2. In which course(s) were assessments conducted?**

Fall 2019

CJ 226 – Critical Thinking Assessed through Knowledge & Comprehension – Assignment

CJ 425 – Diversity Assessed through Synthesis & Evaluation –Assignment

Spring 2020

CJ 101 – Knowledge Assessed through Knowledge & Comprehension – Assignment

CJ 315 – Critical Thinking Assessed through Application & Analysis – Assignment

 **3. How did you assess the selected program learning outcomes (s)?** (i.e., what did you assess – group project, skills demonstration, presentation, performance, debate, lab experiment, online discussion, etc. *and-* what tool (measure) did you use – rubric, nationally or state-normed exam, item analysis, pre-posttest design, skills inventory, survey, etc.)

Fall 2019

CJ 226 – Critical Thinking Assessed through Knowledge & Comprehension – Research Paper measured through rubric

CJ 425 – Diversity Assessed through Synthesis & Evaluation – Assignment measured through rubric

Spring 2020

CJ 101 – Knowledge Assessed through Knowledge & Comprehension – Assignment measured through rubric

CJ 315 – Critical Thinking Assessed through Application & Analysis – Research Paper measured through rubric

**4. How many students were included in the assessment(s) of each PLO in a course?**

Fall 2019

CJ 226 – Critical Thinking Assessed through Knowledge & Comprehension – 22 Students in 1 Section

CJ 425 – Diversity Assessed through Synthesis & Evaluation – 17 Students in 1 Section

Spring 2020

CJ 101 – Knowledge Assessed through Knowledge & Comprehension – 35 Students in 2 Sections

CJ 315 – Critical Thinking Assessed through Application & Analysis – 28 Students in 1 Section

**5. How were students selected to participate in the assessment of each outcome** (Helpful details might include- whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

Fall 2019

CJ PLO 2 – CJ 226 – This sample of 22 students represents the number of enrolled students completing the research paper.

CJ PLO 4 – CJ 425 – This sample of 17 students represents the number of enrolled students completing the assignment.

Spring 2020

CJ PLO 1 – CJ 101 – This sample of 35 students represents the number of enrolled students across two sections completing the assignment.

CJ PLO 2 – CJ 315 – This sample of 28 students represents the number of enrolled students completing the research paper.

**6. In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted).

Fall 2019

CJ 226 – Critical Thinking Assessed through Knowledge & Comprehension – Measured in-house by CJ Faculty

CJ 425 – Diversity Assessed through Synthesis & Evaluation – Measured in-house by CJ Faculty

Spring 2020

CJ 101 – Knowledge Assessed through Knowledge & Comprehension – Measured in-house by CJ Faculty

CJ 315 – Critical Thinking Assessed through Application & Analysis – Measured in-house by CJ Faculty

**7. Who analyzed results and how were they analyzed?**

Fall 2019

CJ 226 = Professor William Whyte graded the research paper, using the assessment rubric adopted by the CJ faculty.

CJ 425 = Dr. Michael Kane graded the assignment, using the assessment rubric adopted by the CJ faculty.

Spring 2020

CJ 101 = Professor Mark Addesa graded the assignment, using the assessment rubric adopted by the CJ faculty.

CJ 315 = Dr. Leighann Davidson graded the research paper, using the assessment rubric adopted by the CJ faculty.

**8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.** *Report scores for this assessment, as well as students’ strengths and weaknesses relative to this learning outcome.*

**Fall 2019**

**CJ PLO 2 Critical Thinking on Knowledge & Comprehension = CJ 226.** A research paper was evaluated to determine whether students could demonstrate critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components needed to include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. This paper was prepared in APA format (10-15 pages). In order to attain a “C” or above, there needed to be evidence of the ability to critically think through problem solving and inquiry at the minimum 70-79 level. Rubric will be attached.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Excellent(5) | Above Average(4) | Average(3) | Below Average(2) | Did not meet expectations(1) |
| 11x5 = 55 | 4x4 = 16 | 1x3 = 3 | 1x2 = 2 | 5x1 = 5 |

**N = 22 Total Scores = 81 81/22 = 3.68**

The average level of performance of the research paper for CJ 226 Critical Thinking on Knowledge and Comprehension was 3.68, which equates to above the 79-70 level of performance.

**CJ PLO 4 Diversity Assessed on Synthesis and Evaluation = CJ 425.** An essay was evaluated to determine whether students could appraise multiple perspectives of diversity within the Criminal Justice field. Components needed to include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. This essay was prepared in APA format (4-6 pages). In order to attain a “C” or above, there needed to be evidence of the ability to design, formulate, compose and generate a comprehensive essay at the minimum 70-79 level. Rubric will be attached.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Excellent(5) | Above Average(4) | Average(3) | Below Average(2) | Did not meet expectations(1) |
| 0x5 = 0 | 8x4 = 32 | 9x3 = 27 | 0x2 = 0 | 0x0 = 0 |

**N = 17 Total Scores = 59 59/17 = 3.49**

The average level of performance of the essay for CJ 425 Diversity through Synthesis and Evaluation in Criminal Justice was 3.49, which equates to above the 79-70 level of performance.

**Spring 2020**

**CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension = CJ 101.** An assignment was evaluated to determine whether students could demonstrate knowledge and comprehension of communication skills effectively by utilizing appropriate methods including writing, researching, speaking, listening and participating. This assignment was prepared in APA format (3-4 pages). In order to attain a “C” or above, there needed to be evidence of the ability to explain information within the criminal justice field at the minimum 70-79 level. Rubric will be attached.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Excellent(5) | Above Average(4) | Average(3) | Below Average(2) | Did not meet expectations(1) |
| 14x5 = 70 | 10x4 = 40 | 4x3 = 12 | 3x2 = 6 | 3x1 = 3 |

**N = 34 Total Scores = 131 131/34 = 3.85**

The average level of performance of the assignment for CJ 101 Knowledge & Comprehension through Knowledge in Criminal Justice was 3.85, which equates to above the 79-70 level of performance.

**CJ PLO 2 Critical Thinking Assessed on Application and Analysis = CJ 315.** A research paper was evaluated to determine whether students could apply critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. This paper was prepared in APA format (10-12 pages). In order to attain a “C” or above, there needed to be evidence of the ability to critically think through problem solving and inquiry at the minimum 70-79 level. Rubric will be attached.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Excellent(5) | Above Average(4) | Average(3) | Below Average(2) | Did not meet expectations(1) |
| 19x5 = 95 | 5x4 = 20 | 1x3 = 3 | 0x2 = 0 | 3x1 = 3 |

**N = 28 Total Scores = 121 121/28 = 4.32**

The average level of performance of the research paper for CJ 315 Critical Thinking through Application and Analysis in Criminal Justice was 4.32, which equates to 79-70 level of performance.

**9. What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)

The new assessment plan has been implemented and is working well for students and faculty. The Department meets as a group at the beginning of the fall semester to discuss the results and interpretation of the collected data. The current assignments and rubrics will remain the same for the upcoming future semesters. For the Fall 2020 and Spring 2021 semesters, the following courses will be assessed:

Fall 2020

CJ PLO 1 – CJ 307 – Knowledge of Application/Analysis

CJ PLO 2 – CJ 380 – Critical Thinking of Synthesis/Evaluation

Spring 2021

CJ PLO 3 – CJ 320 – Communication of Application/Analysis

CJ PLO 4 – CJ 204 – Diversity of Knowledge & Comprehension

**10. Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

Attached

**Assessment Assignment for**

**CJ 226 Court Systems in the US**

**CJ PLO 2 Critical Thinking Assessed on Knowledge & Comprehension**

Demonstrate critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

**Assignment:**

Students will demonstrate knowledge and comprehension of critical thinking skills by an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Knowledge/Comprehension**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment** **CJ PLO 2** **Critical Thinking** | **Excellent****(5)** | **Above Average (4)** | **Average****(3)** | **Below average (2)** | **Did not meet Expectations (1)** |
| **Level of Assessment****Knowledge & Comprehension**  | The work consistently demonstrates an excellent, clear, accurate, and detailed knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  | The work demonstrates an above average knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  | The work demonstrates an average knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  | The work demonstrates a below average knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.   | The work demonstrates inadequate knowledge and comprehension of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  |

**Assessment Assignment for**

**CJ 425 Senior Seminar in CJ**

**CJ PLO 4 Diversity Assessed on Synthesis & Evaluation**

Appraise multiple perspectives of diversity within the Criminal Justice field. Components include illustrating adaptability, displaying professional skills, presenting varied attitudes, exhibiting theoretical approaches, and revealing sensitivity to diverse populations. Demonstrate an understanding by earning a minimum “C” as assessed by course assignments.

**Assignment:**

Students will demonstrate synthesis and evaluation of diversity in the criminal justice field through an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Synthesis & Evaluation**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment** **CJ PLO 4 Diversity** | **Excellent** **(5)** | **Above Average (4)** | **Average** **(3)** | **Below average (2)** | **Did not meet Expectations (1)** |
| **Level of Assessment Synthesis & Evaluation** | The work consistently demonstrates an excellent, clear, accurate, and detailed synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.  | The work demonstrates an above average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.  | The work demonstrates an average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.  | The work demonstrates a below average synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.  | The work demonstrates inadequate synthesis and evaluation of sensitivity to diversity in the field of criminal justice through personal adaptability, professional skills, varying attitudes, and theoretical approaches to diverse populations.  |

**Assessment Assignment for**

**CJ 101 Introduction to Criminal Justice**

**CJ PLO 1 Knowledge Assessed on Knowledge & Comprehension**

Demonstrate knowledge of the Criminal Justice field and explore components in the field including law enforcement, courts, and corrections. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

**Assignment:**

Students will demonstrate knowledge and comprehension of the criminal justice field by submitting an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Knowledge/Comprehension**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment****CJ PLO 1 Knowledge** | **Excellent****(5)** | **Above Average** **(4)** | **Average****(3)** | **Below average** **(2)** | **Did not meet Expectations (1)** |
| **Level of Assessment Knowledge & Comprehension** | The work consistently demonstrates an excellent, clear, accurate, and detailed knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.  | The work demonstrates an above average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections. | The work demonstrates an average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections.  | The work demonstrates a below average knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections. | The work demonstrates inadequate knowledge and comprehension of the Criminal Justice field including law enforcement, courts, and corrections. |

**Assessment Assignment for**

**CJ 315 Research Methods**

**CJ PLO 2 Critical Thinking Assessed on Application & Analysis**

Apply critical thinking skills in the Criminal Justice field through problem solving and inquiry. Components include interpreting legal information, analyzing decisions, and evaluating facts, data, theories and terms. Demonstrate an understanding by earning a minimum of “C” as assessed by course assignments.

**Assignment:**

Students will demonstrate application and analysis of critical thinking skills by an assignment prepared by the instructor. The assignment will be detailed in the course syllabus. All written assignments will be typed in Times New Roman, 12-point font, and APA format. This assignment will be graded using the following rubric:

**Rubric: Application & Analysis**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment** **CJ PLO 2** **Critical****Thinking** | **Excellent****(5)** | **Above Average (4)** | **Average (3)** | **Below Average (2)** | **Did not meet Expectations (1)** |
| **Level of Assessment****Application****& Analysis**  | The work consistently demonstrates an excellent, clear, accurate, and detailed application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  | The work demonstrates an above average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  | The work demonstrates an average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  | The work demonstrates a below average application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  | The work demonstrates inadequate application and analysis of critical thinking skills through the precise use of facts, data, rules, theories, ideas, and terms. The work visibly calculates, predicts, and applies excellent solutions to problem solving and inquiry.  |