



Program Assessment Report (PAR)

Crime and Justice Studies (CJS) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: [AcademicYear]

I. PROGRAM LEARNING OUTCOMES

Graduates will be able to be effective writers.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

DIRECT. During their final graduation check students turned in 2 completed, ungraded papers from 2 different CJS IW courses. Each paper was assessed with the accompanying rubric (see next page). Students will be given points (A=5, B=4, C=3, D=2, and F=1) for all 10 items on the writing sample rubric. Scores will then be averaged for each student. Success will be indicated by an average score of 3.0 (equal to C or above) for each student. Averages for each semester's graduates and a grand mean will be calculated as well for the entire sample. Papers were collected from graduating seniors from Summer 2019, Fall 2019, and Spring 2020. This was done to ensure a representative sample of papers were collected. As CJS coordinator, I also do graduation checks for our Lake Campus graduates in CJS, so their papers were included as well. All papers (or the population) were used for analysis. There was no sample selected from the population of papers turned in. It is important to note that during Spring of 2020 our program switched over to "virtual" graduation checks. This actually increased our response rate for students turning in their IW papers to be assessed.

B. Scoring of Student Work

CJS Writing Sample Evaluation Form---scoring done by CJS Program Coordinator, Karen F. Lahm, PhD Mechanics 1. Grammar, Spelling, Punctuation (1 = F, 5 =A,

given for each below) 2. Writing is clear and fluid 3. Paper organization is satisfactory Substance 1. Paper is focused (1 = F, 5=A, given for each) 2. Paper demonstrates mastery of topics relevant to assignment 3. Results and conclusions are clear 4. Results and conclusions are substantiated with available facts/data 5. Writing is persuasive 6. Demonstrates knowledge of procedures, investigative techniques and operations in law enforcement, probation, parole or legal agencies (where appropriate) 7. Demonstrates overall knowledge of criminal justice system or adequate knowledge of social science research (where appropriate)

C. Indirect Assessment

Due to the arduous nature of assessing this particular program outcome, no indirect measures were assessed during this cycle. We will have indirect measures for every other assessment cycle. We use an exit survey of graduating seniors, performed during their graduation check, for most of our indirect measures.

III. ASSESSMENT RESULTS/INFORMATION:

Summer 2019 Only 2 CJS graduates turned in completed papers to be evaluated. The average score for each student was 3.78 and 3.6 for this semester. The mean value was 3.69, which indicates success on this outcome. No student from this semester earned under a 3.0 on any of their papers. Fall 2019 Six CJS graduates turned in completed papers to be evaluated. Five of these students were Main Campus students and one student was Lake Campus. *It is important to note that the CJS Coordinator on Main Campus started completed all Lake Campus graduation checks this semester.* Scores for these students ranged from 3.00 up to a maximum of 4.44. The average score for this semester's CJS graduates was 3.77, which indicates success on this outcome. No student from this semester earned under a value of 3.0 on any of their papers. Spring 20 (Start of remote learning with Covid-19) Fifteen CJS graduates turned in completed papers to be evaluated. Thirteen were students from Main Campus and 2 were students from Lake Campus. For the entire sample of students, the minimum score was a 2.0 and the maximum was a 5.0. The average score for this sample was 3.82. When separating out Main Campus students from Lake Campus, a striking difference appeared. The thirteen students on Main Campus had a low of 3 and a maximum of 5, while the Lake Campus students had a minimum of 2 and a high of 2.89. The average score for Main Campus CJS graduates was 3.94, and the average score for Lake Campus students was 2.44. The means here reveal success for Main Campus students, but lack of success for Lake Campus students.

Overall mean for AY 2019-2020 was 3.81, which indicates success on this measure for the entire sample of this year's graduates. Again that is CJS majors from summer, fall, and spring, both Main and Lake Campuses.

The overall mean for AY 2019-2020 was 3.81, which indicates success on this measure for the entire sample of this year's graduates. However, the lower scores for Lake Campus students is very concerning. Their average of 2.44 is well below our success mark of 3.0/5.0. The CJS coordinator will share these results with Mr. Mark Ernst, the CJS coordinator of Lake Campus. Our goal is to get both programs to meet the standards established for this outcome. The sample of papers from Lake Campus was very small for this cycle, so specific conclusions cannot be made at the present. The overall positive results herein indicate no significant programmatic changes are necessary at this time. We do need to add more IW courses to the CJS curriculum in order to give students enough variety in the offerings they can take to complete their IW requirement. We also need to make sure that enough IW courses are being offered on a regular basis. These semester and grand means indicate that our CJS majors are meeting the outcome of being effective writers.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Action Changes to Assessment Plan, etc. We discussed the previous year's assessment results at our fall Crime and Justice Studies Curriculum Committee meeting. Comments and suggestions for improvement were taken. We needed to increase our samples of papers turned in for assessment. When we started doing electronic graduation checks in Spring of 2020, our number of submitted IW papers dramatically increased, versus in-person graduation checks. We will continue the electronic graduation check process and monitor our numbers, as opposed to having the students bring copies of the papers to a face-to-face graduation check. We are also having our advisors encourage students to KEEP their IW assignments saved safely throughout their academic career. We are trying to make sure CoLA advisors are aware of this as well so that they can inform CJS students early on. The CJS Writing Sample Evaluation Form/Rubric needs to be updated as well. There will be a fourth item listed under Mechanics and it will be, "the use of appropriate citations, both in-text and in a reference page." This issue will be discussed and input sought from the CJS Curriculum Committee as our meeting next fall. *Given that the CJS Coordinator for Main Campus must now complete the graduation checks for CJS Lake Campus students, we need to focus our efforts on securing syllabi and writing assignments for Lake students, especially in the SOC 3410 Research Methods course. The final projects in this course vary greatly for our Main Campus versus our Lake Campus students. It is possible that a new rubric might need to be developed for our Lake Campus CJS students. Either way, both sets of CJS students will be held to the same standards via the same assessment rubric. **Recently, we submitted some grade point average changes into Curriculog for our CJS major and minor. As these changes were being examined by the CoLA Curriculum Committee, we were asked to change the wording of our program outcomes. I am waiting to hear if the new wording has been accepted for the CJS major and minor. When approved, these newly worded program outcomes will appear in next year's assessment plan. Again, the content of the program learning outcomes did not change, just the wording.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.