

Sampling of Assessment A

College/School: Co
 Division of:

Academic Program	Program SLO's Assessed	Courses Tapped	AY
Criminal Justice	•Analyze the complex organizational structure of the criminal justice system.	CRIM100,102,203, 232, 234 POLI 206	2011 - 2012; 2012 - 2013
	•Analyze the public safety approach to criminal justice.	CRIM 302, 310,390	2011 - 2012; 2012 - 2013
	• Demonstrate discipline related writing, analytical, communication, and technological proficiency.	CRIM 102, 175, 203, 232, 234 , 390, 450,451	2011 2012
			2013-2014
	•Analyze issues based on race, culture, gender, sexual orientation, citizenship status and disability in society.	CRIM234, 309, HIST 410	2013-2014

•Apply quantitative and qualitative research techniques.

CRIM 450,
451,491,497

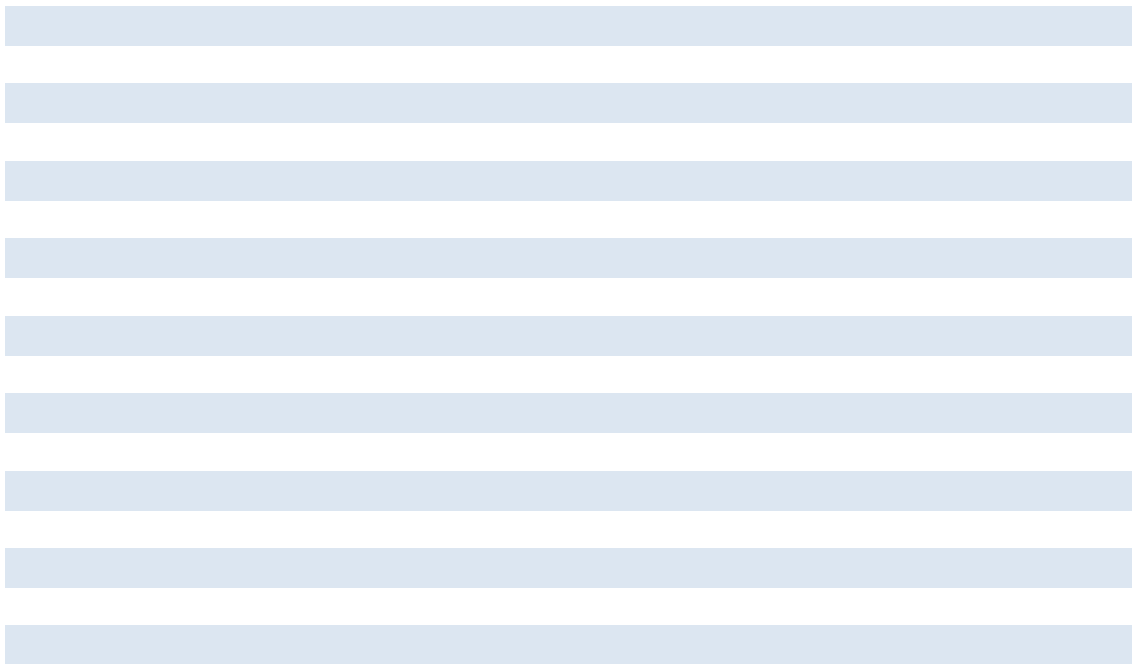
2010-2013

2014-2015

•Demonstrate skill-sets associated with the professional practice of criminal justice.

CRIM 175,
203, 271, 272,
390, 450, 451,
491, 497

2010-2015



Activities: Highlights

College of Arts & Sciences

Social & Behavioral Sciences

Gen Ed?		
Y/N	Key Findings	Actions Taken
No	Students demonstrated less than 70% mastery of knowledge about criminal justice system and processes.	Included experiential activities in course curriculum; changed textbook that emphasized the processes of the CJ system; increase seminars featuring professionals from the field; increased utilization of student participation in online textbook exercises.
No	High (30-40%) Incidents of plagiarism on course related assignments due to lack of knowledge about academic citations.	Designed plagiarism PowerPoint for class presentations; Required students to attend Writing Center prior to submitting papers; increased faculty advice & guidance; plagiarism guidelines on course syllabi.
No	Increase in number of student papers requiring substantial revisions to meet minimum standards for acceptance.	Increased writing assignments in lower division courses. Developed writing rubric (attached); required students to attend Writing center prior to submitting assignments.
	Students engaged and successfully completing at 80% a Geo-mapping analysis of crime; mastery of job-related skill set.	Increased utilization of a variety of software applications; upgrade of computers in lab. Rubrics for PowerPoint and technology assessment attached.
No	90% Students successful in producing papers demonstrating mastery of concepts and writing in an organized manner. (HIST 410)	Inclusion and emphasis on writing basic research papers in course syllabus; increased faculty advising and guidance; required students to attend Writing Center prior to submitting assignments. (Rubric attached)

No	Increase in the number of students whose writing proficiency and critical thinking ability is insufficient to successfully complete senior thesis paper in one semester. Insufficient weight allocated to the development of the research proposal.	Increased research assignments (reading journal articles, participant observational experiences, using an observational check list, legal research, etc.) in lower division courses; developed PowerPoint template for oral presentations of PowerPoint assignments; required utilization of Writing Center & provide writing template. Rubrics for PowerPoint, research papers attached.
----	---	--

Writing improvements in all program courses.

Increased the use of progressive writing assignments (reflection papers/journals, essay papers, short topic research papers, article critiques to senior capstone project.

NO	Increase mastery of interpersonal skills i.e. conflict resolution, mediation, human behavior techniques, technological skills. High rate of successfully completion in experiential and research activities i.e. CJ Practicum & Senior project.	Embedded role playing activities in the classroom setting; field trips to entities of the CJS; increase exposure to CJ professionals through lectures and technology.
----	---	---



