Assessment Report

Department/Program: Criminal Justice Management

Chair: Professor: Ned Benton

Major Coordinator: Salomon Guajardo

Degree /Minor/Certificate/or other Program: Bachelors

Time Period Covered for this Assessment Review: Fall 2013 – Spring 2014

Assessment occurred in the following courses:

Course	Semester and Year
PAD 445, Justice Administration and Planning	Fall 2013 & Spring 2014

Direct Assessment of Learning Goals   (Please attach to the report a copy of each rubric used.)

After listing the learning goal(s), insert *the **percentage** of students falling into each performance level* in the following chart. Your descriptors for the performance levels may vary, and if they do please substitute yours, but it's important to specify which level "meets expectations" for your program.

Learning Goal(s) Assessed	Course Number	Sample Size	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
To apply policy analysis techniques to criminal justice management issues and problems.	PAD 445	19 100%	7 37%	11 58%		1 5%
Program Goals (PG)						
PG 4 – Analysis and problem solving						
Problem Definition			100%	89%		10%

Scope of the Problem			100%	85%		10%
Policy Options			100%	75%		10%
Feasibility Analysis			100%	64%		10%
PG 5 – Organize and communicate information (Note: Assessment of course paper)			100%			
In-class Power Point presentation			90%	75%		0%
PG 6 – Application						
Policy Recommendation			90%	75%		10%

Indirect Assessment of Learning Goals

Indirect assessment typically relies on surveys (Student Experience Surveys, NSSE, etc.), post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning goals or for more global assessment of the program. Indirect assessment should be part of every yearly review as a supplement to the direct assessment of learning. See attachment for examples of direct and indirect instruments.

Learning Goal(s)	Course or Program Based?	Sample Size, if Known	Instrument	Data

Assessment Process How did you go about assessing student learning in your program?
(Describe briefly the assessment methodology: sample selection, assessment instruments, scoring process, and assessment design)

Students were required to submit sections of their capstone course paper during specified class meetings throughout the semester for review and feedback. This method was used to provide students with the opportunity to improve upon their work and integrate the feedback within their revision. Each submission was recorded and entered into an established scoring matrix to track the progression of student progress throughout the semester.

Each student was evaluated with regard to each section of the course paper. Appendix A contains the student papers.

Appendix B contains the scoring rubric which was created to grade the capstone paper and to track student progress throughout the semester. Each submission was scored and entered into a spreadsheet to assess student progress on each element of the course paper. Appendix C contains the spreadsheet with student scores over time.

This scoring process utilized to grade each student's work involved an evaluation of each student's level of writing (clear wording, sentence structure, and grammar), clarity and organization of their paper, and proper use of citations. Each submission was reviewed to ensure that these elements improved as the semester progressed. This scoring process also ensured that each student would address each element of the policy paper.

To chart student progress throughout the semester, a repeated measures design was used. This allowed for the initial assessment of student learning and writing on the first element of the paper. During the second assessment, the students' work on the first element was reviewed and rescored so that students could view how their work improved from the initial assessment. Additionally, during the second assessment, the second element of the paper was scored. This process was repeated for each subsequent section of the paper so that multiple scores for each group were obtained.

Conclusions What did you discover about student learning in your program?

Students were required to discuss the submitted portions of their capstone projects with the class. This approach established a cooperative learning situation where students helped each other in developing their diverse projects. As the semester progressed, I discovered that students developed an open environment, in which they offered comments and suggestions to their peers.

Actions Taken

What action decisions did you make based on your data and conclusions? (Plan actions to take effect in the following semester or sooner if practical.)

Actions To Be Taken and By Whom	Timeframe for implementation and intermediate steps
Expand the learning objectives that are to be assessed in PAD 445. Professor Gabriel Paez	Fall 2014 – Spring 2015
Create a scoring matrix for management- and planning-based CJM courses in the amended assessment plan. Professor Salomon Guajardo	Fall 2014 – Spring 2015

Were last year's actions implemented as planned? Please explain.

Last year's assessment report specified that the following actions would be undertaken during the 2013-14 academic year:
1.   Expand the learning objectives that are to be assessed in PAD 445;
2.   Assess individual student performance in PAD 445;
3.   Apply the scoring rubric to specified policy-related CJM courses in the amended assessment plan; and,
4.   Create a scoring matrix for management- and planning-based CJM courses in the amended assessment plan.

The second and third action steps were accomplished this past academic year. This year's assessment report of PAD 445 reflects the scores and performance of each student enrolled in PAD 445 in the Fall and Spring. With respect to applying the scoring matrix to other CJM courses, Professor Guajardo used the scoring guide to score student papers in PAD 348, Criminal Justice Planning and Policy Analysis.

The first and last actions steps were postponed to reflect any recommendations made by the external evaluation team.

Assessment data and conclusions were discussed in a Department or Program meetings in October 2013.

Attachments: Please attach rubrics used and samples of student work at each performance level within the rubric.