

GCU Academic Program Assessment Plan (Updated Spring 2017)

Program: **Criminal Justice**

Learning Outcomes: Upon successful completion of the program of studies for criminal justice, the student will earn a Bachelor of Arts degree and will have given evidence of the following program outcomes:

LO1: Goal: Knowledge of the Profession. Outcome: Students will demonstrate knowledge across required content areas (ACJS standards, B.5¹): administration of justice, corrections, criminological theory, law adjudication, law enforcement, research and analytic methods through course exams and papers, and in a self-designed major field test.

LO2: Goal: Ethics and Professional Standards. Outcome: Students will critically distinguish and evaluate ethical and unethical arguments, behaviors, policy implications, and research at all relevant levels and identify best practices for avoiding unethical behavior in a course case study involving professional ethics. (ACJS standards, B.8)

LO3: Application of theory to practice (experiential learning, critical thinking, decision-making skills). Students will demonstrate an ability to apply scientific research methods (including statistical analysis) to criminological questions and to critique empirical research as part of a required research proposal that will be assessed according to an established rubric. (ACJS standards, B.3 and B.8)

LO4: Effective communication and presentation skills. Students will demonstrate an ability to communicate and present relevant information in regards to criminological or legal questions in course oral/poster presentations and debates that will be assessed by peers and professors according to established rubrics. (ACJS standards, B.8)

LO5: Self-awareness and respect for diverse opinions, customs and thoughts. Students will demonstrate competency in recognizing multicultural/diversity issues as they impact criminal justice theory, research, practice and policy across space, populations and time in a course statement of personal philosophy related to the profession. (ACJS standards, B.6)

LO6: Leadership and teamwork. Students will demonstrate preparation for employment including an ability to work effectively and collaborate with others in a course journal of practicum experiences.

¹ (ACJS), A. o. (2005). *Academy of Criminal Justice Sciences, Certification Standards for College/University, Criminal Justice/Criminology Baccalaureate Degree Programs.* Greenbelt, Maryland: ACJS.

Program: Criminal Justice	LO1. KNOWLEDGE	LO2. ETHICS	LO3. APPLICATION	LO4. COMMUNI- CATION	LO5. DIVERSITY	LO6. TEAMWORK
<i>Related ISLG (Undergraduate)</i>	3A	4	2&7	1	5, 6 & 10	9
<i>Related BRIDGE General Education Goals (if applicable)</i>	n/a					
<i>Related Accreditation Standard (if applicable)</i>	n/a					
Program Courses and Experiential Learning Mapping to Program Outcomes						
	KNOWLE	ETHICS	APPLICAT	COMMUNIC	DIVERSITY	TEAMWOR K
How do students learn this? In what course(s) and/or co-curricular experience(s)?	CJ111 SO101 AN112 SO167 CJ212 CJ213 CJ200 CJ221 CJ343 CJ231 CJ337 CJ351 CJ355 CJ495	CJ111 CJ331 CJ351 SO304 CJ335	SO201 SO101 CJ200 CJ335 CJ331	CJ213 CJ200 CJ333 CJ335	AN112 SO167 CJ212 CJ225 PS320 CJ337 CJ231 CJ351 CJ355 CJ495	CJ212 CJ221 CJ343 CJ333
How and in what <u>course(s)</u> do they demonstrate that they have <u>achieved</u> this outcome.						
Formative Assessment will occur in ...	CJ111	CJ111	SO201	CJ213	SO167 AN112	CJ212
Summative Assessment will occur in...	CJ495	CJ335	CJ331	CJ335	CJ495	CJ333
Assessment Protocol						
How and when do you assess the achievement of <i>all students</i> in your program before they graduate and record the results of your assessment?						
Formative Assessment						

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Direct Evidence: formative	Item analysis in final exam for CJ111 corresponding to: knowledge of administration of justice, corrections, criminological theory, law adjudication, law enforcement, research and analytic methods.	Analysis of vignette/case study involving professional ethics as evaluated by rubric in CJ111.	Item analysis in final exam for SO201 corresponding to the application of statistics to criminological questions.	Poster presentation based on assigned content in CJ213 that will be evaluated with rubrics for oral presentation and research-based writing.	Analysis of essay question dealing with diversity on final exam or homework as presented in either AN112 or SO167 and evaluated by a common rubric.	Analysis of peer and instructor rubric on teamwork project assigned in CJ212.
Indirect Evidence: formative	Pass rates (A, B, C) in 200 level courses.	SIR II survey on related courses (section E, item 26).	SIR II survey on related courses (section F covering course objectives).	SIR II survey on related courses (section F covering course objectives).	Pass rates (A, B, C) in 200 level courses.	SIR II survey on related courses (section E, item 25).
Summative Assessment						
Direct Evidence: summative	Major Field Test (Exit Exam) administered in CJ495 or prior to graduation.	Case study involving professional ethics as evaluated by rubric in CJ335.	Research Proposal as evaluated by rubric in CJ331.	Prepared Debates as evaluated by rubric in CJ335.	Statement of personal philosophy as evaluated by rubric in CJ495.	Supervisor evaluation of internship – areas of teamwork and leadership in CJ333.
Indirect Evidence: summative	SIR II data for all courses aligned with	SIR II data for all courses aligned with	SIR II data for all courses	SIR II data for all courses aligned with	SIR II data for all courses aligned with the	SIR II data on all courses aligned with

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	the outcome – results of student responses to sections D, F, G, and H. Pass or progression rates (A, B, C) in 300 level courses.	the outcome – results of student responses to sections D, F, G, and H. Pass or progressions rates (A, B, C) in 300 level courses.	aligned with the outcome – results of student responses to sections D, F, G, and H. Pass or progressions rates (A, B, C) in 300 level courses.	the outcome – results of student responses to sections D, F, G, and H. Pass or progressions rates (A, B, C) in 300 level courses.	outcome – results of student responses to sections D, F, G, and H. Pass or progressions rates (A, B, C) in 300 level courses.	the outcome – results of student responses section E, items 25 & 27. Pass or progressions rates (A, B, C) in 300 level courses.
What do you consider satisfactory achievement of this outcome? WHY?						
Formative Assessment						
Direct Evidence: formative	70% of students will correctly answer 80% of questions related to the objectives of the outcome. (Tally of overall results)	70% achieve at or above the developing level in all rubric criteria. 10% achieve at the accomplished level for most criteria.	70% of students will correctly answer 80% of questions related to the objectives of the outcome. (Tally of overall results)	70% achieve at or above the developing level in all rubric criteria. 10% achieve at the accomplished level for most criteria.	70% achieve at or above the developing level in all rubric criteria. 10% achieve at the accomplished level for most criteria.	70% achieve at or above the developing level in all rubric criteria. 10% achieve at the accomplished level for most criteria.
Indirect Evidence formative	75% of students passing (A, B, C) in 200 level courses.	At least 60% of students completing evaluations, with an average of 3.5 or higher on a 5-point scale (with 5 being very effective, Sec E, 26)	At least 60% of students completing evaluations, with an average of 3.5 or higher on a 5-point scale (with 5 being that students met objectives “much more” than in other courses).	At least 60% of students completing evaluations, with an average of 3.5 or higher on a 5-point scale (with 5 being that students met objectives “much more” than in other courses).	75% of students passing (A, B, C) in 200 level courses.	At least 60% of students completing evaluations, with an average of 3.5 or higher on a 5-point scale (with 5 being very effective, Sec E, 25)
Summative Assessment						

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Direct Evidence: summative	80% of students will correctly answer 80% of questions related to the objectives of the outcome. (Tally of overall results)	80% of students achieve at or above the accomplished level in all rubric criteria. 15% achieve at the exceptional level for most criteria.	80% of students achieve at or above the accomplished level in all rubric criteria. 15% achieve at the exceptional level for most criteria.	80% of students achieve at or above the accomplished level in all rubric criteria. 15% achieve at the exceptional level for most criteria	80% of students achieve at or above the accomplished level in all rubric criteria. 15% achieve at the exceptional level for most criteria	80% of students evaluations rate the student at or above the satisfactory level in teamwork and leadership (initiative) criteria.
Indirect Evidence: summative	<i>At least 75% of students completed the SIR II survey, with an overall satisfaction rate of 3 (moderately effective) out of 5 on a Likert scale, with 5 being 'very effective' in selected area of D; being 'much more than most courses' in sections F & G; and being 'very difficult' in section H.</i>	<i>At least 75% of students completed the SIR II survey, with an overall satisfaction rate of 3 (moderately effective) out of 5 on a Likert scale, with 5 being 'very effective' in selected area of D; being 'much more than most courses' in sections F & G; and being 'very difficult' in section H.</i>	<i>At least 75% of students completed the SIR II survey, with an overall satisfaction rate of 3 (moderately effective) out of 5 on a Likert scale, with 5 being 'very effective' in selected area of D; being 'much more than most courses' in sections F & G; and being 'very difficult' in section H.</i>	<i>At least 75% of students completed the SIR II survey, with an overall satisfaction rate of 3 (moderately effective) out of 5 on a Likert scale, with 5 being 'very effective' in selected area of D; being 'much more than most courses' in sections F & G; and being 'very difficult' in section H.</i>	<i>At least 75% of students completed the SIR II survey, with an overall satisfaction rate of 3 (moderately effective) out of 5 on a Likert scale, with 5 being 'very effective' in selected area of D; being 'much more than most courses' in sections F & G; and being 'very difficult' in section H.</i>	<i>At least 75% of students completed the SIR II survey, with an overall satisfaction rate of 3 (moderately effective) out of 5 on a Likert scale, with 5 being 'very effective' in selected area E, items 25 & 27.</i>
Program Assessment Time Frame						
Time Frame for Assessing the outcome.	Assessed in Year 3, data collected annually for summative assessment	Assessed in Year 2, data collected years 1 & 2	Assessed in Year 3, data collected years 2 & 3	Assessed in Year 1	Assessed in Year 2	Assessed in Year 1

GCU Program Assessment Report Form

<i>GCU Academic Program Assessment Annual Report</i>
<i>Program:</i>
<i>Division:</i>
<i>Date:</i>
<i>Program Assessment Liaison:</i>
Based on the above plan and the designated outcome(s) assessed for the academic year, the major program submits a Program Assessment Report annually that contains the program assessment plan, assessment data and analysis, and action steps to be taken by the program based on these results. See below for the outline of this report.
Learning Outcome(s) Assessed:
Description of the Assessment Protocol.
Assessment Data and Findings.
Analysis of Data:
Are these results satisfactory? Why or Why not?
Action Plan based on Assessment Results and Analysis:
Time Frame for Action Plan:
What actions have been taken since the previous assessment of these outcomes?
Comments:

Assessment Data: Please include the data that you used to complete the above report. Attach rubrics, tallies, and method of validation.