

End-Of-Year (EOY) Report for Assessment of Outcomes CTE | 2013-2014

Due Date: 20 June 2014

Submit completed forms and all attachments to learningassessment@pcc.edu

Subject Area Committee Name: Criminal Justice

Contact Person

Name	e-mail
J. Kenneth Moore	jkmoore@pcc.edu

Which degree/certificate outcome will be described in this report for the Focal Outcome Analysis?

Associate of Applied Science - Criminal Justice

Please use a separate form for each outcome assessed for your Focal Outcome Analysis.

Information and Reminders:

- If you used rubrics/assignments/etc. in this project that were not attached to your Annual Plan for this project, please attach them to this report.
- If you have trouble completing this form, contact your SAC Assessment Coach for additional help. A list of coaches can be found at: <http://www.pcc.edu/resources/academic/learning-assessment/sac-resources.html>
- **Due: June 20, 2014;** Send to Learning Assessment Council: learningassessment@pcc.edu
- **Subject Line of Email:** End-of-Year Report (or EOY) for <your SAC name> (Example: EOY for MTH)
- **File name:** SACInitials_EOY_2014 (Example: MTH_EOY_2014)
- The End-of-Year (EOY) Report is the last assessment document due this academic year.
- For 2013-2014 a Multi-Year Plan (and Annual Plan) were due January 17, 2014, and the submissions are posted for each SAC under Learning Assessment at the PCC website (<http://www.pcc.edu/resources/academic/Assessmentintropage.html>). EOY Reports will be posted to the website this summer.
- Information from the EOY Report may be inserted into or summarized in Section 2C of the Program Review Outline.
- SACs are encouraged to share this report with their LAC coach for feedback before submitting.

Rev 5/29/2014

The End-Of-Year Report should have results for the following:

1. **Summary Data:** The results for the degree/certificate outcomes identified on the Multi-Year Plan for this academic year. The Multi-Year Plan can be found at <http://www.pcc.edu/resources/academic/degree-outcome/CTEPlansandReports.html>. Note: This is for non-TSA reporting. SACs who submit TSA data for the state do not need to submit the results again.
2. **Focal Outcome Analysis*:** The results and interpretation for the two focal outcomes (and analysis) assess this year. A separate report should be given for each focal outcome.

For more information, see the CTE Overview given under Option 1 at <http://www.pcc.edu/resources/academic/learning-assessment/CTE-2013-2014-Info-Templates.html>

*Focal Outcome Analysis is defined to be a thorough analysis of a degree/certificate outcome (or elements of a chosen outcome). This deeper analysis should be driven by an attempt to improve student learning (e.g., assessment motivated by faculty curiosity, anecdotal experience, or summary data evidence that is somehow troubling).

1. Results for Summary Data for Degree/Certificate Outcomes

A. Information about Summary Data is given ☒ on this End-Of-Year Report ☐ on the other End-Of-Year Report

B. For the summary data on the degree/certificate outcomes identified for assessment for this academic year on the Multi-Year Plan, what type(s) of assessment were conducted?

Check all that apply

- ☒ State required Technical Skills Attainment (TSA)
- ☒ External exams/assessments
- ☒ Internal exams/assessments
- ☐ Employer assessments
- ☐ Other: Briefly describe:

C. Attach the results for the Summary Data.

Note: TSA data does not need to be resubmitted with this report.

Results attached?

☒ Yes ☐ No

D. Give a very brief summary of any notable results for the Summary Data this are not described below in the Focal Outcome Analysis sections. If there are no notable results, please indicate this.

none

E. Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another situation). If the assessment process worked well, please indicate this.

This assessment process worked well. The prerequisites for the course were changed from WR 122 to WR 227 (Technical Writing), along with CJA 210 (Arrest Search and Seizure) and CJA 212 (Criminal Law). WR 227 has significantly improved organizational for factual evidentiary documents. CJA 210 and CJA 212 have enhanced the students knowledge of legal procedure.

The rest of this End-Of-Year form refers to the Focal Outcome Analysis and Results.

2. Assessment/Re-Assessment Cycle for the Focal Outcome Analysis

For the Focal Outcome identified for this report, which core outcome(s) is it mapped to: **Professional Competence**

A. Which stage of the assessment/re-assessment cycle are you reporting on?

☒ **Assessment Phase**

☐ **Re-Assessment Phase**

Have there been any changes from the Annual Plan that was submitted earlier this year? ☐ **Yes** ☒ **No**

If you answered 'Yes,' briefly describe these changes below:

If there are major changes to the Annual Plan, please submit a revised plan (file name: <SAC Initials>RevAP_2014).

3. Results of the Focal Outcome Analysis of Assessment Project Data

A. Quantitative Summary of Sample/Population

What is the number of students you actually assessed in this project? **66**

What is the size of the student population you intend to generalize your results to? **66**

B. Did your project utilize a rubric for scoring? ☒ **Yes** ☐ **No**

If 'No', proceed to section C. If 'Yes', complete the following.

How was inter-rater reliability assured?

☐ **Agreement** – the percentage of raters giving each artifact the same/similar score in a norming session

☒ **Consensus** - all raters score all artifacts and reach agreement on each score

☐ **Consistency*** – raters' scores are correlated: this captures relative standing of the performance ratings - but not precise agreement

☐ **Inter-rater reliability was not assured.**

If you utilized agreement or consistency measures of inter-rater reliability, report the level here:

Use this section if you would like to explain or elaborate on any aspect of your project's norming process (optional):

C. Brief Summary of Your Results

If your project measured how many students attained an identified outcome at a specified level (e.g., demonstrated mastery of the outcome at the desired level), report the summary numbers below (choose one):

- 1. If you used frequencies (the actual number who attained the desired level and the actual number who did not), report those here:*

Number who attained the desired level: 65

Number who did not attain the desired level: 1 for non attendance

Then briefly share any other notable results from this assessment:

36 students achieved an "A"; 21 students achieved a "B"; and 6 students achieved a "C"; 1 students received an "F" for non attendance of the class and no final report.

- 2. If your project used percentages of the total to identify the degree of outcome attainment in this project, report that here:*

Percentage of those who attained the desired level:

Total number of students assessed in this project:

Then briefly share any other notable results from this assessment:

All grades of A , B, and C can withstand criminal court scrutiny, however, grades of A and B reflect much better preparation in support of the Prosecuting Attorney.

If option 1 or 2 above did not apply to your project, share your numerical results and a brief, verbal summary of them below:

D. If appropriate, attach a more detailed analysis (e.g., rubric scores, trend analyses, etc.) into an appendix to this document. Appendix attached? ☐ Yes ☒ No

E. SAC interpretation of the results: In Question 1c of the Annual Plan, important aspects of the core outcome were identified for your assessment. What did the SAC learn about your students' attainment of these aspects of the core outcome?

Students have become better at writing factual, logical and thorough police reports that can withstand the scrutiny in court.

F. Has all identifying information been removed from your documents? (Identifying information includes student/instructor/supervisor names/identification numbers, names of external placement sites, etc.) ☐ Yes ☐ No

4. SAC Response to the Focal outcome Assessment Project Results

A. Assessment Tools & Processes: Indicate how well each of the following worked for your assessment:

Tools (rubrics, test items, questionnaires, etc.):

☒ very well ☐ some small problems/limitations to fix ☐ notable problems/limitations to fix ☐ tools completely inadequate/failure

Please comment briefly on any changes to assessment tools that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

Expand current discussions of the criminal case being investigated and more legal aspects of reporting data to the courts. This will continue to students.enhance critical thinking skills of the students.

Processes (faculty involvement, sampling, norming, inter-rater reliability, etc.):

☒ very well ☐ some small problems/limitations to fix ☐ notable problems/limitations to fix ☐ tools completely inadequate/failure

Please comment briefly on any changes to assessment process that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome).

none

B. Do the results of this project suggest that academic changes might be beneficial to your students (changes in curriculum, content, materials, instruction, pedagogy etc.)? ☐ Yes ☒ No

If you answered 'Yes,' briefly describe the changes to improve student learning below. If you answered 'No', detail why no changes are called for.

If you are planning changes, when will these changes be fully implemented?

5. Follow-Up Plan for the Focal Outcome

A. How will the changes detailed in this report be shared with all FT/PT faculty in your SAC? (select all that apply)

- | | | |
|--|---|---|
| <input type="checkbox"/> email | <input type="checkbox"/> phone call | <input type="checkbox"/> workshop |
| <input type="checkbox"/> campus mail | <input type="checkbox"/> face-to-face meeting | <input checked="" type="checkbox"/> other |
| <input type="checkbox"/> no changes to share | | |

If 'other,' please describe briefly below.

This course, as well as other courses continue to be discussed at the SAC Meetings. The SAC members continue to suggest improvements and new cutting edge areas for students going into the fields of criminal justice.

B. Is further collaboration/training required to properly implement the identified changes? ☐ Yes ☒ No

If 'Yes,' briefly detail your plan/schedule below.

C. Re-assessment is a critical part of the overall assessment process. This is especially important if academic changes have been implemented. How will you assess the effectiveness of the changes you plan to make?

- | | |
|---|--|
| <input type="checkbox"/> follow-up project in next year's annual report | <input checked="" type="checkbox"/> on-going informal assessment |
| <input checked="" type="checkbox"/> in a future assessment project | <input type="checkbox"/> other |

If 'other,' please describe briefly below.

D. SACs are learning how to create and manage meaningful assessments in their courses. This development may require SAC discussion to support the assessment process (e.g., awareness, buy-in, communication, etc.). Please briefly describe any successful developments within your SAC that support the quality assessment of student learning. If challenges remain, these can also be shared.

The Criminal Justice Program has over 30 Adjunct Professions that are part of the SAC.. Some are retired from law enforcement including two Prosecuting Attorneys and three retired Chiefs of Police. Many of the Adjuncts are actively working in a criminal justice career at present. The SAC has developed multiple courses based on cutting edge topics that are needed in the many areas of criminal justice..The SAC continues to advise that one of the most important subjects that the students need is police report writing.