

Annual Report for Assessment of Outcomes 2012-13

Subject Area Committee Name: CJA

Contact person: Jim Parks

For LDC/DE: Core outcome(s) assessed: _____

For CTE: Degree or certificate* assessed: Criminal Justice

*please attach a table showing the alignment of the degree or certificate outcomes with the College Core Outcomes

Please address the questions below and
send to learningassessment@pcc.edu by **June 21, 2013** with Annual Report in the subject line

Note: Information provided in this report may be inserted into or summarized in Section 2C Program Review Outline.

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from recent outcome assessments. These may include but are not limited to changes to content, materials, instruction, pedagogy etc. Please be sure to **describe the connection** between the assessment results and the changes made.

Recent outcome assessments resulted in the implementation of two changes to help students improve their attainment of outcomes.

- a. In CJA 230 (Police Report Writing) is a capstone course that brings legal, investigative and writing knowledge together in the form of a final prosecutive report resulting from the investigation of a mock homicide. The case covers aspects of criminal law, jurisdiction, criminal investigation, and evidence law. Reports are typically over 50 pages in length and detailed we found that late report/assignment submissions were routinely late for about 10% of the students. In other words points for being late were subtracted from the grade but were not included as factor in the grading rubric. While late submissions may not always be important in all programs, it is important in criminal justice especially in regards to employer expectations. Submission of timely reports has been added to the grading rubric.
- b. The basic criminal justice introduction series, CJA 111 – Police, CJA 112 – Courts and CJA 113 – Corrections were all being taught from one textbook. While one course covered 8 chapters, another course covered 3 or 4 chapters. Beyond meeting the outcomes, instructors were expected to supplement the material how they saw fit. From discussing with students (indirect assessment), we found there was a substantial variation in the course content of all three courses beyond meeting the outcomes. In other words, what was being learned beyond the outcomes depended on which instructor taught. The SAC decided that an appropriate textbook for each course was needed so that the curriculum was substantially the same.

For each outcome assessed this year:

2. Describe the assessment design (tool and processes) used. Include relevant information about:
 - The nature of the assessment (e.g., written work, project, portfolio, exam, survey, performance etc.) and if it is direct (assesses evidence mastery of outcomes) or indirect (student's perception of mastery). Please give rationale for indirect assessments (direct assessments are preferable).
 - The student sample assessed (including sample size relative to the targeted student population for the assessment activity) process and rationale for selection of the student sample. Why was this group of students and/or courses chosen?
 - Any rubrics, checklists, surveys or other tools that were used to evaluate the student work. (Please include with your report – OK to include in appendix). Where appropriate, identify benchmarks.
 - How you analyzed results, including steps taken to ensure that results are reliable (consistent from one evaluator to another).

In CJA 230, the capstone course, 100% of the criminal justice student population is assessed. Two years ago we found students lacking in organizational skills. After consulting with the writing department, a decision was made to add WR 227 (Technical Report Writing) to the required curriculum. The addition had a tremendous positive change in organizational skills.

The recent focus of assessment has been on report submission timeliness, an important factor for employers. The final grade for CJA 230 is based on 18 reports as well as an appendix section containing notes related to 15 items. A rubric is used with a scale from 0 to 4 that now reviews grammar, correct format, facts, accuracy, readability, sentences, spelling, attention to details, organization skills. Timely submission was added as another factor to grade on. The rubric is attached to this report and pertains to all of the report outcomes:

- a. Write police reports in a factual, logical and understandable format that documents the investigation and is capable of withstanding courtroom review.
- b. Maintain a chain of custody.
- c. Document a crime scene by sketching the location and logging the collected evidence and photographs.
- d. Interpret laboratory and autopsy reports.
- e. Prepare and maintain a notebook of the investigation.
- f. Properly document witness interviews.
- g. Present a completed criminal case for prosecution.

In addition, the importance of crime scene sketches and log crime scene log is discussed in more detail. This stems for indirect assessment: large number of students asking for more direction on these items after being late on reports. It seemed that students were unclear about the directions and needed content.

The change in textbooks for the basic courses stemmed from indirect assessment of students; that is through student discussion over the past three years. Instructors taught a wide variety of topics beyond the outcomes though all shared in knowledge contained in the one textbook.

3. Provide information about the results (i.e., what did you learn about how well students are meeting the outcomes)?

- If scored (e.g., if a rubric or other scaled tool is used), please report the data, and relate to any appropriate benchmarks.
- Results should be broken down in a way that is meaningful and useful for making improvements to teaching/learning. Please show those specific results.

In CJA 230, the number of students asking for extra guidance has now decreased with the number of timely reports increased. We concluded that there was less confusion after more discussion and time was spent on the sketches and log. As a result we believe the clearer instruction led to more timely submissions.

4. Identify any changes that should, as a result of this assessment, be implemented to help improve students' attainment of outcomes. (These may include, but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc).

The current assessment for CJA 230 will be used over the next year and reviewed again for improvement of students' attainment of outcomes.

In the three basic introductory courses, beginning this fall we will use a different text for each course and assess for content over the next academic year.

5. Reflect on the effectiveness of this assessment tool and assessment process. Please describe any changes to assessment methodology that would lead to more meaningful results if this assessment were to be repeated (or adapted to another outcome). Is there a different kind of assessment tool or process that the SAC would like to use for this outcome in the future? If the assessment tool and processes does not need to be revised, please indicate this.

At this time, the assessments used for their intended purposes appear to have been effective and produced results. At this time there is no planned change for assessment but that's a planned discussion at the fall SAC meeting.

Grading Rubric

MASTER INDEX

PROSECUTIVE REPORT

CJA 230 (F. 13)

CASE NO. 2013-42-F

STUDENT _____

SA Partner _____

E Correct Format 0 1 2 3 4
L Facts/Accuracy 0 1 2 3 4

REPORT GRADE _____

E Readability 0 1 2 3 4

* = Provided by JKM

M Sentences/Spelling 0 1 2 3 4

I/S = Incomplete Sentence FINAL GRADE _____

E Attention to Details 0 1 2 3 4

SP = Spelling

N Organization Skills 0 1 2 3 4

Cap = Capitalization

T Discipline/On Time 0 1 2 3 4

S Overall Report 0 1 2 3 4

Lost Points & A/P _____ Early _____ On Time _____ Late _____

20. Text Syn. _____

A. Cover Page*

10. II/LT. Manuel Martinez #1

B. Title Page*

Synopsis _____ Total Pgs. _____

01234 + admin Pages

11. IR/Caro, Milnes, Batvinis /ID _____

C. Index _____ D. !-A-Sect. _____

W/ S & W, .357 Mag. Revolver _____

01234 Env. Labeled Y - N

1. II/Agent Jay Silverheels*

12. II/Lt. Martinez #2 (Smith & Pearson)

ID _____

2. II/5 X Leos at Crime Scene w/Hunting Lic. ____

14. IR/Caro, Milnes, Batvinis #2..ID ____

3. IR/CRIME SCENE SKETCH. ____

Finished Sketch 0 1 2 3 4

4. IR/PHOTOGRAPHIC LOGS*(3X) ____

Double Sided Yes No

15. IR/Mrs. Elaine Bonner Smith ID ____

1+ ____ & 2+ ____

5. IR/EVIDENCE LOG* (1X) ____

13. II/Two Autopsies** ____ & ____

6. II/Marshal David Duschene

W/ Auto Theft Rep. & ID-IR : ____ & ____

16. II/FBI & CO. Lab Reps.* ____ & ____

7. II/APB* ____

17. IR/Joseph D. Smith w/ FD-395-* ____

ID ____

8. IR/Richard Betcher. ID ____

18. IR/Rocky L. Pearson w/ FD-395* ____

ID ____

9. IR/Nancy Stuart. ID ____

19. 1-A SECTION (1-A-1 TO 1-A-15)*

- 1-A-1 C.S. Sketch
- 1-A-2 Photo Log
- 1-A-3 Evidence Log
- 1-A-4 Negatives/Prints
- 1-A-5 Notes re: Betcher
- 1-A-6 Notes re: Stuart
- 1-A-7 Notes re: 3 Bikers #1
- 1-A-8 Notes re: 3 Bikers #2
- 1-A-9 Notes re: E. Smith
- 1-A-10 Consent to Search
- 1-A-11 Federal Receipt
- 1-A-12 Notes re: Joe Smith
- 1-A-13 FD-395 re J. Smith
- 1-A-14 Notes re: Rocky Pearson
- 1-A-15 FD-395 re: Rocky Pearson

20. STUDENT NAME _____

MISC. _____

MAJOR(S) _____

Other Colleges & Credits

START AT PCC _____

WR _____

WR _____

WR _____

HOURS _____

GPA _____

MISC _____

MISC _____

MISC _____

Misc _____

Summary Notations (When- applicable)

*** [Report Pages Provided by Instructor] {20 Pages Provided}

First Class Handouts:

1. Syllabus* **Revise Each Quarter**
2. Scenario* **[REVISABLE FORM]** a. Case Number, Marshal Duschene's address, Agent Silverheels address, i.e. 201001, etc. = 101, 102, 103
F. 2011 = 114, W. 2011 = 111, SP. 112, etc.
3. Example: II/IR*
4. Stand Alone Document and First Paragraph* [No longer Used]
5. Sample Jay: BIA Agent Jay Silverheels*** **[REVISABLE FORM]**
Case number and Agent Silverheel's address.
6. Colorado Hunting License***

Handouts for other classes

7. Sample Crime Scene Sketch handout*
8. Photographic Logs (3X) ***
9. Evidence Log (1X)***

10. Auto Theft Report*** **[REVISABLE FORM]** S & W -SN and Marshal's address.
11. Marshal Duschene's IR: re Betcher and Stuart, .
12. All Points Bulletin (APB)*** **[REVISABLE FORM]** S & W - SN

13. Autopsies (2X)*****
14. FBI Laboratory Report *** **[REVISABLE FORM]** S & W - SN
& Colorado Crime Lab Report***

15. Consent to Search Form***, Label as Consent to Search Form (SP.2010)

Federal Receipt Form***

16. FD-395 (2X) (Advice of Rights Form)*****

17. 1-A-Forms (16)***

LAST HANDOUTS

18. Roll of Film***

19. Cover Page*

20. Title Page*

21. Report Synopsis Handout* + Add Partial Sample of Index.

22. Report Requirements Document*

23. Sample Finished Sketch – Handout*

24. Case Notes – page

25. **DISPOSITION-REVISABLE.**

(62)	2007-24-F,	2008-25-W,	2008-26-SP	SS-63	JP 11/6/53 -54
(63)	2008-27-F,	2009-28-W,	2009-29-SP	SS-64	-55
(64)	2009-30-F,	2010-31-W,	2010-32-SP	SS-65	-56
(65)	2010-33-F,	2011-34-W,	2011-35-SP	SS-66	-57 – 11 yrs. F/T
(66)	2011-36-F,	2012-37-W,	2012-38-SP	SS-67	-58 - 12 yrs. F/T
(67)	2012-39-F,	2013-40-W,	2013-41-SP	SS-68	-59 - 13 yrs. F/T
(68)	2013-42-F,	2014-42-W,	2014-43-SP	SS-69	-60 - 14 yrs. F/T

Fall 2011 = 9K70114

Winter 2012 = 9K70121

Spring 2012 = 9K70122

Fall 2012 = 9K70124

Winter 2013 = 9K70131

Spring 2013 = 9K70132

Fall 2013 = 9K70134

Winter 2014 = 9K70141

Spring 2014 = 9K70142

Lists of All Handouts:

1. Syllabus
2. Scenario
3. EX: II & IR
4. Colorado Hunting License
5. Graph Paper

6. Photographic Log
 7. Photographic Log
 8. Photographic Log
 9. Evidence Log
 10. Auto Theft Report
 11. IR: by Marshal D. re Betcher/Stuart (2X)
 12. APB
 13. 3 X Bikers Complete ID/Criminal History
 14. FBI Laboratory Report
 15. FBI Laboratory Report
 16. Colorado Crime Lab Report
 17. Consent to Search Form
 18. Receipt for Property Form
 19. Advice of Rights form
 20. Advice of Rights form
 21. Final Disposition
- TOTAL = 21 Pages (Included in the final report).**

NEW CHANGE for Fall 2013. Change Synopsis etc to reflect that POINTS WILL BE DEDUCTED for attachments not being turned in on time.

[Document = 2 points – 1 point for attachments not being turned in]