

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Criminal Justice	120	CJT 120 02/27/2023- Criminal Justice Ethics
College	Division	Department
Advanced Technologies and Public Service Careers	Advanced Technologies and Public Service Careers	Public Service Careers
Faculty Preparer		Kevin Lindsey
Date of Last Filed Assessment Report		11/14/2016

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify and apply major ethical systems to resolve ethical issues.

- Assessment Plan
 - Assessment Tool: Essay exam
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally developed rubric

- Standard of success to be used for this assessment: 70% of students will achieve a minimum score of 4 out of 5
- Who will score and analyze the data: Departmental Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
57	41

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Of the 57 students, 16 of them did not complete the quiz due to absences etc. in the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Two of the sections were traditional classrooms and one section was entirely online. Two different instructors (Kevin Lindsey and Christopher Pascoe) taught the three classes.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Two of the sections were completed using the "Goals" tool in Blackboard. The other section was assessed using the Item Analysis tool, course question list, and point values.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 One section had substantial extra credit points available to the students. So, that section's scores were substantially higher. Based on the data collected from the one section, 10 questions were assigned to this SLO. Of the 10 questions two were

extra credit and the other eight were required. The Master Syllabus describes the criteria as "70% of students will obtain a score of 4 out of 5". As the quiz questions were "out of 5", this criteria does not apply and will need to be changed. However, using 4 of 5 to equal 80%, then in fact the standard for success would have been met for this section. (28.95 points out of a possible 30 (96%) for the 15 students who took the quiz (not including an additional extra credit points).

The remaining two sections used the distance learning approved course for the CJT 120 course. For the online only section, 11 of 15 (73%) students scored 80% or higher. Therefore, using the "4 out of 5" to equate to 80%, the standard was met.

The traditional classroom also utilized the DLAS approved course shell. 11 of the students completed the quiz. Of the 11 who took the quiz, 6 scored above 80% according to the Goals tool. Therefore, the standard of success for this section was not met (54%).

Therefore, with 32 of the 41 students scoring 80% or higher (76%) the standard of success was met for the overall sections combined.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Many students did well on the questions. 32 of 41 students obtained a score of 80% or higher which is 76% of students.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While the standard of success was met, replacing the "4 out of 5" language with a percentage seems to be a logical choice.

Outcome 2: Identify major ethical problems encountered by the practitioners in the criminal justice system.

- Assessment Plan
 - Assessment Tool: Writings based upon videos
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally developed rubric

- Standard of success to be used for this assessment: 70% of students will score a minimum of 4 out of 5 points
- Who will score and analyze the data: Departmental Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
57	34

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

26 of the 57 students completed the quiz for the three courses combined. This number was lower as several students did not attend/were not participating and/or eventually dropped the course later in the semester.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All three sections offered at WCC in the Fall of 2022 were assessed. Two of the sections were traditional classroom and one was entirely online. Two of the sections (one traditional classroom and one online) were taught by Kevin Lindsey, and the other traditional section was taught by Christopher Pascoe.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The two sections were assessed using the "Goals" tool in Blackboard. The remaining section was assessed using the item analysis in Blackboard, a review of the questions, and individual student scores.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The Master Syllabi indicates "70% of students will achieve a minimum score of 4 out of 5". This alludes that each quiz is worth 5 points. That was not the case in any of the quizzes. As a score of 4 out of 5 equals 80%, that percentage was used for the minimum score.

The online only section has 9 of the 13 students score 80% or higher average score. That equates to 69%, therefore they did not meet the standard of success.

The one traditional classroom section results indicated that 9 of 9 students in the section did score 80% or higher, and therefore did meet the standard of success.

The remaining traditional classroom section found that 12 of 12 students obtained a score of 85% (without adding in the extra credit).

Therefore 88% of students achieved a score of 80% or more.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

88% of the students passed the 80% standard of success requirement for these essay questions. That is a very high percentage.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

No need for changes here, however, it would seem more logical to use the same (70%, 75%, 80% score) for all SLOs in this course. Therefore, lowering this Standard of Success measurement to 75% would also seem logical.

Outcome 3: Identify and discuss the three major categories of justice.

- Assessment Plan
 - Assessment Tool: Essay test
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally developed rubric
 - Standard of success to be used for this assessment: 70% of students will score a minimum of 4 out of 5 points
 - Who will score and analyze the data: Departmental Faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
57	10

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

With the approved DLAS online shell that was utilized for two of the sections, there are criteria to measure this SLO. However, the questions have 0 point value in them. As such, none of the students in the online section and one of the traditional classroom sections completed the questions. Some, did not complete them as they had not been present in the section, but most because they had a 0 point value.

Therefore, data could only be obtained from the remaining section of which 10 students completed the essay questions.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

See notes above. Only the one traditional classroom section was able to be assessed for this SLO.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

For this, the Blackboard Item analysis, individual student scores and overall statistics for the course were examined.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Based on the 10 students that were able to be assessed a score of 97% was obtained (not including the extra credit points possibly available on the quiz). 8 of the 10 students did obtain a score of 80% or better.

So, for the data collected, yes, the Standard of Success was technically met. However, based on the fact that over two-thirds of the students did not complete relative essay questions that pertain to this SLO because they were of 0 point value. It is more likely than not, that this Standard of Success was not met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The essay questions for this particular SLO seem appropriate and could be an accurate tool to measure the students. Of the very few that completed questions relative to this SLO they scored very high.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

As the main DLAS shell did not have points attached to this course, most students failed to complete the questions. Therefore, data was not able to be obtained from the students. This question, should therefore have points added to it to incentivize the students to complete the questions, so data can be obtained. Further, a review of the overall 80% standard of success should be undertaken as noted in the other SLO's.

Outcome 4: Clarify one's own personal value system.

- Assessment Plan
 - Assessment Tool: Writing based upon values clarification instrument
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally developed rubric
 - Standard of success to be used for this assessment: 70% of students will score a minimum 4 out of 5 points
 - Who will score and analyze the data: Departmental Faculty
- 1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
57	34

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

34 of the 57 students completed the essay questions relative to this SLO. 10 from the one traditional section, 11 from the online section and 14 from the remaining traditional classroom section. The remaining failed to complete the quiz due to absences/not participation in the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All three sections offered in the Fall of 2022 were assessed. Two traditional classroom sections and one online section. Two different instructors taught the sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The online only section was evaluated using the Blackboard "Goals" tool. The tool identified that 13 of the 14 students completing the essay exam questions did score 80% or higher (using 80% being equal to the "4 out of 5").

The one traditional classroom section found that all 11 of the 11 students completing those essay questions did score above 80% on the exam.

The remaining 10 students in the other traditional classroom section were evaluated based on the item analysis in Blackboard, with individual student scores reviewed. The two questions that did relate to this SLO were actually extra credit questions only.

Based on the 10 students who completed the questions relative to the above SLO, 5 of the 10 scored 80% or higher.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standards of success was technically met based on the overall grades (29 of 35 students obtained a score of 80% or higher. However, as some of the questions were extra credit only, and were not mandatory to complete, there could be some data issues related if any of the students did not take them just because they were EC. Although in this case all students did complete the EC questions.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students also did well on this SLO (29 of 35 students scored 80% or higher).

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This SLO has some concerns however, as for the one course only extra credit questions pertained to the SLO. Granted all students completed the EC questions, but as they are not "required" then that could cause issues with whether or not they complete the questions. Therefore, these questions should be not be EC only or more questions should be created to be standard (non-EC) questions.

Outcome 5: Discuss current ethical issues facing the Criminal Justice System, including potential causes and appropriate remedies.

- Assessment Plan
 - Assessment Tool: Writings based upon current events
 - Assessment Date: Winter 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally developed rubric
 - Standard of success to be used for this assessment: 70% of students will score minimum of 4 out of 5 points on two writings based upon current events
 - Who will score and analyze the data: Departmental Faculty
1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
57	33

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

As noted in the other SLO's, numerous students did not participate in the course as noted.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All students who did complete the SLO related exams for the three sections taught in the Fall of 2022 were evaluated. Two traditional classroom sections and one online section.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Two sections were assessed using the Blackboard "Goals" tool. The one online course data indicated that 8 of 13 students did score higher than 80% on the exam (61%).

One of the remaining sections which was taught in a traditional classroom setting indicated that 8 of 9 students scored 80% or higher on the exam (88%).

The remaining section which was also traditional indicated that 10 of 11 students scored 80% or higher (90%).

It should be noted as in the other SLO's these essay questions were not worth "4 out of 5" points, so 80% was used for the standard of success criteria.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The assessment results indicated that 26 of the 33 students in these sections obtained a score of 80% or higher. That is a score of 78%, which indicates that overall, the standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall students went well for this SLO. 78% of students obtained a score of 80% or higher.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Based on the above, students did well on this SLO. However, as noted in other SLOs the criteria for this SLO is higher than most CJ classes and therefore, considering lowering the 80% down to 75% may make some sense for this course.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

There was no previous assessment.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Due to some questions being assigned a point value of 0 in Blackboard, some of the assessment data we originally planned to use was not retrievable. We will be changing this, and always assigning appropriate point values in the future to ensure we can collect the data. In addition, there was inconsistency between the assessment standard as originally stated in the master syllabus and the scoring method of the data gathered. We will be changing the standard to a flat percentage to ensure reliable and actionable data for our next assessment.

Overall, students are doing well in this course. (other than the 0 point SLO). Some students are certainly meeting/exceeding the standard of success and some are not. We are not here to just "pass" everyone. However, is the standard 80% a proper tool to evaluate people by? 80% is often considered a "B-" grade. So, should we change the criteria to "Average" which would typically be referred to as a "C" grade or more likely a 75% percent score (or C- which is 70%)?

The course does not require the student to obtain any certain grade (other than D-) to "pass" and receive credit. So, we need to determine what would be the best score to utilize.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

All faculty will receive information obtained. Especially the "owner" of the DLAS shell for the course as well as the instructor who has EC for the only points measured for the one SLO.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Lowering the 80% and removing "4 out of 5" from the Master Syllabi, to 70% of students will obtain a score of 75% or more	More students would have met the threshold of 75% score. 75% is more in line with a C grade which is typically need to transfer to different colleges/universities and is more in line with the remainder of the program.	2023
Assessment Tool	The one SLO essay questions will be assigned points so a quiz will be taken and evaluations can be completed.	Most students did not take a quiz related to SLO 3 (Justice), because there were no point values.	2023

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[CJT 120 D01](#)
[CJT 120 02](#)
[CJT 120 03](#)

Faculty/Preparer:

Kevin Lindsey Date: 03/02/2023

Department Chair: Ruth Walsh **Date:** 03/09/2023
Dean: Jimmie Baber **Date:** 03/15/2023
Assessment Committee Chair: Shawn Deron **Date:** 05/11/2023

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Criminal Justice	120	CJT 120 04/06/2016- Criminal Justice Ethics
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Public Service Careers	Ruth Walsh
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: The student will identify and apply major ethical systems through written assignments.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Fall 2008
 - Course section(s)/other population: all
 - Number students to be assessed: 60
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students did not attend to participate in various exercises.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only 1 section was offered this term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were asked to keep a portfolio of all the work throughout the semester which would indicate their level of achievement. Various artifacts were pulled for each learning outcome. For this outcome, an exam was administered asking students to apply various ethical systems to a scenario to evaluate the morality of the action taken. A rubric was applied to grade each student's analysis.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

24 of the students scored 75% or better on the analysis. The class average was 85.4%. The standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Most students had a basic understanding of different ethical systems and how adherence to one system could lead to a different conclusion on morality as opposed to adherence to another system.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Ideally, students could have provided more details showing a more in-depth knowledge of each ethical system.

Outcome 2: The student will identify major ethical problems encountered by the practitioners in the criminal justice system via videos and concomitant writings.

- Assessment Plan

- Assessment Tool: Portfolio
- Assessment Date: Fall 2008
- Course section(s)/other population: all
- Number students to be assessed: 60
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students did not attend to participate in various assessment activities.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only 1 section was offered this term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were asked to keep a portfolio of all the graded and returned work throughout the semester, as an indication of their achievement. Various artifacts were pulled for each learning outcome. For this outcome, students viewed 6 videos portraying unethical behavior within one or more of the components of the Criminal Justice System. Students were asked to identify the ethical issues and suggest an appropriate solution. A scoring rubric was used to evaluate their responses (attached)

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Because several of the videos addressed problems within a singular component of the Criminal Justice System (e.g. the courts), the writings were assessed separately so that a lack of understanding regarding one component could better be identified. Further, students had to turn in only 10 of an assigned 13 writings. Thus, not all students did each writing. The separate analysis is available upon request, and will be shared with other instructors teaching this course. However, the composite result was that out of the 128 submitted writings, 120 scored a 4 or 5 on the writings, indicating a good understanding of the various ethical problems.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did an excellent job recognizing unethical behavior within each of the components of the Criminal Justice System

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

We need to give some thought on how to encourage a higher level of problem solving. Many of the students' suggestions for addressing unethical behavior were somewhat simplistic.

Outcome 3: The student will be able to identify and apply the three major categories of justice.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Fall 2008
 - Course section(s)/other population: all
 - Number students to be assessed: 60
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students did not attend to participate in the various exercises.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only 1 section was offered this term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were asked to keep a portfolio of all the graded and returned work throughout the semester, as an indication of their achievement. Various artifacts were pulled for each learning outcome. For this outcome, a short essay question was embedded within Test #3 asking the student to discuss the difference between procedural and substantive justice.

Further, a video presenting issues on distributive justice was viewed and students were asked to submit a writing discussing the ethical issues presented. A rubric was applied to assess their understanding. 24 students scored a 4 or better based on the rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 22 of the 27 students scored 75% or better on the questions. 2 of the students scored below 75% and 3 students did not take the test.

Regarding the video, 24 students scored a 4 or better based on the rubric. 3 students scored 3 or below.

- Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Many students are introduced to the concept of distributive justice for the first time in this class. Although there is often disagreement amongst students regarding the extent of problems within our society, they are able to intelligently discuss the issues.

- Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There is much focus in the media from politicians about "fixing" the Criminal Justice System and the major thrust seems to be on the Corrections component. By changing the test on substantive and procedural justice, we hope to get a better assessment of student understanding of Corrective justice.

Outcome 4: The student will have clarified his/her personal value system.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Fall 2008
 - Course section(s)/other population: all
 - Number students to be assessed: 60
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

- Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

- Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All 27 students assessed on at least one writing based on values clarification instrument.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only 1 section offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given two values clarification instruments during the course of the semester.

After completing the instrument, the instrument gave the students an indication of what their highest value was. Students were then asked to do a writing (after each exercise) based on the results. A rubric was used to score the students writing.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Since the point of the exercise was to have students think about the impact of their values on their future career, the rubric addressed the length as well as "thoughtfulness" of their writing. All students completed at least one exercise and writing. All students scored a 4 or better on at least one exercise. 26 students completed both exercises and scored a 4 or better (out of 5)

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students thought about their own personal values, perhaps for the first time. But also thought about the consequences of these values in their future careers.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

We are going to look for more updated instruments.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The original intent of this class was to encourage critical thinking in students as well as to expose them to the diversity within our society - diversity in beliefs and in values. A secondary purpose was to give them exposure to ethical problems they may face when working within the Criminal Justice System. The class appears to be very effective in accomplishing both goals.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with all faculty teaching this course. And, since the outcomes are being met so successfully, we will discuss adding more current events to the course, possibly with more outside speakers.

- 3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The original assessment plan used a portfolio, but it is the artifacts within the portfolio, which are actually used for assessment. The syllabus will be changed to include the correct assessment tool.	The new language will accurately reflect the actual assessment tool.	2017
Course Assignments	It is probably time to add a current events outcome to this class.	Students are readily accomplishing all current outcomes so it is possible to add a bit more information to the class.	2016

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Grading Rubric Ethics Assmst.](#)
[Values Assessment Rubric](#)
[Ethical Systems Rubric](#)

Faculty/Preparer:	Ruth Walsh	Date: 10/17/2016
Department Chair:	Ruth Walsh	Date: 10/18/2016
Dean:	Brandon Tucker	Date: 10/20/2016
Assessment Committee Chair:	Michelle Garey	Date: 11/14/2016