**2012-2013 CLASS FACT Assessment Year End Report, June, 2013**

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| **Program Name(s)** | **FACT Faculty Fellow** | **Department Chair** |
| **CRJA** | **Keith Inman** | **Silvina Ituarte** |

[NOTE: Items A, B, C, and D are identical to your Page 2 on your Annual Report for CAPR. Please simply cut and paste from there. Item E is unique to the CLASS FACT Project.]

**A. Program Student Learning Outcomes**

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| 1. Analyze and discuss issues of crime and justice from different perspectives that reflect critical and independent thinking
2. Communication
	1. Convey, present, and discuss ideas and issues in one-on-one or group settings (Oral Communication)
	2. Write effectively, following appropriate writing styles as commonly practiced in the social sciences (Written Communication)
3. Apply knowledge of diversity and multicultural competencies to criminal justice strategies that will promote equity and social justice in every community
4. Work collaboratively and respectfully as members and leaders of diverse teams and communities
5. Demonstrate an understanding of how the ethical and responsible application of criminal justice regulates human conduct and sustains stability in society
6. Apply appropriate knowledge and skills necessary for a vital career in criminal justice and related professions
	1. Analyze and synthesize key theories of criminology, including the causes of crime, typologies, offenders, and victimization
	2. Differentiate between the substantive and procedural aspects of the criminal and juvenile justice processes
	3. Apply knowledge and understanding of law enforcement, principles to analyze and evaluate police organization, discretion, and legal constraints
	4. Demonstrate knowledge and understanding of law adjudication including criminal law, prosecution, defense, court procedures, and legal decision-making processes
	5. Demonstrate knowledge and analytical skills pertaining to corrections including incarceration, community-based corrections, and treatment of offenders, as well as other alternatives to incarceration programs
	6. Use knowledge of research methods and statistical applications to understand criminal behavior and assess the effectiveness of criminal justice policies (research and statistics)
	7. Demonstrate knowledge and understanding of the value of physical evidence in a criminal investigation, including both its capabilities and limitations, and how physical evidence integrates into law and criminal procedure.
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**B. Program Student Learning Outcome(s) Assessed**

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| SLO #1 Critical ThinkingSLO #2A Oral CommunicationSLO #6 Knowledge |

**C. Summary of Assessment Process**

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| * Starting in about 2009, a critical thinking rubric (SLO 1) was designed for the CJRA 4127 Crime Theory class. It was adapted and applied to CRJA 3800, Comparative Physical Evidence, in 2010. This outcome is assessed by scoring students on selected question(s) within the context of a typical midterm of final exam, based on a 4-point rubric (Below expectation; average; good; exemplary).
* The knowledge assessment outcome (SLO 6) is crucial for all upper division classes within the department. Starting in the Fall of 2011, this outcome was assessed in CRJA 3700 (Ethics) using a pre- and post-test instrument. In addition, this assessment has sporadically been applied to CRJA 4127 Crime Theory and CRJA 3500 Criminal Identification.
* In Winter 2013, an Oral Communications rubric (SLO 2) was proposed, with two classes possessing the capability of retroactive assessment (the rubric had been in use for several prior years by two professors, but this was the first time the rubric was adopted for used by the entire department). CRJA 3400 (Advanced Criminal Investigation) and CRJA 3700 (Ethics) are the two classes currently assessing this SLO. It is performed on one oral communication assignment given at the end of the quarter.
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**D. Summary of Assessment Results**

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| * Critical thinking has held steady at about 80-90% of the students achieving an average or better score on the rubric. There are no plans at the moment to modify class content or exercises on this SLO.
* Knowledge assessment requires more evaluation and discussion by the faculty. While the Ethics class has used a consistent format for assessing knowledge, other classes have not. Thus we need to discuss and decide, as a faculty, how we can standardize either the testing, or the results.
* The results of the Oral Communication SLO will be assessed in the upcoming quarters. One professor has provided a presentation on “Presenting to Peers” as a resource for other faculty to use when introducing an oral communication assignment. In addition, the faculty engaged in a discussion on the use of the rubric, including the rationale for its various parts and the assessment scale used.

Challenges: * Given the number of classes offered and the limited faculty available to teach them, the lower division classes are taught primarily by lecturers. This makes Knowledge Assessment particularly difficult, even with lecturers that have been teaching for many years. Creating time to evaluate theses classes and their content is currently not possible with the limited number of faculty in the department.
* Neither a capstone class nor an exit exam are available to the students to assess their ultimate mastery of learning outcomes. The department may have a full time counselor/advisor available in the future; faculty discussion centered on tasking this person with proctoring such an exit exam for criminal justice students, and adding a check box on the graduation evaluation form as a requirement for graduation.
* A significant difficulty for future assessment is the continued movement toward online offerings by the University. It is clear from our faculty discussion that assessing online performance is very different than in-class assessment capabilities. In particular, the SLO most easily assessed in an online format is knowledge, whereas critical thinking and group collaboration is much more difficult. Thus different strategies for the same class may be necessary depending on whether it is face-to-face or online.
* The ever-increasing numbers of students in all classes will likely necessitate an adjustment in assessment strategies.
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**E. Suggestions and Recommendations for the CLASS FACT Project in the Future**

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| 1. I wonder whether breaking the large group into smaller groups would be of any assistance. Having 2-3 departments in various stages of development would create both a discussion of good practices, and assist all in thinking more deeply about their processes, including sharing ideas on a broad variety of assessment topics. This simply can’t be accomplished in a large group. No one wants more meetings, but these groups would work at the most fundamental level of the work.  |

Thank you for your hard work for the past year, and have a Great Summer!