2015-2016 CLASS FACT Assessment Year End Report, June, 2016

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<tr>
<th>Program Name(s)</th>
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[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

1) Analyze and discuss issues of crime and justice from different perspectives that reflect critical and independent thinking

2) Communication
   a) Convey, present, and discuss ideas and issues in one-on-one or group settings (Oral Communication)
   b) 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
   a) Analyze and synthesize key theories of criminology, including the causes of crime, typologies, offenders, and victimization
   b) Differentiate between the substantive and procedural aspects of the criminal and juvenile justice processes
   c) Apply knowledge and understanding of law enforcement, principles to analyze and evaluate police organization, discretion, and legal constraints
   d) Demonstrate knowledge and understanding of law adjudication including criminal law, prosecution, defense, court procedures, and legal decision-making processes
   e) 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
f) Use knowledge of research methods and statistical applications to understand criminal behavior and assess the effectiveness of criminal justice policies (research and statistics)

g) 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.

B. Program Student Learning Outcome(s) Assessed

The assessment work was performed during the Spring quarter of 2016. The CRJA faculty has previously established 6 PLO’s for our students. The faculty met several times during the summer of 2015 and established SLO’s for every class offered. During those meetings, faculty agreed to assess the following PLO’s in the corresponding classes:

PLO 2A: Oral Communication
CJRA 3400 Advanced Criminal Investigation
CRJA 3300 Crime Prevention and Control
CRJA 3610 Police Organization and Management
CRJA 4500 Animal Cruelty

Planned assessment for Summer 2016:
CRJA 3200 Research Methods in Criminal Justice
PLO 6: Knowledge
CRJA 4770 Criminal Law and Courts

C. Summary of Assessment Process

During the summer of 2015, an Oral Communication rubric was formulated. Each of the four classes assessing this PLO used this rubric, or some non-material modification suitable to the specific class. The assessment instrument for each of these classes was an oral presentation by each student, for some classes on individual topics, while for other classes as part of a group project. Student presentations were evaluated by the faculty according to the rubric. For the one class assessed for knowledge, CRJA 4770, a pre- and post-test approach was used as the assessment instrument.

D. Summary of Assessment Results
Results from the four classes assessed for Oral Communication in Spring 2016 were normalized to facilitate comparison. All of these classes are upper division, and students are expected to perform at a competent or advanced level, equivalent to 75% or better in the categories of oral communication. The major categories assessed included Presentation, Discussion, and Professionalism, with each major category having several sub-categories. Not all categories were assessed in all classes.

While a detailed analysis was not available for this report, overall results demonstrate scores above 80% in the Presentation and Discussion categories, scored were demonstrably lower on the Professionalism category, typically in the 55% - 65% range. This category includes traits such as confidence, enthusiasm, and eye contact. As a first point of discussion among faculty, improving presentation skills of students should receive high priority.

For the one class assessed for Knowledge, results and evaluation by the instructor revealed that insufficient time had been allotted to the students for demonstrating progress from “beginner” to “proficient.” Thus the value of this first exercise in knowledge assessment is to 1) allow more time for the assessment itself, and 2) integrate the knowledge assessment process more deeply into the curriculum so that the assessment process is more automatic and less stressful for both student and instructor. This was a good start for this class.

This coming year will see a discussion of the oral communication assessment process, as well as improvements to curriculum that will improve student’s poise when presenting, and making them more comfortable in presentation situations.

In addition, we do not have a rubric for written communication (the only rubric missing), nor do we have plans to assess this form of communication. The faculty should make this a priority in the coming year 2016/2017, in addition to establishing knowledge rubrics for each class in advance of semester conversion.

E. Suggestions and Recommendations for the CLASS FACT Project in the Future
Thank you for your hard work for the past year, and have a Great Summer!