

Student Academic Achievement Committee (SAAC) Standardized Report Form

INTRODUCTION

Program /Discipline Title: Criminal Justice

Time Period: Fall 07 through Summer 08

Program goals, objectives, and/or mission:

The goal of the Criminal Justice program is designed to develop student **Professionalism, Leadership, and Critical Thinking Skills** needed to enter the Criminal Justice Profession.

Exit Competencies:

1. Correctly explain the U.S. and New Mexico Criminal Justice Systems, the criminal law, the law of arrest, search and seizure, and the criminal trial process or juvenile dispositions.
2. Apply the essential technical skills needed in law enforcement, security/corrections, or probation/parole to industry standards (as established in state or federal certifications).
3. Use critical thinking skills for problem solving in a professional and ethical manner following the "SARA" or "FIVE STEP" methods.
4. Write a complete and effective report for appropriate use by criminal justice authorities.
5. Meet industry standards for essential work place skills (Applied Mathematics, Applied Technology, Teamwork, Reading for Information, Writing, Listening, Locating Information and Observation) as measured by Work Keys®.

Core Competencies:

Interpersonal Skills/Teamwork: Students will work and interact with others at a personal, professional and global level, demonstrating respect for individual and cultural differences while practicing civility, honesty and personal responsibility.

Communication: Students will read, write, listen and use verbal skills to organize and communicate ideas and information in personal and group settings.

RESULTS

Introduction and discussion of assessment efforts:

Continuing the practice of the past several years, we collect data to measure the program exit competencies. These competencies were drafted by the Criminal Justice Advisory Committee which has verified the continued applicability as the industry needs.

We have incorporated the Work Keys and Keytrain programs throughout the Criminal Justice curriculum. The Work Keys scores are integral to the measurement of our exit competencies. The scores provide a recognized standard and have been nationally validated. We apply the Basic Patrol Officer job profile at the median level as the standard for graduates of the program.

Beginning with the Fall 06 term, graduates of the Criminal Justice program are required to complete the Capstone course (CJ 295). During this course, students must compile a graduation portfolio which incorporates all program exit competencies and the core competencies of the college. Students were graded on the portfolio components. The goal is to have 70% or higher meet the competencies. But, students who do not meet the competencies do not successfully complete the course and must repeat it.

Assessment Plan (Who, what, when and how assessment took place):

Instructors in Criminal Justice collected data within the Capstone course and other courses within the curriculum. This includes final grades on the portfolio: class exercises, class assignments, and problem-solving exercises using an inter-active computer program as well as scores from Work Keys. This provides us with both internal and external source data. On the charting of the data, Level 1 includes scores of “D” and “F”. Level 2 equates to a score of “C”; Level 3 a “B” and Level 4, an “A”.

Work Keys test scores were applied directly to the college core competencies and the technical competencies.

Students also completed a program graduation survey. Qualitative data was collected for faculty to consider in the assessment of program effectiveness.

Exit Competency Results:

The data reflects that the goal of 70% for each competency was met or exceeded.

Core Competency Results:

Data was collected on Communications and Teamwork using the matrices set by the College.

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Discussion of changes in support of student learning for PAST year based upon your assessment results:

The data shows that students continue to struggle with the writing skills. The instructors have incorporated more writing exercises in the various CJ courses and grammar and spelling are major portions of the grade for the exercise.

Students are required to work on the Keytrain lessons for Writing. Students continue to be identified for early intervention to the achievement coach for additional help in writing.

Discussion of proposed changes in support of student learning for COMING year based upon your assessment results:

No significant change to course delivery is indicated. The data from the graduation surveys reflect high levels of student satisfaction.

Faculty have plans to increase the delivery mode in all CJ classes. This will require the purchase of new equipment and supplies to increase the media capacity in the classroom and on-line.

Plans for assessment of all Core Competencies

We will continue to use Work Keys as a validated assessment for the core competencies, supplemented by class room exercises.

The data to be collected in CJ 2999, the CJ Capstone course will be upgraded to better demonstrate competencies. Criteria for the SARA Model have been adjusted within CJ 2505, Community Policing, to break the Model into components. This then will reflect in the requirement for the Capstone course.

With the advent of CJ 1001, Intro to Criminal Justice as the first course for CJ students, we began administering Work Keys tests in Listening, Reading and Writing as a “pretest”. These scores were compared to the final scores required in the capstone course to provide additional feedback. The charting of data reflects the concern for improvement in writing.

For the reporting of next year’s cycle on Numeracy and Life Skills, faculty will develop data to meet the matrix provided by the college. We have already begun requiring Applied Math from Work Keys into CJ 1002, Criminal Law as a course requirement.

DATA

What tools did you use to measure the Exit Competencies?

Program matrices are attached.

Please attach Core Competency Rubrics if modified.

Additional assessment results: An extract from the Capstone course syllabus is included below.

COURSE DESCRIPTION

Students will prepare a professional portfolio that demonstrates the student's mastery of technical and core competencies.

COURSE OBJECTIVES

Technical Objectives

Upon successful completion of this course, students will be able to show mastery of the following technical competencies:

<p>A. Correctly explain the U.S. and New Mexico Criminal Justice Systems, the criminal law, the law of arrest, search and seizure, and the criminal trial process or juvenile dispositions.</p>
<p>B. Apply the essential technical skills needed in law enforcement, security/corrections, or probation/parole to industry standards (as established in state or federal certifications).</p>
<p>C. Use critical thinking skills for problem solving in a professional and ethical manner following the "SARA" or "FIVE STEP" methods.</p>

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D.

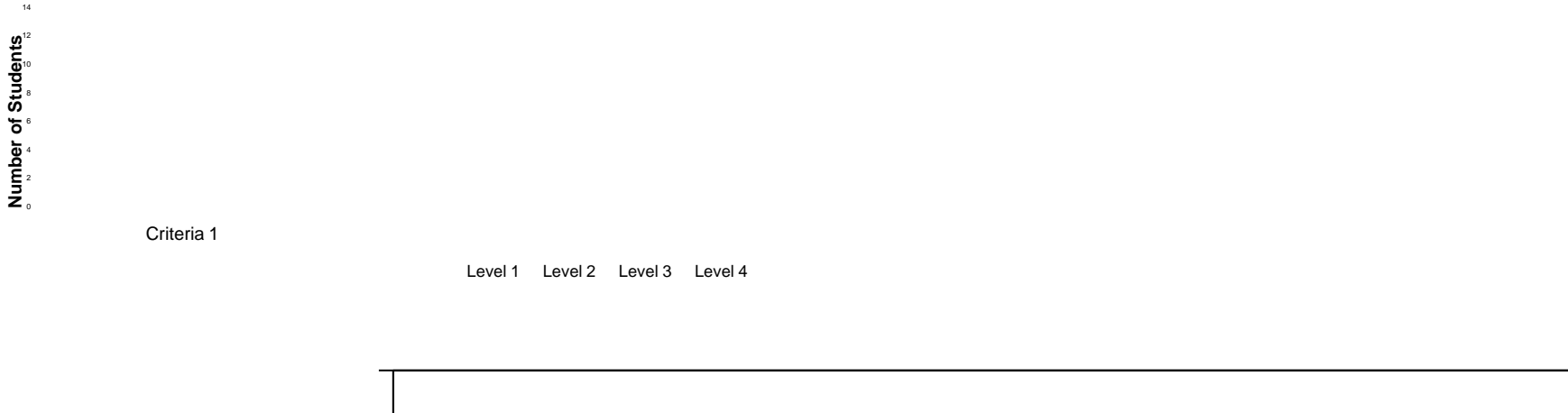
Write a complete and effective report for appropriate use by criminal justice authorities.

E.

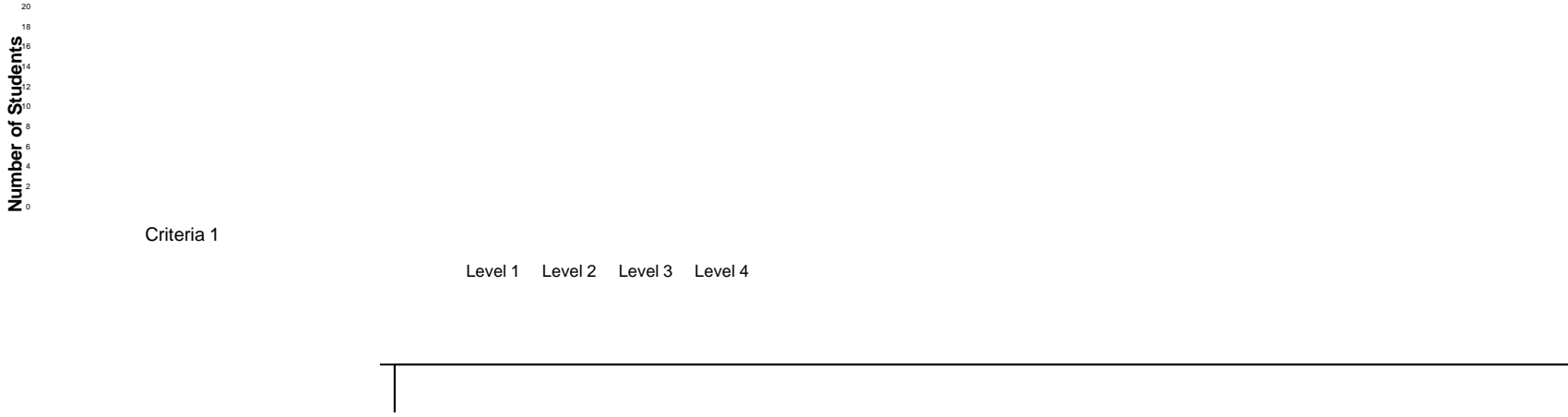
Meet industry standards for essential work place skills (Applied Mathematics, Applied Technology, Teamwork, Reading for Information, Writing, Listening, Locating Information, and Observation) as measured by Work Keys®.

Histograms of Exit Competency Results:

Explain US and New Mexico Criminal/Juvenile Law and Procedures

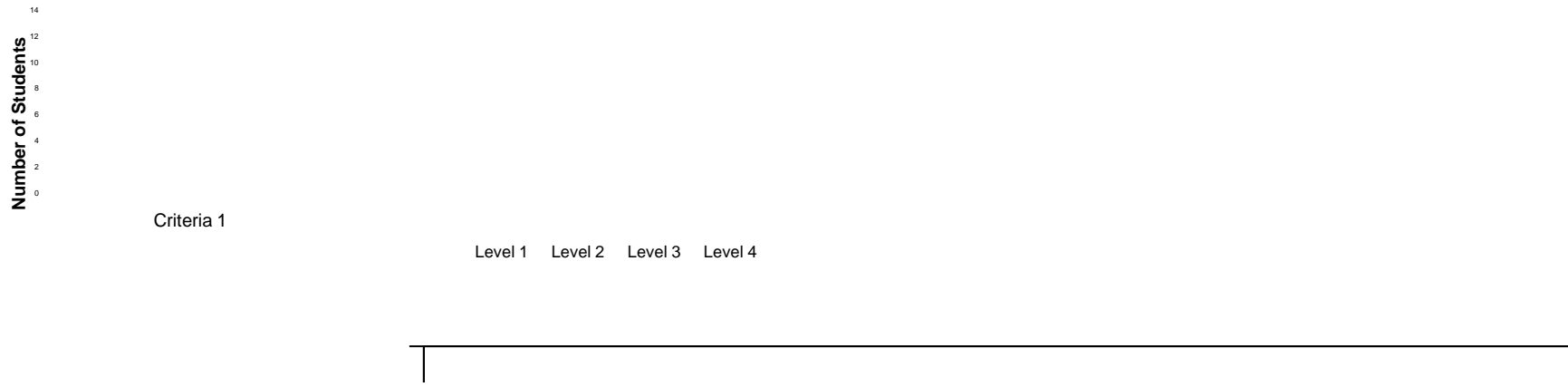


Apply essential skills needed by industry

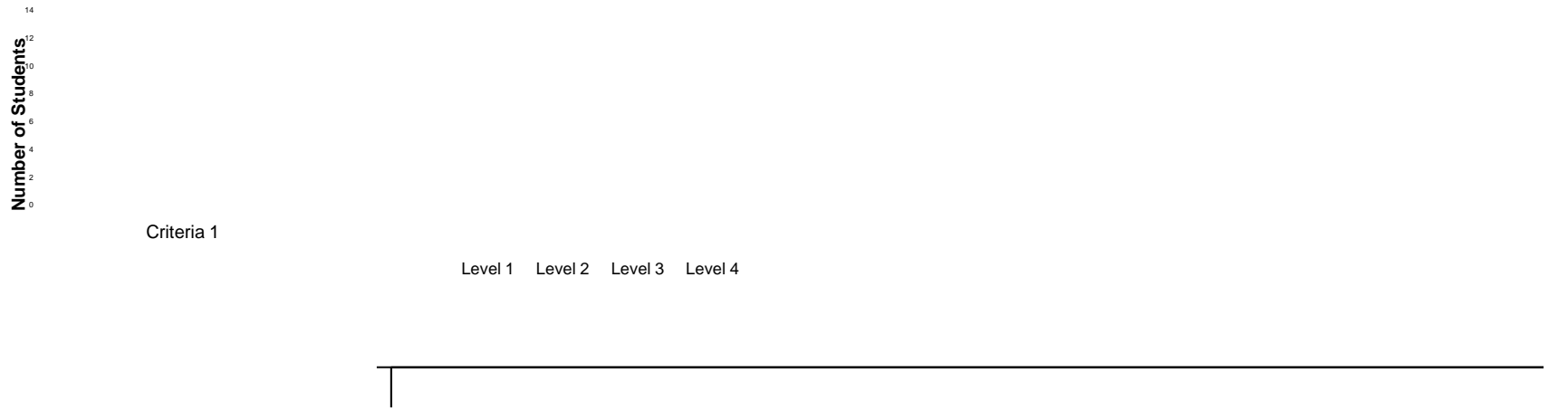


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Demonstrate critical thinking skills using SARA model

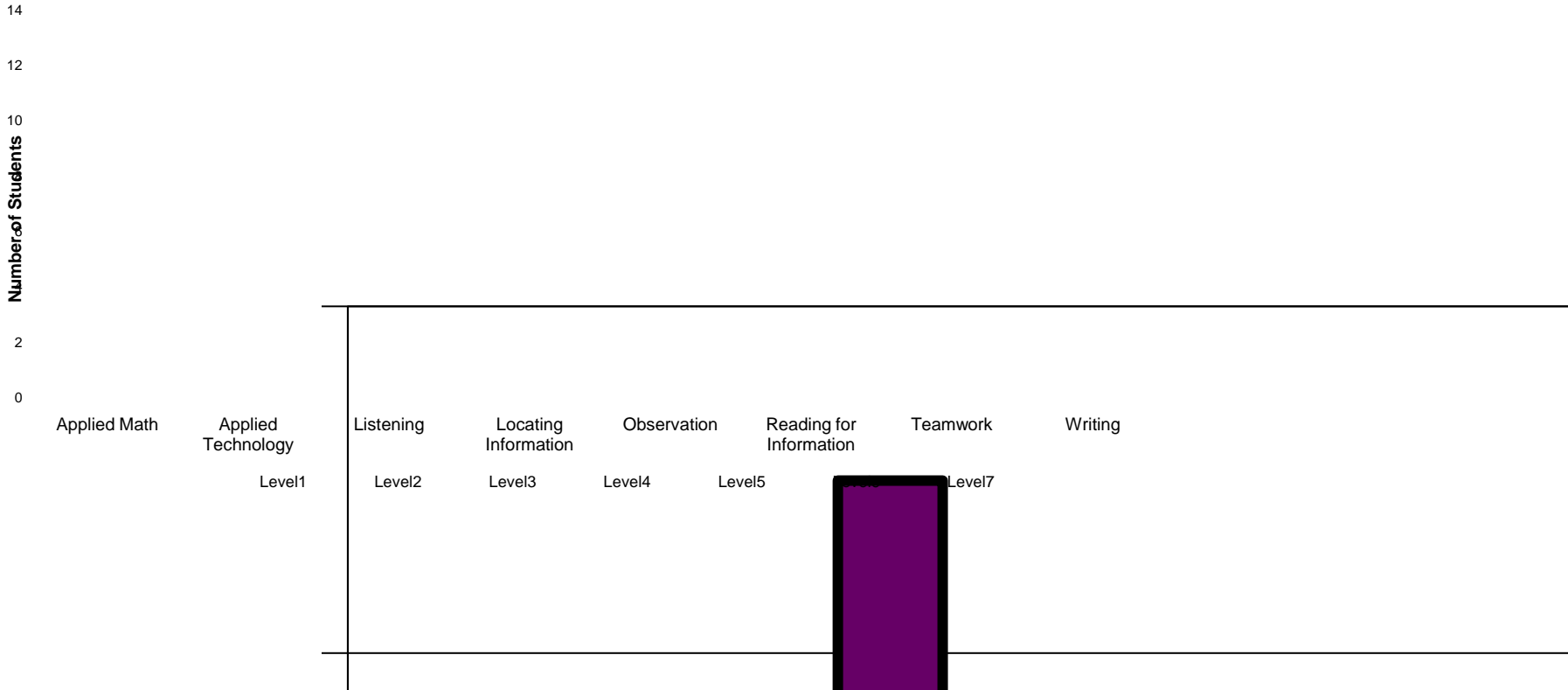


Write a complete and effective criminal justice report



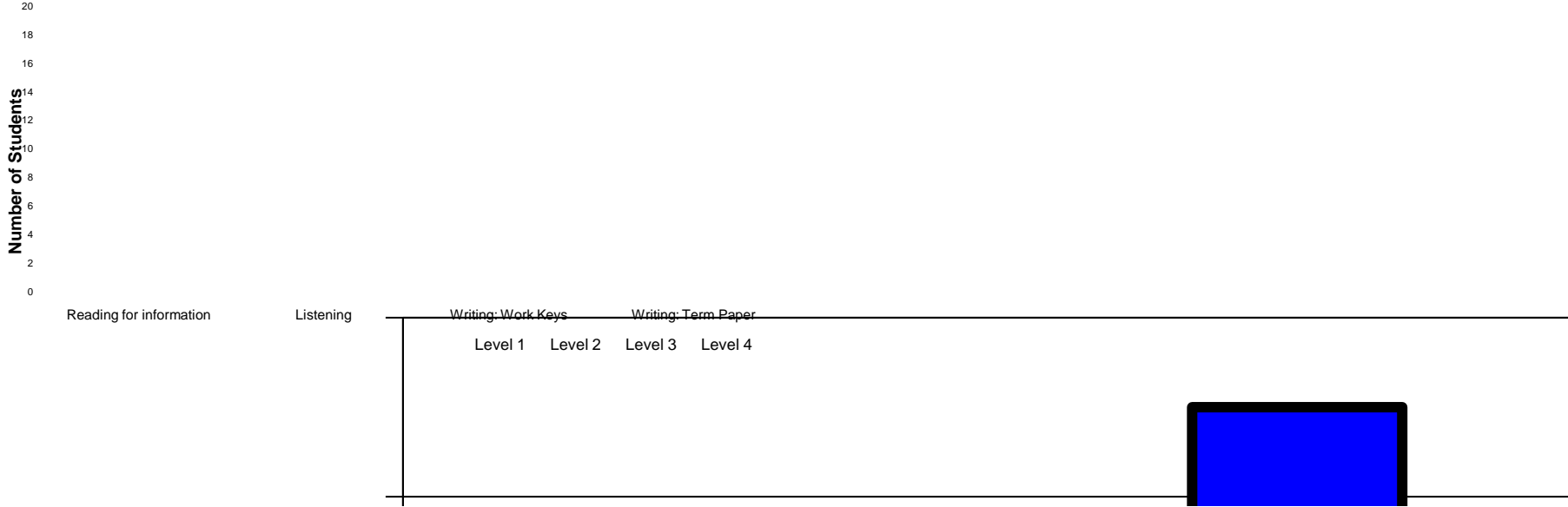
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Meet industry standard for Work Keys scores

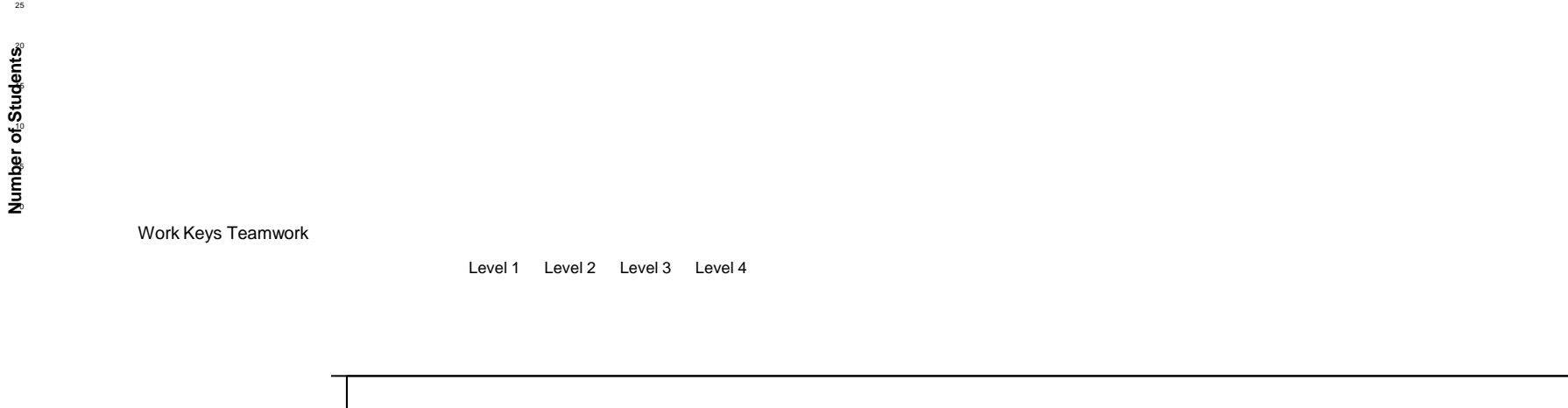


Histograms of Core Competency Results:

Communication



Teamwork: Works cooperatively with others to accomplish a task with limited resources and competing concerns



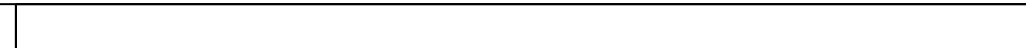
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Critical Thinking

Number of Students¹⁰

LETS

SARA
Level 1 Level 2



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