

Assessment, Improvement, Measurement (AIM) Report: 10/04/2013**Plan Year:** 2012-2013**Unit:** Criminal Justice**Coordinator(s):** Michael Littrell, Karman Wheeler, Vicki Wilson**Reviewer:** Vicki Wilson

Objective or Outcome	Measure(s)				
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps
Students will demonstrate an understanding of the three levels of the criminal justice system and how they are interconnected.	Responses to exam questions related to the three levels and their relationships.	Assessment of exam questions related to this outcome in the CRJ 100 course. All students will score 85% or higher on this component of the exam.	Based on an assessment of 5 exams and 2 course sections, all students scored an 82.6% or higher on all questions.	Not Met	While this is a high level of competence, In the future I will focus heavily on the interactions between the various areas of the criminal justice system. I feel that as students progressed through the semester, and based on exam scores, their understanding of this specific area declined. In the future, I will assess students by doing in class discussions and review material that was not retained. Additionally, adjusting some of the exam questions to be more clear may help students to understand the context in which the question is framed.
Students will utilize critical thinking skills to make connections in learning across disciplines.	Students will write two critical thinking papers that require an analysis of multiple views on relevant issues.	70% of students will score 20 out of 25 on the rubric evaluation.	For essay 1, 47 turned in the essay with 46 (97.8%) of them earning at least a 20 out of 25, the median score was a 22. For Essay 2, 35 turned in the assignment and 35 (100%) scored at least a 20 out of 25 on the paper with a median score of 21.	Met	One of the problems with these papers this semester was getting students to turn them in. In some cases, especially for essay 2, I had 13 students who had stopped coming to class, thus not turning in papers, which left me with 11 students not turning those papers in. In order to increase the return rate

					<p>for these papers, I will increase their point value. In addition to that, I will demonstrate using previous papers that met the criteria, how to write one of these papers. I will also use the Criminal Justice Writer's Book chapters to show students a step-by-step method for producing a critical essay. I believe that students are not sure how to write these papers, so they simply don't do them. I believe these methods will encourage students to turn them, and teach them how to critically think about a topic.</p>
<p>Students will demonstrate an awareness of ethical considerations in making value decisions.</p>	<p>A rubric will be used to evaluate student responses to 5 scenario based papers.</p>	<p>Students will average 20 of 25 points on the scenarios.</p>	<p>On Scenario #1 students averaged 24.33 (SD=1.91) on Scenario #2 students averaged 24.24 (SD=1.35) on Scenario #3 students averaged 22.89 (SD=4.51) on scenario #4 students averaged 22.00 (SD=3.57) and on scenario #5 students averaged 23.50 (SD=1.24). The overall average for all scenario based papers was 23.39/25.</p>	<p>Met</p>	<p>While the students performed quite well on this measure, I notice a decline toward the middle and end of the semester on their responses. This may be due to the increasing level of difficulty in terms and concepts. To improve these later scores I plan to reinforce terms and concepts with other forms of assessment, such as in class assessments or incorporate reviews at the start of each class to clarify any points of confusion or misunderstanding.</p>