

Assessment, Improvement, Measurement (AIM) Report: 09/25/2014**Plan Year:** 2013-2014**Unit:** Criminal Justice**Coordinator(s):** Karman Wheeler, Vicki Wilson**Reviewer:** William Franklin

Objective or Outcome	Measure(s)					
	Measure Text	Achievement Target	Results	Achievement Target Result	Use of Findings/Next Steps	Assess Month
Students will demonstrate an awareness of ethical considerations in making value decisions.	A rubric will be used to evaluate student responses to 5 scenario based papers.	Students will average 20 of 25 points on the scenarios.	For essay 1, students averaged 22.40 points. For essay 2, students averaged 20.20 points. For essay 3, students averaged 21.63 points. For essay 4, students averaged 21.17 points. For essay 5, students averaged 19.37 points, this includes students who were enrolled but who did not complete the essay and scored zero.	Partially Met	While students performed well on the first 4 essays, their averaged slipped some on the last essay. I think this may be due to the fact that this assignment was based largely on a lecture given by an outside speaker on police internal affairs. If the students missed that lecture, then they would not have the materials to do well on the essay. In the future, providing those students who missed this lecture with the Powerpoint Material may be helpful to keep them caught up with the other students.	December
Students will demonstrate an understanding of the three levels of the criminal justice system and how they are interconnected.	An essay component of last exam asking students to describe how the three levels of the criminal justice system work together to achieve its goals.	90% of the students will score 80% or above on this essay.	For the Fall 2013 semester, I had 41 students complete this portion of the final exam. Only 8 students scored less than 80%. So, 94.87% of students scored an 80% or above on this essay. For the Spring 2014 semester. I had 97% of students score an 80% or above on	Met	For Fall 2013, based on my assessment of those who scored less than 80%, it appears that all of those students had poor attendance, which may account for missing lectures that address this issue specifically. In the	May

			<p>this portion of the exam.</p>		<p>future I could incorporate essay questions on each exam that would address 1/3 of this question, so that at the end of the semester, students are able to then incorporate all three portions into one longer essay. Based on this calculation, I believe the measure could be that 90% of students will score a 90% or better on this portion of the exam.</p>	
<p>Students will utilize critical thinking skills to make connections in learning across disciplines.</p>	<p>Students will write two critical thinking papers that require an analysis of multiple views on relevant issues.</p>	<p>70% of students will score 20 out of 25 on the rubric evaluation.</p>	<p>For Fall 2013 for Essay #1 I had 44 students complete the assignment with an average score of 22/25. For Essay #2 I had 32 students complete the assignment with an average score of 23/25. For Spring 2014 for Essay #1 I had 33 students complete the assignment with a score of 23/25. For essay #2 I had 30 complete the assignment with a score of 23/25.</p>	<p>Met</p>	<p>While all of the students who completed this assignment did very well. I see a trend where the 2nd essay often has many less students complete it. In the future, I think it should be required that students complete both essays in order to complete this course. Critical writing is so important to the understanding of the criminal justice system, that students who feel like they have enough points to not take this essay are getting by without doing it. I think this should change.</p>	<p>May</p>