

# Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the [PSLO Assessment How-To Guide](#) on the TLC website]

Program: Administration of Justice AS-T

Semester: Fall 2017

Faculty/Staff Assessing the Program: Anthony Vleet Hailey

## Part 1: Assessment Goals

**What do you want to learn about your students and their learning from this process?**

- **Research questions:**

1. Are our students successfully completing our program at a level comparable to state averages?
2. Are our students successfully transferring to the California State University System?
3. What percentage of our students who are seeking employment are successful in the initial hiring process at expressing interest, completing the application for employment, successfully completing the hiring interview, physical fitness, background examination, and character investigation; are our students successful in finding employment with a criminal justice agency within two years of completing the program

- **Why is this research question significant to your program?**

The above questions are crucial to our program. Our goal is to; simultaneously prepare our students for transfer to the California State University System and entry-level employment with an Administration of Justice agency. We accomplish our mission by taking a holistic/ interdisciplinary approach to the Administration of Justice curriculum. Our program is aware of cultural sensitivity and social conscientiousness. By emphasizing excellent communication and leadership skills, we intend to address the real-world needs of our communities.

## Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
<b>Enter all the PSLOs for your program below.</b> (Additional rows may be needed)	<b>Identify and describe the assessment activity</b> (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc.) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.	<b>List the criteria you used to determine proficiency levels for each of your PSLOs.</b> How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?	<b>Describe which student populations you assessed and how you chose those populations.</b> How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.
<b>PSLO 1 :</b> Upon Successful completion of the AS-T the student will meet the academic requirements for transfer to a California State University Administration of Justice bachelor's degree program	In order to transfer to a California State University from a California Community College with an Associates of Science-Transfer degree the student must pass the course at a proficient "C" level grade or better. Our AS-T program will monitor student grades for skill attainment. Skill attainment levels of proficient or better will	Student skill attainment provides grade level information that indicate to us our success at this learning objective: "A-B" grade equates with exceeds proficiency, "C" level equate to meets proficiency, a "D" grade equates to needs improvement, "F" equates to failing in this	We looked at the entire population of Administration of Justice majors to best determine the overall effect of our program on the ability of our students to successfully meet the criteria for transfer to a California state University Campus

	be compared to state averages.	objective	
<b>PSLO 2 :</b> Upon successful completion of the AS-T the student will be able to demonstrate the skills and knowledge necessary to take and pass local state, and federal entry level or career advancement criminal justice exams	Student employment statistics as core indicators are used to assess our proficiency in providing employment-ready criminal justice professionals. We compare our percentage of employed former students to that of the statewide average.	If our percentage of students who become employed after graduation is greater than that of statewide averages, than we consider our program to be effective in preparing our students for entry-level employment.	We assess the entire population of students who have graduated and seek employment
<b>PSLO 3 :</b> Upon successful completion of the AS-T the student will demonstrate excellent communication skills (oral and written), critical thinking ethical decision making and cultural and ethnical sensitivity	The Administration of Justice Program at Los Medanos College offers a course that examines racial and cultural diversity in criminal justice through exposing students through many scenarios of ethnic dilemma that require students to work in teams, critically think and orally report back to the class their finding and/or understanding of a social event or phenomenon. Many students who major in criminal justice complete this course. Successful completion of this course is used as an indicator of the program's success in emphasizing the soft skills of communication and empathy	Students who successfully complete ADJUS-160, Criminal Justice and the Community, with an "A-B" grade equates to exceeds proficiency, "C" level equate to meets proficiency, a "D" grade equates to needs improvement, "F" equates to failing in this objective	We assessed the population of students registered in ADJUS-160, Criminal Justice and the Community, who are Administration of Justice majors

### Part 3: Assessment Findings

#### What are the findings from your assessment efforts?

There are approximately 474 students majoring in the Administration of Justice at Los Medanos College. We sampled portions of this population to assess the effectiveness of our program.

**PSLO #1:** Data indicate that statewide 82.65% of California Community College students in administration of justice programs attain a grade of "C" or better. That grade would allow those students who participate in an associate of science degree for transfer program (AS-T) the right of guaranteed, seamless transfer to a California State University campus. That same data indicate that 91.57% of Los Medanos College students in that same category have attained a grade of "C" or better. This is positive however; we would like to do more. We would like to work with counseling/career planning to ensure that our students are properly motivated to take advantage of the opportunity that an associate's degree for

transfer provides. We would also like to collect data regarding those students who have been rejected in their attempt to transfer to a CSU and why they were rejected.

**PSLO #2:** Data indicate that statewide 80.42% of those who leave or complete administration of justice courses achieve employment whereas 89.41% of Los Medanos College students in that same category achieve employment. This is positive news; however, we would like to do more. We would like to define the type of employment to ensure that it is entry-level criminal justice work and be able to determine if after completing our program, did our student, currently a criminal justice professional, achieve the desired promotion/advancement.

**PSLO #3:** We use data collected from students taking our ADJUS-160 Criminal Justice and the Community to determine the effectiveness of this learning objective. Students are required to respond to sensitive, topical criminal justice issues that require critical thinking, team collaboration and essay writing skills. Those who are successful at demonstrating those communication skills, along with the ability demonstrate their knowledge of cultural and ethnical sensitivity; do so by completing the course at a “C” proficient level up to an “A-B” high proficiency level. The last session of this course taught resulted in 68% of the students achieving a proficient grade or higher. To better understand our effectiveness in achieving this learning objective we need to differentiate the administration of justice student from students majoring in other disciplines and require that the course be a prerequisite for all administration of justice students.

## **Part 4: Next Steps**

### **What are your next steps?**

As an Administration of Justice faculty here at Los Medanos Community College, we have chosen to concentrate our efforts on the reformation of criminal justice education at the community college level, and to that end, we are committed to accurate assessment, evaluation, and accountability in a profound way. We are aware that by preparing our students to be conscious practitioners of cultural and ethnical sensitivity, critical thinkers and ethical decision makers we improve their chance to meet the course objectives. The best way to measure this, and to collect data to improve our program, is through continued contact with our graduates after their time here with us. By creating a Los Medanos College Administration of Justice Alumni Association and a post-graduate focus group, we would be able to undertake longitudinal studies and collect data regarding our program’s effectiveness

Technical and/or practical, hands-on training seems to be the pedagogical approach of most community college criminal justice education/programs. These programs should be assessed to determine their effectiveness. We believe that the vocational approach should be reserved for the prerequisite training academies required for licensing and entry-level criminal justice employment. It is important that liberal arts, to include social and behavioral sciences theories, be included in administration of justice education. This would increase the opportunity for successful interactions between administration of justice practitioners the diverse social and cultural/ethnic groups within our communities. With this in mind, we plan to effect change in criminal justice educational philosophy by offering an alternative to the accepted curriculum presented by most criminal justice departments in the California Community College System by emphasizing the social and behavioral sciences and to a lesser extent on technical criminal justice tactics.

Assessment in this regard, would clarify to stake-holds (students, criminal justice agencies, the public served) the problems we could likely face if we do not change. Proper assessment allows us to convince those stakeholders of the need for our proposed changes while allowing them to be a part of the changes by responding to surveys, completing examinations, and through our analysis of official

public information documents. Stakeholders from inside criminal justice agencies and from academia have immense influence on the curriculum we teach at the community college level. Those stakeholders require evidence of the need for change if change is suggested. They also require some level of assurance that the proposed changes are effective; assessment and evaluation provides evidence and accountability. Through the presentation of clear and convincing empirical evidence, assessment allows us to persuade reluctant stakeholders to accept changes in the criminal justice curriculum we seek with the intent to better prepare criminal justice professionals to critically think and act within a culturally complex society.

One of the major challenges that some educators face is the perception that morality and ethics cannot be taught, as many believe they are innate characteristics and for the most part cannot be learned. In exploring the information provided by The Institute for Global Ethics, a group that promotes itself as "...an independent, nonsectarian, nonpartisan, 501(c) (3) nonprofit organization, dedicated to promoting ethical action in a global context". I learned that a division of that organization, the ethical literacy learning community, dedicates itself to building a "culture of integrity" by providing tools and information in the form of published articles, books, and pamphlets designed to promote ethical decision making that can be incorporated into the criminal justice curriculum. We have included ethical literacy learning techniques in our ADJUS-160, Criminal Justice and the Community course. This broadens the scope of curriculum assessment, and has the potential to enhance the overall effectiveness of the program. As well as emphasize the need for additional faculty professional development to improve our knowledge, wisdom, and understanding of the social and behavioral sciences.

## **Part 5: Report Summary**

We wanted to know if our students were performing at levels at or above the state average concerning transferring to the California State University system. We wanted to know if our students are employed in criminal justice agencies at levels equal to or greater than the statewide averages, and if our students were demonstrating excellent communications and critical thinking skills as well as demonstrating cultural and ethnical sensitivity. Our administration of justice students appear to be performing at or above statewide averages in the areas of program skill attainment. This area addresses our first program level student-learning objective. Our students are also faring well in employment prospects as compared to statewide averages of students who have completed a community college administration of justice course and sought employment; this is in line with our program's second student learning objective. However, we need to do a better job of determining the type of employment indicated. We also need to improve our measuring instrument used to determine the effectiveness of our third program level student-learning outcome. Presently we use the success rate of students enrolled in ADJUS-160, Criminal Justice and the Community course, however that course is not requisite to graduating with a degree in the administration of justice and thus some students elect not to take it. We are considering requesting that ADJUS-160 be a required course in obtaining an associate's degree in the administration of justice from Los Medanos College. We also plan to collaborate with the local police academy to determine how we can improve on the outcome of the clause in our third program level student-learning objective that calls for the student to demonstrate excellent communications skills, both oral and written. We believe that, that stakeholder should be able to provide information regarding the success rate of our graduates in the report-writing portion of their criminal justice academy training.

