Fall 2014 Assessment Report
Data Analysis
Criminal Justice and Human Services Department
1. Which program outcomes were you assessing this year? (Please include the full text of the outcome along with any numbering system.)

**Outcome 2** Explain, evaluate and apply important criminal justice terminology, theories, statutes and Court decisions

**Outcome 4** Demonstrate and apply communication and critical thinking skills

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.

Outcome 2 Explain, evaluate and apply important criminal justice terminology, theories, statutes and Court decisions

- CJAD 301 Case brief-this requires the student to explain important court decisions
- CJAD 301 Final examination-this requires the student to explain and apply statutes
- CJAD 415 Case briefs- this requires the student to explain important court decisions
- CJAD 415 Final Examination- Final examination-this requires the student to explain and apply statutes, theories and court decisions

Outcome 4- Demonstrate and apply communication and critical thinking skills

- CJAD 311 Research paper/drop box assignment-this requires the student to write and think critically about relevant issues
- CJAD 345 Research paper- this requires the student to write and think critically about relevant issues
- CJAD 350 Research paper- this requires the student to write and think critically about relevant issues

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.

CJAD 301
Case briefs-A total of 70 Case briefs were submitted on behalf of 70 separate students. All but three of these students met or exceeded the relevant standards
Final Examination   A total of 75 students were assessed on the ability to apply relevant statutes. 70 of these 75 students met or exceeded the relevant standards, and 5 students fell below the relevant standards.

CJAD 415
Case briefs- A total of 47 students were assessed on their ability to write case briefs. All but five of these students met or exceeded the relevant standards
Final examination- A total of 37 students were assessed on the ability to apply relevant terminology and court decisions. 35 of these 37 students met or exceeded the relevant standards, and 2 students fell below relevant standards

CJAD 311 95 students' submitted papers that were assessed- 77 of these papers met or exceeded the relevant standards, but 18 students fell below relevant standards in multiple areas.
CJAD 345 109 students’ submitted papers that were assessed-98 of these students met or exceeded the relevant standards, but 11 students fell below relevant standards in multiple areas.
CJAD 350 46 students’ submitted papers that were assessed-36 of these students met or exceeded the relevant standards, but 10 students fell below relevant standards in multiple areas

4. **Do you plan to change any of your course outcomes based on these assessments? Please explain.**

No. This was the first session assessing most of these courses. We want to evaluate more data before any changes are made. However, as mentioned below, we do plan to change some course prerequisites.

5. **Did your assessment opportunities effectively assess your specified outcomes? Please explain.**

I believe they were effective ways to assess these outcomes in this first round of assessment. They measure the ability to evaluate, analyze, apply relevant materials, think critically, and write.

6. **To improve student learning, what actions do you intend to take based on these data? Please explain.**

During the course of analyzing this information, we had an opportunity to review course prerequisites and sequencing in our CJAD courses. Our curriculum is a writing intensive curriculum, but we don’t require English 112 as a prerequisite for our upper level courses. We believe many students struggling with writing in these upper level CJAD courses lack English 112. We plan to change/alter our prerequisites to require that English 112 is a prerequisite for upper level CJAD core classes. This will aid student learning by placing everyone on an equal footing and giving all students an appropriate foundation.
Crime Scene Investigation

1. Which program outcomes were you assessing this year? (Please include the full text of the outcome along with any numbering system.)

Program outcomes

Outcome 1   Explain the best practices used in collection, preservation and interpretation of crime scene evidence.

Outcome 3   Apply relevant methods of crime scene investigation and processing.

All assessment activities occur in CJAD 203

The course description and outcomes appear below

Techniques and methods of crime scene investigation focusing on practical suggestions as well as theoretical viewpoints of the field. Topics include: fundamentals of the preliminary investigation, identification, protection and collection of evidence, sketching and photographing the crime scene, interpreting blood stain evidence and fingerprinting techniques

1. Explain the role of law enforcement and crime scene technicians in collection, preservation and interpretation of evidence from crime scenes.
2. Describe the methods and importance of proper crime scene response in a criminal investigation.
3. Identify, compare, and evaluate relevant terminology, equipment and methods for collection, preservation and interpretation of evidence from crime scenes.
4. Describe and evaluate comparative individual, team and departmental approaches to investigating and processing a crime scene.
5. Articulate the legal and ethical issues in investigating and processing a crime scene.

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.

Outcome 1-Final Examination in CJAD 203-There is a comprehensive Final Examination in CJAD 203

This comprehensive Final contains questions involving best practices in collection and preservation of crime scene evidence

Outcome 3-Crime Scene sketch

A crime scene sketch is a generally accepted practice of processing a crime scene. The student is asked to construct a sketch which involves application of relevant methods.

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.
Final Examination in CJAD 203  
24 students took the exam.  
42 percent earned an A and 54 percent earned a B, and 4 percent failed to meet the standard.

Crime Scene sketch- A total of 20 students submitted a sketch. The sketch tests the ability to apply techniques, conduct measurements, and label appropriately. Students were strong on application of technique and labels, with 88 percent meeting the standard. They were also strong on measurement, with 83 percent meeting or exceeding the standard.

4. **Do you plan to change any of your course outcomes based on these assessments? Please explain.**

No. This was the first session assessing the certificate. We want to evaluate more data before any changes are made.

5. **Did your assessment opportunities effectively assess your specified outcomes? Please explain.**

I believe they were effective ways to assess these outcomes. The certificate is only 15 hours of course work. CJAD 203 is the main foundational course and the 2 activities’ assessed give good measurements.

6. **To improve student learning, what actions do you intend to take based on these data? Please explain.**

There is nothing in this first set of data that presents evidence of a need for change. The vast majority of students are meeting or exceeding the relevant standards. We plan to continue to monitor these assessments in moving forward to see if any patterns emerge. Additionally, the CSI certificate is slowly being implemented and rolled out online. As these new courses are implemented, we will have new assessment opportunities and will add to our Assessment.
1. Which program outcomes were you assessing this year? (Please include the full text of the outcome along with any numbering system.)
   PO 01: Describe the structure and function of the forensic science system and its role in the criminal justice system
   This PO applies to both the Biology and Chemistry areas of Emphasis.

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.
   PO 01 was assessed using a variety of FRSC 210 final exam questions, both multiple choice and short answer. These selected questions evaluate students’ knowledge base and offer the opportunity to assess a situational example to demonstrate further interpretation/use/practical application of knowledge related to PO 01.

   1) T  F  Forensic science is the application of science to criminal laws only.

   2) Which unit is responsible for examining body fluids and organs for the presence of drugs and poisons?
      a. Toxicology unit
      b. Physical science unit
      c. Biology unit
      d. Trace evidence unit
      e. Pathology unit

   3) Approximately how many operating crime labs are there in the United States (federal, state and county)?
      a. 75
      b. 150
      c. 200
      d. 250
      e. 300+

   4) The current system of crime laboratories in the United States can best be described as which of the following?
      a. Centralized
      b. Regional
      c. Decentralized
      d. National
      e. Local

   5) T  F  Differences in local laws have no effect on the types of services offered by crime labs in different communities.

   6) A properly maintained chain of custody is not the responsibility of which one of the following?
a. Crime-scene processor
b. Evidence clerk
c. Forensic technician
d. Trial judge
e. Forensic examiner

7) The concept of “general acceptance” of scientific evidence best relates to what?
   a. Daubert standard
   b. Frye standard
   c. Exclusionary rule
d. First Amendment
e. Miranda warnings

8) What are two of the basic functions of a forensic scientist? (4 points)

Analyzing physical evidence
Providing expert testimony
Furnishing training in the proper recognition, collection, and preservation of physical evidence

9) Describe the evidence to be collected and the specialists or crime laboratory units that would be needed to properly analyze the following crime scene to answer the given questions. (12 points)

On Monday, September 26, 2011, a fire was reported at an abandoned farmhouse in Laredo, Texas. The farmhouse was suspected to be a drop house for drugs being transported by members of a Mexican drug cartel. In addition, it was suspected that individuals attempting to cross into the United States from Mexico illegally would use this farmhouse as a sheltering point on their way North. Local police received a call at 8:05 a.m. indicating that the structure was fully engulfed and there were individuals trapped inside. The investigators need to deduce the following:
   a. What caused the fire?
   b. Who was in the farmhouse?
   c. What, if any, were the illegal contents of the farmhouse?

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.

| Enrollment | 8 |
**Overall Level**

<table>
<thead>
<tr>
<th>Overall Level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>0%</td>
</tr>
<tr>
<td>Achieves Expectations</td>
<td>50%</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>50%</td>
</tr>
</tbody>
</table>

4. **Do you plan to change any of your course outcomes based on these assessments? Please explain.**

No course outcomes will be changed, based upon this limited dataset. The current CLO 01, seen below, aligns with the Program Outcome 01 that was assessed.

FRSC 210 CLO 01: Describe general concepts in forensic science, such as laboratory organization and the job functions of forensic scientists

5. **Did your assessment opportunities effectively assess your specified outcomes? Please explain.**

In some ways it did, but refining the assessment tool options and rubric in the future will allow for a more effective assessment of the CLOs and POs.

One new short answer questions was incorporated in the Fall 2014 FRSC 210 final exam and many students found the wording to be problematic. This will be edited in the future offerings.

6. **To improve student learning, what actions do you intend to take based on these data? Please explain.**

At present, based upon this data, no specific actions have been developed or are intended. The FRSC 210 course continues to be modified from the former CJAD 335 format to a more appropriate survey/introductory level course. As student matriculate through the program and are no longer required to take CJAD 335L, more hands on activities will be offered in the FRSC 210 (lecture-based) course.
Human Services

1. Which program outcomes were you assessing this year?
   1. Students will demonstrate oral and written communication skills
   2. Students will acquire knowledge, skills and the experience necessary to provide direct services to client systems
   3. Students will find, evaluate and apply empirically-based information

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.
   In HUMS 105, we have used an APA style grading rubric which assess six major, and interconnected, areas. This rubric measured outcomes 1 and 3. Students in HUMS 105 are required to write a basic APA paper, and our assessment measures those six interconnected areas with an emphasis on basic APA skills which will be applicable for all of their Human Services Classes. Using that rubric we have data from 8 sections with a total of 165 students.
   HUMS 300 Used the Annotated Bibliography rubric to evaluate Outcomes 1 and 3.
   The following assessment opportunities were used to evaluate program outcomes 1, 2 and 3 in HUMS 250:
   a. Writing a social history (scored by the social history grading rubric and the knowledge and skills rubric)
   b. Single subject design report (scored by the apa rubric)
   These rubrics measured specific skills we were looking for students to master.

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.
   In each area in HUMS 250, students met the program’s goal of 80% of students meeting or exceeding the expectations. The apa rubric scores showed 100% of students meeting or exceeding the expectations of the professor. The Knowledge and Skills rubric indicated a 90% average of classes meeting or exceeding the expectations. The social history rubric showed an 81% average of class scores, with an exception area of content being at 73 %.
   At this point our strategy in HUMS 105 is to concentrate on areas where students seem to be the weakest because we saw a pattern in the data. To do this we looked at all the areas were students were rated as being below expectations, and then rank ordered them from the most problematic, to the least problematic. Below are the areas in the order that they appear, unranked, on the assessment rating instrument:
There was a divide between the more technical aspects of writing an APA paper (Group 1), and general skills which students might use everyday not only in other classes, as well as their own lives outside of school (Group 1). Below are the areas ranked into two groups, and from the most problematic, to the least problematic:

**Group 1**
- APA references 26.13%
- APA style 22.9%
- APA citations 21.5%

**Group 2**
- Evaluate Sources 15%
- Finding Sources 14.63%
- Editing & Reviewing 13.14%

Our total sample from the Annotated Bibliography grid was from just six sections, and only included 108 students. The results indicate that 80%, and 90% of students, exceeded each of the areas in most sections except for the 5th section from the right that had 11 students in it. More about that section below. The complete results are:
We decided to look specifically at the numbers where students do not meet the criteria and the following charts list that information in the order that it is listed on the assessment, as well as the chart above:
In our data number 5 is an outlier in three out of the five measurements, and rated students as not meeting standards in four out of the five measurements. That was our most significant finding, but the total number of cases is so small that it is hard to make any kind of judgments at this point beyond that.

4. **Do you plan to change any of your course outcomes based on these assessments? Please explain.** At this point we think that the course outcomes are still not only still valid, but that we can also obtain better results. We think that this assessment indicates a weakness in the curriculum that can, and should, be addressed. We do not plan to change course outcomes at this time. We intend to change our measures of the outcomes.

5. **Did your assessment opportunities effectively assess your specified outcomes? Please explain.**
   We think so, but there is not enough data yet to say so with any certainty – especially with the outlier in HUMS 300. Each rubric has specific areas to measure, so a clear picture of specific skill attainment is apparent. A concern might be that the rubric is too easy or general, since every class met the goal in HUMS 250, so we will be looking at revising/replacing some of the rubrics.

6. **To improve student learning, what actions do you intend to take based on these data? Please explain.**
   Revision/replacement of rubrics.
   In the instance of HUMS 300 we are working with the Adult Campus, and the Assessment Office, to look at our assessment process in this class. We are especially interested with the fifth section, the outlier, and finding out what happened in that case specifically, but in general ascertaining the following in all cases:
   1. Did the instructors understand the process?
   2. Do the instructors think that the instrument does what it was designed to do?
   The next assessment cycle, and the information gained from these inquiries should provide us with a clearer picture.
In HUMS 105, we think that Group 1 is where we need to place our emphasis since it is about one standard deviation more problematic, according to our early data, than Group 2. We have devised the following plan:

a. This summer we are having an integration conference with adjuncts from the online campus, and from our remote campuses. At this conference we plan on doing several things that will directly impact the concerns we have from Group 1:

1. Sharing this information with our adjuncts.
2. Training adjuncts on the assessment instrument.
3. Training adjuncts on APA style and discussing expectations.
4. Eliciting comments, feedback, and facilitating discussion that can help us collaboratively create best practices.

b. We already have an APA quiz that is used in HUMS 300. Preliminary feedback from students indicates that they think they would have been more successful in writing their papers had they had access to the training, and resources in HUMS 300 (which has just been redeveloped) earlier on. Specifically in HUMS 105. We plan to make that happen. This will require a redevelopment of HUMS 105.
Master of Science in Criminal Justice

1. Which program outcomes were you assessing this year? (Please include the full text of the outcome along with any numbering system.)

Outcome 4  Analyze and evaluate the operational, legal, and ethical problems faced by criminal justice professionals

Outcome 5  Demonstrate and apply written and oral communication and critical thinking skills.

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.

Outcome 4
MSCJ 530-Research paper on Legal and operational issues
There will be one Term Paper that is to be submitted to the appropriate folder in the Dropbox area of the course. The length of the paper should be 5-7 pages of actual prose/analysis—not counting a cover page, abstract or references —on an issue of your choice from topics covered throughout the course, except those you wrote about in the Hypothetical Response Papers.

The course exposes students to operational and legal problems, and the research paper promotes and measures analysis and evaluation

MSCJ 510-Research paper analyzing an Ethical issue-The student is expected to discuss and analyze an ethical issue involving one branch of the Criminal Justice system and take a position on it.

The course exposes students to legal and ethical issues. The research paper requires analysis of an ethical issue, and the student is asked to take a position which requires evaluation.

Outcome 5
MSCJ 501-Research Paper on a trend in Criminal Justice-this involves written communication and critical thinking.

By the beginning of Week Four (4) start researching a component of the criminal justice system. Write 15 –20 page, double spaced APA or MLA format paper highlighting your research into the system component; highlight current challenges to the component, expected future challenges and your creative ideas on how the component can be effective in the future. References are required; you must cite at least five.

MSCJ 550-Book Reviews-this involves written communication and critical thinking
For each Book Review, you will read your approved material and complete a critical analysis report. Book Reviews should include a summary of the book, but must be more than a simple book report. They must include a critical analysis of the book coupled with how the book may contribute to the literature of criminal justice. Other observations about the author’s credibility, sources, methodology, and ability to be up to date should also be included to the best of the student’s ability.

MSCJ 595-Research paper on a leadership based issue in Criminal Justice-this involves written communication and critical thinking

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.

Outcome 4
MSCJ 530-Research paper on Legal and operational issues
9 papers assessed 6 exceeded the standard 1 met the standard, and 2 papers did not meet the standard

MSCJ 510-Research paper analyzing an Ethical issue
3 papers assessed 2 exceeded the standard and 1 met the standard

Outcome 5
MSCJ 501-Research Paper on a trend in Criminal Justice
12 papers assessed-All students met (83%) or exceeded (17%) the standard on mechanics, Organization, and critical thinking However, on the rubric dealing with content, 58% did not meet the relevant standard, 25% met the standard, and 17% exceeded the standard

MSCJ 550-Book Reviews
6 Book Reviews assessed-All students met or exceeded all relevant standards

MSCJ 595-Research paper
10 papers assessed. All students met or exceeded the relevant standards for mechanics, organization content and critical thinking

4. Do you plan to change any of your course outcomes based on these assessments? Please explain.

No. This was the first session assessing most of these courses. We want to evaluate more data before any changes are made.
5. Did your assessment opportunities effectively assess your specified outcomes? Please explain.

I believe they were effective ways to assess these outcomes in this first round of assessment. They measure the ability to evaluate, analyze, think critically, and write.

6. To improve student learning, what actions do you intend to take based on these data? Please explain.

During the course of analyzing this information, we had an opportunity to review course prerequisites and sequencing in our MSCJ courses. We list 4 courses as foundational courses (with the implication being that they serve as a foundation for later courses) However, in most cases, students may take the foundation courses at any time. We plan to change/alter our prerequisites to require that foundational courses be taken first. This will aid student learning by placing everyone on an equal footing and giving all students an appropriate foundation.
Criminal Justice Administration

1. Which program outcomes were you assessing this year? (Please include the full text of the outcome along with any numbering system.)

**Outcome 2**  Explain, evaluate and apply important criminal justice terminology, theories, statutes and Court decisions

**Outcome 4**  Demonstrate and apply communication and critical thinking skills

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.

Outcome 2  Explain, evaluate and apply important criminal justice terminology, theories, statutes and Court decisions

CJAD 301  Case brief-this requires the student to explain important court decisions
CJAD 301  Final examination-this requires the student to explain and apply statutes
CJAD 415  Case briefs- this requires the student to explain important court decisions
CJAD 415  Final Examination- Final examination-this requires the student to explain and apply statutes, theories and court decisions

Outcome 4- Demonstrate and apply communication and critical thinking skills
CJAD 311 Research paper/drop box assignment-this requires the student to write and think critically about relevant issues
CJAD 345 Research paper- this requires the student to write and think critically about relevant issues
CJAD 350 Research paper- this requires the student to write and think critically about relevant issues

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.

CJAD 301
Case briefs-A total of 44 Case briefs were submitted. All but two of these students met or exceeded the relevant standards
Final Examination  A total of 65 students were assessed on the ability to apply relevant statutes. 63 of these 65 students met or exceeded the relevant standards, and 2 students fell below the relevant standards.

CJAD 415
Case briefs- A total of 63 students were assessed on their ability to write case briefs. All but four of these students met or exceeded the relevant standards.
Final examination- A total of 63 students were assessed on the ability to apply relevant terminology and court decisions. 24 of these students exceeded the relevant standards, 36 met the standards, and 5 students fell below relevant standards

CJAD 311  142 students’ submitted papers that were assessed

<table>
<thead>
<tr>
<th></th>
<th>Exceeded</th>
<th>Met</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>54</td>
<td>43</td>
<td>43</td>
</tr>
<tr>
<td>Organization</td>
<td>80</td>
<td>43</td>
<td>17</td>
</tr>
<tr>
<td>Content</td>
<td>60</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>72</td>
<td>47</td>
<td>21</td>
</tr>
</tbody>
</table>

CJAD 345  200 students’ submitted papers that were assessed

<table>
<thead>
<tr>
<th></th>
<th>Exceeded</th>
<th>Met</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>66</td>
<td>89</td>
<td>45</td>
</tr>
<tr>
<td>Organization</td>
<td>120</td>
<td>64</td>
<td>17</td>
</tr>
<tr>
<td>Content</td>
<td>81</td>
<td>76</td>
<td>39</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>127</td>
<td>61</td>
<td>12</td>
</tr>
</tbody>
</table>

CJAD 350  71 papers were assessed

<table>
<thead>
<tr>
<th></th>
<th>Exceeded</th>
<th>Met</th>
<th>Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>31</td>
<td>31</td>
<td>9</td>
</tr>
<tr>
<td>Organization</td>
<td>46</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Content</td>
<td>32</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>52</td>
<td>13</td>
<td>5</td>
</tr>
</tbody>
</table>
4. **Do you plan to change any of your course outcomes based on these assessments? Please explain.**

No. This was the second session assessing most of these courses. We want to evaluate more data before any changes are made. However, as mentioned below, we do plan to change some course prerequisites.

5. **Did your assessment opportunities effectively assess your specified outcomes? Please explain.**

I believe they were effective ways to assess these outcomes in this first round of assessment. They measure the ability to evaluate, analyze, apply relevant materials, think critically, and write.

6. **To improve student learning, what actions do you intend to take based on these data? Please explain.**

During the course of analyzing this information, we had an opportunity to review course prerequisites and sequencing in our CJAD courses. Our curriculum is a writing intensive curriculum, but we don’t require any English courses as a prerequisite for our upper level courses. We believe many students struggling with writing in these upper level CJAD courses lack a proper English foundation. We plan to change/alter our prerequisites to require that English 112 is a prerequisite for upper level CJAD core classes. This will aid student learning by placing everyone on an equal footing and giving all students an appropriate foundation. Additionally, we need to modify our Capstone course to take advantage of the opportunity to further assess our program.
Crime Scene Investigation

1. Which program outcomes were you assessing this year? (Please include the full text of the outcome along with any numbering system.)

Program outcomes

Outcome 1 Explain the best practices used in collection, preservation and interpretation of crime scene evidence.

Outcome 3 Apply relevant methods of crime scene investigation and processing.

All assessment activities occur in CJAD 203

The course description and outcomes appear below

Techniques and methods of crime scene investigation focusing on practical suggestions as well as theoretical viewpoints of the field. Topics include: fundamentals of the preliminary investigation, identification, protection and collection of evidence, sketching and photographing the crime scene, interpreting blood stain evidence and fingerprinting techniques.

1. Explain the role of law enforcement and crime scene technicians in collection, preservation and interpretation of evidence from crime scenes.
2. Describe the methods and importance of proper crime scene response in a criminal investigation.
3. Identify, compare, and evaluate relevant terminology, equipment and methods for collection, preservation and interpretation of evidence from crime scenes.
4. Describe and evaluate comparative individual, team and departmental approaches to investigating and processing a crime scene.
5. Articulate the legal and ethical issues in investigating and processing a crime scene.

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.

Outcome 1-Final Examination in CJAD 203-There is a comprehensive Final Examination in CJAD 203.

This comprehensive Final contains questions involving best practices in collection and preservation of crime scene evidence.

Outcome 3-Crime Scene sketch

A crime scene sketch is a generally accepted practice of processing a crime scene. The student is asked to construct a sketch which involves application of relevant methods.

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.
Final Examination in CJAD 203  50 students took the exam.  
29 students earned an A and 25 students earned a B, and 6 students were C or below.

Crime Scene sketch- A total of 48 students submitted a sketch. The sketch tests the ability to apply techniques, conduct measurements, and label appropriately. Students were stronger on application of technique with 41 students meeting or exceeding the standard. They were not as strong on labelling and measurement, with 39 students meeting or exceeding the standard.

4. **Do you plan to change any of your course outcomes based on these assessments? Please explain.**

No. This was the first academic year assessing the certificate. We want to evaluate more data before any changes are made.

5. **Did your assessment opportunities effectively assess your specified outcomes? Please explain.**

I believe they were effective ways to assess these outcomes. The certificate is only 15 hours of course work. CJAD 203 is the main foundational course and the 2 activities’ assessed give good measurements.

6. **To improve student learning, what actions do you intend to take based on these data? Please explain.**

One section of CJAD 203 exhibited problems in the practical skills of labeling and measurement. We plan to add more formative assessments in CJAD 203 to earlier diagnose problems in this area. Additionally, instructors for the in seat sections of the class plan to emphasize this area sooner in the class. Finally, on the assignment where labeling and measurement were problematic, we plan to more conspicuously provide emphasis in the directions on labeling and measurement. There is nothing else in this first set of data that presents evidence of a need for change. The vast majority of students are meeting or exceeding the relevant standards. We plan to continue to monitor these assessments in moving forward to see if any patterns emerge. Additionally, the CSI certificate is slowly being implemented and rolled out online. As these new courses are implemented, we will have new assessment opportunities and will add to our Assessment.
1. Which program outcomes were you assessing this year? (Please include the full text of the outcome along with any numbering system.)
   PO 01: Describe the structure and function of the forensic science system and its role in the criminal justice system
   This PO applies to both the Biology and Chemistry areas of Emphasis.

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.
   PO 01 was assessed using a variety of FRSC 210 final exam questions, both multiple choice and short answer. These selected questions evaluate students’ knowledge base and offer the opportunity to assess a situational example to demonstrate further interpretation/use/practical application of knowledge related to PO 01.

   These questions were modified slightly from those questions utilized in the Fall 2014 semester.

   1) Which unit is responsible for examining body fluids and organs for the presence of drugs and poisons?
      a. Toxicology unit
      b. Physical science unit
      c. Biology unit
      d. Trace evidence unit
      e. Pathology unit

   2) Approximately how many operating crime labs are there in the United States (federal, state and county)?
      a. 75
      b. 150
      c. 200
      d. 250
      e. 300+

   3) A properly maintained chain of custody is not the responsibility of which one of the following?
      a. Crime-scene processor
      b. Evidence clerk
      c. Forensic technician
      d. Trial judge
      e. Forensic examiner

   4) The concept of “general acceptance” of scientific evidence best relates to what?
      a. Daubert standard
      b. Frye standard
      c. Exclusionary rule
      d. First Amendment
5) Forensic science is the application of science to __criminal laws____________ and __civil laws_________________________. (2 points)

6) What are two of the basic functions of a forensic scientist? (4 points)

Analyzing physical evidence
Providing expert testimony
Furnishing training in the proper recognition, collection, and preservation of physical evidence

7) On Monday, September 26, 2011, a fire was reported at an abandoned farmhouse in Laredo, Texas. The farmhouse was suspected to be a drop house for drugs being transported by members of a Mexican drug cartel. In addition, it was suspected that individuals attempting to cross into the United States from Mexico illegally would use this farmhouse as a sheltering point on their way North. Local police received a call at 8:05 a.m. indicating that the structure was fully engulfed and there were individuals trapped inside. Investigators need to deduce the following: What caused the fire? Who was in the farmhouse? What, if any, were the illegal contents of the farmhouse? (Note: it is not necessary for you to postulate answers to these questions.)

Assist the investigators be providing answers to the following questions:
What evidence should be collected?
What type of forensic scientists would be needed to properly analyze the evidence and answer the above questions. (6 points)

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Level</td>
<td>Score %</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>&gt;90%</td>
</tr>
<tr>
<td>Achieves Expectations</td>
<td>70-89%</td>
</tr>
<tr>
<td>Below Expectations</td>
<td>&lt;70%</td>
</tr>
</tbody>
</table>

4. Do you plan to change any of your course outcomes based on these assessments? Please explain.
No course outcomes will be changed, based upon this limited dataset. The current CLO 01, seen below, aligns with the Program Outcome 01 that was assessed.

FRSC 210 CLO 01: Describe general concepts in forensic science, such as laboratory organization and the job functions of forensic scientists

5. Did your assessment opportunities effectively assess your specified outcomes? Please explain.
In some ways the assessment opportunities did effectively assess the outcomes, though refining the assessment tool and rubric in the future will allow for a more effective assessment of the CLOs and POs.

Several T/F and multiple choice questions utilized in the Fall 2014 assessment, were removed from the spring assessment (Spring 2015 FRSC 210 Final Exam). One new short answer questions that was incorporated in the Fall 2014 FRSC 210 final exam was reworded to ensure clarity.

Future assessment plans will include more formative assessment strategies (quizzes and writing assignments).

6. **To improve student learning, what actions do you intend to take based on these data? Please explain.**

   More hands-on activities/practical/dry-lab exercises will be incorporated into the FRSC 210 course structure. A new writing assignments related to description of analytical tools will be assigned. Students will also develop a class “Standard Operating Procedures” portfolio of Infographics related to various types of evidence (description, analytical scheme, conclusions). The general goal is to develop more interactive components that allow students to better connect with the materials covered in FRSC 210.

   Formative assessment tools will be formalized/documentated. In Spring 2015, students completed quizzes in D2L, short writing assignments (short answer questions related to readings), and midterm exams. These tools will be incorporated into the assessment plan to better document student learning.
Human Services

1. Which program outcomes were you assessing this semester? (Please include the full text of the outcome along with any numbering system.)
   HUMS PO 1 Students will demonstrate oral and written communication skills
   HUMS PO 2 Students will acquire knowledge, skills, and the experience to conduct social histories with client systems.
   HUMS PO 3 Students will find, evaluate and apply empirically-based information

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.

   HUMS PO 1 was assessed in the following ways: written communication rubric was used in 495
   HUMS PO 2 was assessed in the following ways: knowledge and skill rubric and social history rubric were used in HUMS 250.
   HUMS PO 3 was assessed in the following ways: APA rubric was used in HUMS 105 and 250.
   Annotated bibliography was used in HUMS 300.

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.
   PO 1: Results from the rubrics for the APA paper are suspect because of the way the rubrics were worded. We think the wording was too subjective. We believe the new rubrics will provide more accurate, reliable and valid data.
   PO 2: The social history rubric showed that most students scored at “meets” or “exceeds” expectations.
   PO 3: Annotated Bibliography Assessment data showed more specific information than the other rubrics. Currently five factors are assessed regarding student performance on completing the annotated bibliography. Students were rated according to three categories:

   1. Exceeds Expectations
   2. Meets Expectations
   3. Did not meet expectations
   N = 114.

   Here are the results:

   ![Form 1](chart.png)
Discussion

Clearly Item 5, Detail, is the area where student performance was well below that in other categories. So, the questions that need to be asked are what do we mean by detail, and are all instructors using the same general criteria when they assess. In other words, are the expectations well known and understood?

4. **Do you plan to change any of your course outcomes based on these assessments? Please explain.**
   Yes, we have changed the course outcomes for the next assessment year. The outcomes are more measurable and succinct and we think the data will be more reliable and valid.

5. **Did your assessment opportunities effectively assess your specified outcomes? Please explain.**
   After obtaining data for 1 full year, we found it to be less than useful in assessing student learning. The rubrics were too vague or open for interpretation, making the data unreliable. Instructors across the venues applied the rubrics to different assignments than was anticipated. The data were organized in a confused fashion.
In HUMS 300, the annotated bibliography rubric showed that, clearly Item 5, Detail, is the area where student performance was well below that in other categories. So, the questions that need to be asked are what do we mean by detail, and are all instructors using the same general criteria when they assess. In other words, are the expectations well known and understood?

6. To improve student learning, what actions do you intend to take based on these data? Please explain.

Both professors in the program attended an assessment workshop and revised rubrics, program level outcomes, and course level outcomes.

Detailed instructions have been written for application of the rubrics, which we hope will reduce the confusion and result in more accurate date that is both valid and reliable.

PO 1 and PO 3: To improve student writing, HUMS 250 is changing the Single Subject design report to be submitted in sections, rather than as a final draft at the end of the semester. It is hoped that offering students the opportunities to revise drafts will be a formative assessment opportunity and improvement of writing skills. In addition, HUMS 495 will require the career paper across venues. This requirement will allow for comparisons across venues and more targeted data from which to make improvements in the next assessment cycle. HUMS 300 is clearly Item 5, Detail, is the area where student performance was well below that in other categories. So, the questions that need to be asked are what do we mean by detail, and are all instructors using the same general criteria when they assess. In other words, are the expectations well known and understood?

The annotated bibliography assignment is an intermediate step before writing the final paper in that course. Students find the required number of peer reviewed articles using the online database resource at Columbia College, and then complete a grid that has specific areas regarding certain details regarding each article. For example strengths and weaknesses of the research, as well as how the research might actually be used in practice (the famous “so what?” question). The reasoning is that this assignment compels students to read the articles in a methodical and analytically way preparing them for completing the final paper.

Plan for Improvement: Devise clear guidelines and expectations for this assignment, and make that information available to both constituencies.
Master of Science in Criminal Justice

1. Which program outcomes were you assessing this year? (Please include the full text of the outcome along with any numbering system.)

Outcome 4  Analyze and evaluate the operational, legal, and ethical problems faced by criminal justice professionals

Outcome 5  Demonstrate and apply written and oral communication and critical thinking skills.

2. How did you assess each outcome? Please explain how this was an effective measure of the specified outcome.

Outcome 4
MSCJ 530-Research paper on Legal and operational issues
There will be one Term Paper that is to be submitted to the appropriate folder in the Dropbox area of the course. The length of the paper should be 5-7 pages of actual prose/analysis—not counting a cover page, abstract or references —on an issue of your choice from topics covered throughout the course, except those you wrote about in the Hypothetical Response Papers.

The course exposes students to operational and legal problems, and the research paper promotes and measures analysis and evaluation

MSCJ 510-Research paper analyzing an Ethical issue-The student is expected to discuss and analyze an ethical issue involving one branch of the Criminal Justice system and take a position on it.

The course exposes students to legal and ethical issues. The research paper requires analysis of an ethical issue, and the student is asked to take a position which requires evaluation.

Outcome 5
MSCJ 501-Research Paper on a trend in Criminal Justice-this involves written communication and critical thinking.

By the beginning of Week Four (4) start researching a component of the criminal justice system. Write 15 –20 page, double spaced APA or MLA format paper highlighting your research into the system component; highlight current challenges to the component, expected future challenges and your creative ideas on how the component can be effective in the future. References are required; you must cite at least five.

MSCJ 550-Book Reviews-this involves written communication and critical thinking
For each Book Review, you will read your approved material and complete a critical analysis report. Book Reviews should include a summary of the book, but must be more than a simple book report. They must include a critical analysis of the book coupled with how the book may contribute to the literature of criminal justice. Other observations about the author’s credibility, sources, methodology, and ability to be up to date should also be included to the best of the student’s ability.

MSCJ 595-Research paper on a leadership based issue in Criminal Justice-this involves written communication and critical thinking

3. What were the results of these assessments? Feel free to use tables or graphs as appropriate.

Outcome 4
MSCJ 530-Research paper on Legal and operational issues
23 papers assessed 12 exceeded the standard 7 met the standard, and 4 papers did not meet the standard

MSCJ 510-Research paper analyzing an Ethical issue
18 papers assessed. Students were stronger on Legal issues than on Ethical issues. One student exceeded the standard and 17 papers met the standard on legal issues. On ethical issues, 14 students met the standard and 4 students were below expectations.

Outcome 5
MSCJ 501-Research Paper on a trend in Criminal Justice
12 papers assessed-All students met (75 %) or exceeded (25%) the standard on Organization. All papers met the standard on Content. 4 students exceeded the standard on Critical thinking and 7 students met the standard, with one student below expectations. On the rubric dealing with mechanics, 2 students did not meet the relevant standard, 6 met the standard, and 4 exceeded the standard

MSCJ 550-Book Reviews
13 students had 2 Book Reviews assessed-All students met or exceeded all relevant standards on the final book review. On the first book review, 3 students were below expectations on Critical thinking and Organization.

MSCJ 595-Research paper
14 papers assessed. All students but one met or exceeded the relevant standards for mechanics, organization content and critical thinking

4. Do you plan to change any of your course outcomes based on these assessments? Please explain.
No. This was the first session assessing most of these courses. We want to evaluate more data before any changes are made.

5. **Did your assessment opportunities effectively assess your specified outcomes? Please explain.**

I believe they were effective ways to assess these outcomes in this first round of assessment. They measure the ability to evaluate, analyze, think critically, and write. The rubrics need to be modified in some cases to better match the assignments.

6. **To improve student learning, what actions do you intend to take based on these data? Please explain.**

During the course of analyzing this information, we had an opportunity to review course prerequisites and sequencing in our MSCJ courses. We list 4 courses as foundational courses (with the implication being that they serve as a foundation for later courses) However, in most cases, students may take the foundation courses at any time. We plan to change/alter our prerequisites to require that certain foundational courses be taken first. This will aid student learning by placing everyone on an equal footing and giving all students an appropriate foundation. Additionally, we need to change the rubrics in some cases (for example, MSCJ 550) so that they match the Assignments better. The data for MSCJ 510 reflects an ongoing problem, which is the inadequacy of the course text on ethical issues. We plan to search for an alternate text, or alternatively, appropriate Journal articles to remedy this deficiency. Finally, the Research paper topic in MSCJ 595 is narrow and overly restrictive, and should be expanded. This expansion of the research topic will better accommodate students and will yield more reliable data.