

Program Assessment Report

Program: Criminal Justice Law Enforcement with Basic Police Training -
Associate in Applied Arts

Year: 19/20

Division: Social Sciences

Contact: Joshua George

Delta College



Actions Taken in Response to Last Year's Report

No current action was taken as there was no prior report as to this objective.

Rationale for Current Assessments

Assessment 1 of 1

Goal / Project

Outcome(s)

Identify factors that affect community trust in policing.

Standard / Objective

70% of students will score a pass on a course embedded examination.

Method of assessment

Other - Internal Measure

Comment/Details about the method of assessment

Students in all sections of the CJ-210 Criminal Investigations course during the 2019/2020 academic year were provided a set of course embedded pre/post-test discussion questions related to the factors affecting community trust in policing. Students who exhibited knowledge of these factors by scoring a "pass" on those questions (as determined by a set rubric) were considered to have demonstrated knowledge of this objective.

Courses Affected

Criminal Investigations (CJ210)

Time Frame

Criminal Investigations (CJ210)

Submitted By

Joshua George

Result

Result

(2) Results met expectation/standard

Data Collection (general or specific stats regarding results)

A total sample size of 13 participants (6% of the total law enforcement major population of 221) was identified from all classes of CJ210 run during the 2019/2020 academic year. All law enforcement track majors are required to take this course. Students were initially given a pre-course (second week) assessment asking what factors affect community trust in policing. Those students were scored on a rubric of: 0 points (no

evidence), 1 point (at least one reason or multiple reasons and no support), 2 points (one reason with good support or multiple reasons with more thorough support), and 3 points (multiple reasons with strong support). Those who scored a 0 or a 1 were considered to have failed and those who scored a 2 or 3 were considered to have passed. The total points were also tallied in the pre/post assessment to see how much the scores increased (if at all). The same questions were again asked at the end of the course and assessed using this same rubric. The answers were provided to the assessor in a blind fashion with no identifying information related to the students answering the question. The pre-course assessment noted 4 students passed while 9 failed, for a pass rate of 31%. The total possible points available from the rubric were 39, and the class total was 17 points out of 39. The posttest yielded 10 students passing and 3 failing, for a pass rate of 77% and 26 total class points out of the 39 possible. Not only was there a substantial increase in the percentage who passed, but also a 9-point increase out of the total points possible. The 77% pass rate exceeded the set 70% rate identified by the discipline.

What We Learned (areas for improvements, strengths, etc.)

The data appears to show the discipline is not only meeting but exceeding standards for this chosen objective with the majority of students able to demonstrate an understanding of the factors with a potential effect on community trust in policing.

Use of Data to Improve Student Success

Data from this assessment aids the discipline in knowing that the focus of the program appears to be pointed in the right direction to complete this objective. It lends credence to current methods of instruction and serves as a baseline for continued assessments in the future. Even during a non-traditional year due to Covid-19, the program still appears to have exceeded its required outcome metrics.

<p>Institutional Student Learning Outcome</p> <p><input type="checkbox"/> Apply Knowledge and Skills</p> <p><input checked="" type="checkbox"/> Think Critically</p> <p><input type="checkbox"/> Communicate Effectively</p> <p><input type="checkbox"/> Act Responsibly</p>	<p>Action plan items of what is planned based on the data and results</p> <p><input type="checkbox"/> Change assignments/activities <input type="checkbox"/> Update course content</p> <p><input type="checkbox"/> Change materials provided <input type="checkbox"/> Update course outcomes</p> <p><input type="checkbox"/> Adjust grading rubric <input type="checkbox"/> Update prior courses</p> <p><input checked="" type="checkbox"/> Continue to Monitor <input type="checkbox"/> Other</p>
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Comments and Action Plan

Discipline/Program Comments

The results of the assessment this objective serve as a foundation for future assessments to determine any patterns in pass-rates for the correctional program.

Advisory Board Comments

Assessment Committee Comments

Curriculum Council Comments

Action Plan

Actions Taken in Response to Older Reports