



The department has requested that the corrections and criminal justice course codes be combined into a single Criminal Science Technology course code.

The department has adopted the MLA format for writing papers to more closely align with students' general education course work. A Tech Prep program is in the process of development with an implementation target date of Fall quarter, 2005.

The department plans to continue to work on developing articulation agreements with as many four-year schools as possible. Currently there are articulation agreements with Wright State University and the University of Dayton. The department plans to explore additional articulation agreements with the University of Cincinnati, Capital University and other four-year institutions in order to offer students increased transfer opportunities.

After formal recommendation from the advisory committee, the department is in the process of completing the pre-assessment process in preparation for formal application for accreditation by the Council for Accreditation of Law Enforcement Agencies. This process is done in cooperation with external reviewers and is planned to be completed by Fall, 2005. The department hopes to be fully accredited by the 2006/2007 academic year.

Master syllabi were formally reviewed in Spring, 2004.

- \* Note: Every department is required to review Master Syllabi and Program Learning Outcomes a minimum of every two years.

**II. Program Learning Outcomes:** A description of what you intend for students to know (cognitive), think/feel (affective), or do (psychomotor), when they have completed your degree program. A suggested manageable number of outcomes should be in the range of five to ten. Describe Program Learning Outcomes review activities\*.

The program learning outcomes for the Corrections Degree were reviewed and revised in the spring of 2004.

An entry-level graduate with an Associate of Applied Science Degree in Corrections from Sinclair Community College will be able to:

Learning Outcomes	Related Courses
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<b>Learning Outcomes</b>	<b>Related Courses</b>
1. Communicate and interview effectively, both verbally and non-verbally, with clients and the public.	COM 211 or COM 206; COR 104, 126, 270
2. Observe behavior and listen to personal recitation of clients, record salient information in simple and accurate description form, and provide testimony and documentation of same.	COR 104, 126, 270; PSY 218
3. Show a knowledge base of the various agencies and their duties, located within the college service district.	COR 105, 106, 126; 226, 270
4. Empathize with the client and understand the relationships of the law violator and the community.	COR 105, 106, 126, 206, 226
5. Work effectively with the caseworker using various methods to treat and diagnose behavior.	COR 105, 126, 206
6. Explain the basic rights of the offender within the Ohio legal system.	COR 101, 103, 205, 206, LEP 101
7. Demonstrate at the entry level the role of Corrections at the various levels of government within the state.	COR 101, 103, 205, 206, LEP 101
8. Explain the legal process and the justice system and its applications within the correctional and legal community.	COR 101, 102, 103, 106, 205, 206, LEP 101

Learning Outcomes	Related Courses
9. Demonstrate a basic understanding of the social and psychological factors impacting the client and demonstrate alternative methods of handling personal and societal choices relating to future goals for the client.	COR 105, 126, 226, 270

**III. Assessment Method(s):** A measurable indicator of success in attaining the stated learning outcome(s). The methodology should be both reliable and valid. Please describe in detail.

- a. **Formative Assessment Method(s) and Description:** a measurable indicator of student in-progress success in attaining the stated program learning outcome(s).

Students are required to write a mission/vision statement early in the Corrections program. Students must meet with their faculty advisor to discuss this paper. Throughout the program the vision/mission paper is reviewed with the faculty advisor. This provides a mechanism for on-going assessment of the student's career goals and opportunities to provide advice and direction to make adjustments. As students meet with their faculty advisor they also have the opportunity to review their progress in other classes.

Study guides for each Corrections class have been developed by the faculty and are available for students. The study guides are a compilation of major points for each of the class lectures along with questions. If students are having difficulty they are asked to return the study guide to the faculty. The instructor provides additional feedback to the student in an effort to assist them in making mid-course corrections. In some cases a student may receive extra points calculated in the final grade assessment, however, the study guide and questions are not mandatory for all students.

Students also receive a "Critical Incident" Questionnaire. This document assists the instructor with identifying topical areas that students need to review.

A standard form entitled "Student Needs Assessment" is also administered to each student. This device is used to identify students who are having difficulties in identifying goals and methodologies for goal achievement.

Individual faculty utilize a variety of classroom assessment techniques.

Faculty are in the process of exploring additional formative assessment options based upon revised program outcomes and curriculum.

- b. Summative Assessment Method(s) and Description: a measurable indicator of end-of-program success in attaining the stated program learning outcome(s).

All preservice COR majors must enroll in COR 270, Corrections Internship, a three-credit-hour class. The student must work twenty hours per week in an appropriate site in the community or in a correctional facility. Students are placed according to their interests by the faculty. Students must write learning objectives and identify learning activities in collaboration with the site supervisor and approved by the faculty member. The final grade is based on observations from on-site visits by the faculty supervisor, input from the site supervisor, and self-evaluations completed by the student. Students must also maintain a daily log/journal.

The faculty receives informal student and employer feedback. Faculty are considering the development of a graduate survey which would be administered during the first six months of their employment, and one-year and two-years later.

COR 295 is a capstone course for students who have been employed for an extended period of time. This course includes a portfolio similar to the one developed in the Experience Based Education (EBE) program. Some of the activities include a job resume, employment application, letter of interest in the job, letters of recommendations for other students, research paper on an approved topic that has to be typed on the computer and submitted over electronic media. The Myers-Briggs Test is administered to each student to analyze individual traits and determine how the students fit into the profiling. Students are required to attend a cultural event, actively participate in the class through a series of readings, and participate in a mock interview for a job. Role playing activities on various topics, including hostile situations and conflict management, are also be integrated in COR 295.

Faculty are in the process of exploring additional summative assessment options based upon revised program outcomes and curriculum.

- IV. **Results:** A description of the actual results of overall student performance gathered from the summative assessment(s). (see III.b.)

Informal employer feedback indicates SCC Corrections graduates perform at a high level.

Students generally perform well in the Internship experience and usually receive “A’s” and “B’s”. Formal documentation of individual internships is retained by the program.

There has been a 95% pass rate for the corrections academy for jailers. The courses in the program are modularized and have student performance objectives.

Corrections students who transfer to four-year institutions usually major in Criminal Justice or Social Work and have a desire to work in areas such as parole, probation, etc.

- V. **Analysis/Actions:** From analysis of your summative assessment results, do you plan to or have you made any adjustments to your program learning outcomes, methodologies, curriculum, etc.? If yes, describe. If no, explain.

Program outcomes and curriculum were reviewed and revised in 2004 based upon advisory committee recommendations, public and private agency input and external professional standards.

The program is in the process of seeking accreditation by the Council for the Accreditation of Law Enforcement Agencies.

Faculty continue to explore the use of technology in the classroom.

Faculty are in the process of exploring formative and summative assessment options based upon the revised program outcomes and curriculum.

- VI. **General Education:** A description of where and how within the major three primary general education outcomes\* (communication, thinking, values/citizenship/ community) are assessed.

- a. Where within the major do you assess written communication? Describe the assessment method(s) used. Describe the assessment results if available.

Written communication skills are embedded and reinforced throughout the COR curriculum through the use of writing activities which are required in every COR course. COR 104 (Written Communications in Corrections) utilizes the General Education writing checklist. The writing checklist makes it easier to identify the shortcomings of students, helps teachers to stay focused on what is required, helps with revisions, makes it easier to give examples, etc. There tends to be less resistance from students when they understand what they did wrong.

- b. Where within the major do you assess oral communication? Describe the assessment method(s) used. Describe the assessment results if available.

Oral skills are embedded and reinforced through small group communications, oral presentations, and individual meetings with advisors. COR 295 incorporates the use of mock interviews requiring students to prepare and conduct employment interviews. The Oral Communication General Education Checklist is used to assess oral skills.

- c. Where within the major do you assess thinking? Thinking might include inventing new problems, seeing relationships and/or implications, respecting other approaches, demonstrating clarity and/or integrity, or recognizing assumptions. Describe the assessment method(s) used. Describe assessment results if available.

Critical thinking skills are reinforced through the analysis of questions and argumentative discussions where opposite viewpoints are presented and analyzed. Through case studies and process learning exercises various scenarios are presented and groups/individuals must solve the problem and propose solutions.

- d. Where within the major do you assess values/citizenship/community? These activities might include behaviors, perspective, awareness, responsibility, teamwork, ethical/professional standards, service learning or community participation. Describe the assessment method(s) used. Describe assessment results if available.

Values/citizenship is reinforced through discussions of each student's vision/mission statements. The faculty stresses the value of internships and field experiences and students are encouraged to voluntarily participate in various cultural community activities. Students will participate in service learning activities, for example, volunteering at St. Vincent Hotel 15-20 hours. COR 101, Ethics in Corrections, is a required course focusing on ethical and professional standards.