**Sinclair Community College**

**Continuous Improvement Annual Update 2017-18**

**Please submit to your Division Assessment Coordinator / Learning Liaison for feedback no later than March 1, 2018**

**After receiving feedback from your Division Assessment Coordinator, please revise accordingly and make the final submission to your dean and the Provost’s Office no later than May 1, 2018**

**Department:** **BPS - 0730-Criminal Justice**

Year of Last Program Review: FY 2016-2017

Year of Next Program Review: FY 2021-2022

**Section I: Progress since the Most Recent Review**

Below are the goals from Section IV Part E of your last Program Review Self-Study. Describe progress or changes made toward meeting each goal over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **GOALS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| Increase or maintain the current number of students enrolled in the academic programs, the Academy, and Advanced Job Training.   * Utilize flyers and other media mediums to be sent to local and state law enforcement departments as well as correctional facilities. * Increase social media connections and expand the presence of the academic programs in social media. | In progress X    Completed 🞏  No longer applicable 🞏 | Advanced Job Training continues to increase because of the exceptional work of AJT Director, Cheryl Taylor. Spring 2018 had between 800-900 students in the Sinclair programs in the prisons. It should be noted that Criminal Justice benefits from the enrollment of AJT students resulting in an increase in the enrollments of some sections of CJS courses required in the short-term certificates offered by AJT. Please note that AJT under Mrs. Taylor’s direction is truly separate from the Criminal Justice academic programs.  Basic Peace Officer Academy had enrollment to allow for a day and evening academy spring 2018.  Regarding increased Social Media, Professor Fernandez tweets photographs from Career Community Events and Basic Police Officer Academy Graduations.  The Criminal Justice Science Facebook page posts all new employment opportunities for corrections and law enforcement.  The Facebook page announces career community events and other out of the classroom learning experiences.  Enrollment and Social Media presence remain a goal with an attempt to increase enrollment in academic programs by 2% and the academies by 2 %. Please note that the enrollment in CJS courses provided in the Ohio Department of Rehabilitation and Correction is completed and recorded by Mrs. Taylor and her staff. |
| Review the efficiency and quality of the courses, certificates, and programs in meeting the diverse needs of all stakeholders. | In progress 🞏    Completed X  No longer applicable 🞏 | This has been reviewed AY 17-18 with the decision to sunset the Crime Mapping Certificates and Homeland Security Certificates based on the low enrollment with only one completion listed for Homeland Security. Neither the Homeland Security nor Crime Mapping Certificates is embedded in the ATS-Law Enforcement Program, AAS Law Enforcement Program, or AAS Corrections Program.  As a practice courses will continue to be revised on input from end of course student surveys, input from employers in law enforcement and corrections, the Montgomery County Chiefs Association, and the Basic Academy Advisory Committee. |
| Formalize articulation agreements with Wright State University, Miami Middletown, University of Cincinnati, Central State University, and Bowling Green University. | In progress X    Completed 🞏  No longer applicable 🞏 | Wright State Articulation was completed July 2017 per Janeil Bernheisel.  With the revision to the Corrections program to include Law and the Juvenile Offender other articulation agreements will be pursued with Miami Middletown, University of Cincinnati, Central State University, and Bowling Green.  The Ohio University program continues to offer junior courses at Sinclair and senior courses online. |
| Promote student awareness of the value of degree and certificate completion beyond the completion of the Academy certifications and the Advanced Job Training certificates. | In progress 🞏    Completed X  No longer applicable 🞏 | The Law and Public Safety Chairperson supports the completion of programs upon obtaining Academy and Advanced Job Training certificates.  Statistics of students from AJT continuing at Sinclair upon reentry can be obtained from Cheryl Taylor, AJT Program Director.  The Basic Police Officer Academy Certificate is embedded in the ATS Law Enforcement.  Many AJT certificates have CJS courses but the certificates support social work assistant and human service behavioral sciences degrees. This initiative will continue by addressing Academy Classes and the pursuit of degrees through the office of Reentry coordinated by Jarret Maier. |

Below are the Recommendations for Action made by the review team. Describe the progress or changes made toward meeting each recommendation over the last year. Responses from the previous year’s Annual Update are included, if there have been no changes to report then no changes to the response are necessary.

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| **RECOMMENDATIONS** | **Status** | **Progress or Rationale for No Longer Applicable** |
| The department itself noted a need to increase assessment efforts in the self-study. It was the feeling of the Review Team that the department may be closer than it realizes to reaching the next level in its assessment work. The department described several activities in the capstone where students are scored on rubrics for General Education outcome and program outcome related activities. The department is strongly encouraged to begin aggregating, analyzing, and reporting these rubric scores as a means of improving its assessment work. It would seem the department already has the pieces in place – it is recommended that the department take the next steps and begin reporting results in the next Annual Update submission. Similarly, during the meeting with the Review Team it emerged that detailed information from commissioning exams provides data on student performance on specific content areas on the exam – this is assessment data that was not reported in the self-study. The department is strongly encouraged to begin analyzing and reporting this valuable source of assessment data. | In progress X    Completed 🞏  No longer applicable 🞏 | Many rubrics are embedded in the course shells in the LMS. This review will be a pilot of analyzing the scores and assessments in CJS 2295 Seminar/Capstone.  Data to be obtained by Program Directors reviewing the course activities in course shells and a review of the gradebooks for CJS 2295 AY 16-17 and 17-18.  The data will be shared in the monthly program meetings to discuss improving or changing the learning activities to best illustrate the required learning outcomes.  The information will be shared with the adjunct faculty in the twice annual or once a term CJS adjunct faculty meeting. |
| The department discussed the possibility of developing new courses in human trafficking and technology in law enforcement. The department is strongly encouraged to develop these, and other new courses as appropriate, first as 2297 offerings. Figuring out how these courses would fit into the existing curriculum will be a challenge – the department may want to consider incorporating elective options into their programs to accommodate these new courses. | In progress 🞏    Completed 🞏  No longer applicable X | **The department developed and entered through CMT Law and the Juvenile Offender as a course for Corrections. Providing this course will improve articulation agreements as many four-year universities required law and the youthful offender or juvenile delinquency.**  **Technology in Law Enforcement can be enhanced in CJS 2209 Computer Crime as well as be an area of research for the Capstone course.**  **Human trafficking is a current topic like terrorism, homeland security, and the Opioid Epidemic are best to be presented as possible research topics for CJS 2295 Criminal Justice Capstone.**  **Regarding elective options the credit hours may be transferred to the four-year universities as credit hours listed in the articulation component, but the actual course may not be transferred to satisfy degree requirements at the university level. At one university students repeat the course at the local receiving institution.** |
| During the meeting with the Review Team, a faculty member suggested the importance of obtaining feedback from graduates a couple of years after obtaining employment. This is an excellent idea, and the department is encouraged to pursue it. Connections with students will need to be made that will allow the reliability of the department to contact graduates two years after graduation. Fortunately, the department has already begun moving in this direction with the assignment that students develop LinkedIn profiles in CJS 2295. The department should implement a comprehensive plan for a long-term survey of graduates two years after employment to help assess the department’s efforts in preparing students for the workplace. | In progress X    Completed 🞏  No longer applicable 🞏 | **The CJS graduate survey was created and submitted to the Law and Public Safety Chairperson.**  **The CJS faculty reviewed the survey for implementation. The contact list for the administration of the surveys will be data from LinkedIn as well as the last data entered Colleague.** |
| Now that the Fire Science program has been incorporated into the department, the department may need to assess whether revisions to the mission statement may be appropriate. | In progress X    Completed 🞏  No longer applicable 🞏 | A Public Safety mission statement has not been developed for the academic programs. The Basic Police Officer Academy has a mission statement.  The mission statement can be an action item for the remaining two program meetings or the summer retreat for CJS. A request for assistance was made to AUT and FS to review the document when prepared. The long-term goal would be for a CJS academic advisory committee to review and approve the document. |
| Mental health training is becoming more essential for law enforcement – the department is encouraged to reach out to the Psychology and/or Mental Health Technology departments to utilize their expertise in educating its students in this area. Along these lines, there was extensive discussion of the emergence of Crisis Intervention Teams (CIT) to provide training on issues related to mental health and inter-professional collaboration with other departments – could a CIT program be offered at Sinclair? The department is encouraged to examine this possibility. | In progress X    Completed 🞏  No longer applicable 🞏 | **A current Crisis Intervention Training is offered through ADAMAS and local law enforcement at no cost to law enforcement, nonprofit agencies, and mental health agencies. The contact individual is Detective Patty Tackett of the Dayton Police Department. The training is a 40-hour session in and out of the classroom and experiential learning.**  **As credit hours are limited for the degrees, during the topic of mental health in CJS 1101, CJS 1165, CJS 2200, and CJS 2145, the utilization of Human Services and Behavioral Sciences as guest speakers will be examined. One of the three full time faculty is a current licensed social worker and completed the Crisis Intervention Training at Kettering Medical Center and in the field with Dayton Police West District. The state required renewal process of every two years requires a minimum of 36 hours including mental health, behavioral issues, cultural diversity, and ethics.** |
| It seems likely that experienced faculty will retire in the coming years – the department is encouraged to keep succession planning in mind. How can important expertise and institutional knowledge be preserved as personnel transition out of the department? There are several relatively new faculty with a great deal of potential – how can that potential best be developed? It is recommended that the department develop specific plans in this regard and share them in their Annual Update submission in the next year. | In progress X    Completed 🞏  No longer applicable 🞏 | **All CJS faculty including the adjunct faculty share their knowledge and networks to enhance all course offerings. All faculty share activities with each other to use or modify for consistency in the delivery of course content.**  **The faculty to succeed the departure of faculty has been provided many opportunities to learn about other areas such as law enforcement and computer crime. The faculty has attended in and out of state national conferences for diverse training for the three components of the criminal justice system law enforcement, courts, and corrections.** |

**Section II: Assessment of General Education & Degree Program Outcomes**

For the FY 2016-17 Annual Update, departments are asked to provide assessment results for **Information Literacy**.

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| **General Education Outcomes** | Year assessed or to be assessed. | Course identified by the department where this outcome could be assessed | Assessment Methods  Used | What were the assessment results?  (Please provide summary data) |
| **THIS YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Computer Literacy | **2017-2018** | **CJS 2295** | Given the course requirements of CJS 2295 of a research project, PowerPoint or multimedia presentation and Poster Session on an instructor approved research project. In presenting PowerPoint, Prezi, or video productions students utilize the features for the computer to project the research as well as use the technology to document their work. Like working in a jail or in a law enforcement vehicle, students must know how to operate the computer technology required for report writing, communications, and the logging of jail activities as computers and use the technological tools as provided by their agency. The students clearly demonstrate a mastery of the use of computer hardware during their presentations.  As stated with the use of hardware the students are very aware of Excel, Word, and PowerPoint in presenting their research topic usually for a panel of faculty not only limited to Criminal Justice. Students have also used Prezi as well as made video recordings for their presentations using software that enhances photographs or created slides. The final research paper, Poster Session, and Multimedia presentation demonstrate mastery of the use of various computer software programs.  As research includes proper MLA citation for the project content, students demonstrate the ethical use of technology. In the multimedia presentation students clearly provide citations as well as document any copyright request to use copyrighted materials.  In summary, the methods for assessment are a written research assignment, a poster session with an emphasis on the content and oral communication skills to explain the research content, and finally the multimedia presentation including Prezi, PowerPoint or video observe the proper citation of information.  Summary of assessment tools, PowerPoint, Prezi, or video presentation of the research topic. | Although the requirements for the course included research for this report the results of the PowerPoint, Prezi, or Multi-Media presentation will be the subject of this review.  Course semesters will include Fall 2017 and Spring 2018. The use of these two terms are courses instructed by the same faculty member.  Fall 2017 The PowerPoint/Prezi/Multi-Media scores were recorded for 13 of 14 students. The presentation scores for the research project were the based on 100 % of points; the results are the following: Four (4) perfect scores of 100 for the Presentation, one (1) score of 96, three (3) scores of 92, one (1) score of 84, three (3) scores of 80, and one (1) score of 78. Ninety-two percent of the students scored a C or above 70% on the evaluation of the oral presentation with Prezi/PowerPoint/Multimedia. Spring 2018 Prezi/PowerPoint/Multimedia scores have not been recorded. No summer 2017 scores were recorded for any activity in CJS 2295.  There is only one section of CJS 2295 usually taught each term. |
| **LAST YEAR’S ASSESSMENT RESULTS** |  |  |  |  |
| Information Literacy | **2016-2017** | **CJS 2295** | Given the course requirements of CJS 2295 of a research project, PowerPoint or multimedia presentation and Poster Session on an instructor approved research project. The students were required to choose a time relevant topic in Criminal Justice. The students had to provide data and information to explain their findings to inform the reader on the topic. Research materials included interviews, observation, professional publications as well as books on the subject matter. The use of the information ethically could be demonstrated by the integrity of the content and the proper utilization of documentation of the multiple sources. | The grades from the eLearn gradebook are from the same faculty for the courses in CJS 2295 for Computer Literacy. Information Literacy focused on the final research paper submitted for the course.  17 Spring was the only data available as the eLearn gradebooks for 16 Summer or 16 Fall did not have the grades recorded for the assessments in the Capstone/Seminar Course.  Eight students were enrolled in CJS 2295 514 with only five grades recorded for the research assignment to support mastery of Information Literacy. The five recorded scores were three students scoring 92% of the points for the paper. Two students scored 88% of the points for the paper. Sixty-two percent of the registered students earned a letter grade of B or A. Fall 2017 there are thirteen enrolled students. The scores for the research based on percentage of points were the following: (2 students) 100, (2 students) 98, (3 students) 96, (1 student) 86, (2 students) 84, (1 student) 76, and (2 students) 0. Eighty-five percent of the capstone students earned a score of 76 (C) or better on the research paper assessment tool.  Spring 2018 data has not been recorded as the term is in progress. |

The Program Outcomes for the degrees are listed below. Responses from previous years are provided below. **All program outcomes must be assessed at least once during the 5-year Program Review cycle, and assessment of program outcomes must occur each year**.

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| **Program Outcomes** | To which course(s) is this program outcome related? | Year assessed or to be assessed. | Assessment Methods  Used | What were the assessment results?  (Please provide summary data) |
| Communicate and interview effectively both verbally and nonverbally with clients and the public. | CJS 1110,  CJS 2111,  CJS 2205,  CJS 2200,  CJS 2145,  CJS 1165,  CJS 2295, | AY 17-18 | In CJS 1110 students must complete interviews for a pre-sentence investigation report for the court. Given a scenario a student must conduct the interviews of the offender, victim, and other community members to complete the PSI. | Eight students were enrolled in Section 503 SU 2017 with (3 students) 100, (2 students) 95, (1 student) 90, and (2  students) 0. Seventy-five percent of the students earned a 90 (A) on the pre-sentence investigation report assignment.  Fifteen students were enrolled in Section 106 FA 2017 with (3 students) 100, (4 students) 95, (1 student) 90, (1 student) 70, and (6 students) 0. Sixty percent of the students earned a 70 (C) or better on the pre-sentence investigation report assignment. Section 503 FA 2017 ninety percent of the students earned a 90 (A) on the pre-sentence investigation report assignment. The assignment scores were (4 students) 100, (13 students) 95, (1 student) 90, and (2 students) 0. |
| Observe behavior, listen to the recitation of clients, record salient information in simple and accurate description form, and provide testimony and documentation of the same. | CJS1110,  CJS 2111,  CJS 2200,  CJS 2205,  CJS 2145,  CJS 1165,  CJS 2295 | AY 17-18 | In CJS 1110 students must complete open-ended question interviews. | 17 SU Section 100 had eight students registered. All the students earned 95 (A) or better on the open-ended question interview assignment. Section 106 FA had 15 students enrolled. Sixty-six percent of the students scored a 95 (A) or better on the interview assignment. Unfortunately, one-third of the students did not complete the assignment. Section 503 FA 2017 had 20 students enrolled. Seventy-five percent scored 90 (A) or better on the open question interview assignment (4 students) 100, (6 students) 95, (4 students) 90, and (6 students) 0. One-third of the students did not submit the assignment. |
| Identify the various agencies and their duties, located within the college service district. | CJS 1101,  CJS 1165,  CJS 2145,  CJS 2295 | AY 17-18 | In CJS 2145 requires the students to test on aligning community resources to the client’s needs. The test is a random selection of ten multiple choice questions. | 17 SU CJS 2145 was cancelled due to low enrollment. 17 FA CJS 2145 508 had nine registered students. Only thirty-four percent of the students earned a 70 (C) or better. The scores were (1 student) 100, (2 students) 75, (1 student) 50, (2 students) 25, and (3 students) 0. 18 SP CJS 2145 516 has two students enrolled. There is only a fifty percent pass rate of a 70 (C) or better. The scores on the aligning services to clients were (1 student) 75 and (1 student) 50. |
| Empathize with the client and understand the relationship of the law violator and the community. | CJS 1110,  CJS 1165,  CJS 2111,  CJS 2205,  CJS 2200,  CJS 2295, | AY 17-18 | In CJS 1110 students must complete interviews for a pre-sentence investigation report for the court. Given a scenario a student must conduct the interviews of the offender, victim, and other community members to complete the PSI. | Eight students were enrolled in Section 503 SU 2017 with (3 students) 100, (2 students) 95, (1 student) 90, and (2  students) 0. Seventy-five percent of the students earned a 90 (A) on the pre-sentence investigation report assignment.  Fifteen students were enrolled in Section 106 FA 2017 with (3 students) 100, (4 students) 95, (1 student) 90, (1 student) 70, and (6 students) 0. Sixty percent of the students earned a 70 (C) or better on the pre-sentence investigation report assignment. Section 503 FA 2017 ninety percent of the students earned a 90 (A) on the pre-sentence investigation report assignment. The assignment scores were (4 students) 100, (13 students) 95, (1 student) 90, and (2 students) 0. |
| Work effectively with the caseworker and other criminal justice professionals using various methods to diagnose and treat behavior. | CJS 1101  CJS 1110  CJS 1125  CJS 1165  CJS 2145  CJS 2200 | AY 17-18 | In CJS 2145 requires the students to test on assessing client’s risk assessment and plan treatment resources to meet the needs the client’s needs. The test is a random selection of ten multiple choice questions. | 17 SU CJS 2145 was cancelled due to low enrollment. 17 FA CJS 2145 508 had nine registered students. Only thirty-four percent of the students earned a 70 (C) or better. The scores were (1 student) 100, (2 students) 75, (1 student) 50, (2 students) 25, and (3 students) 0. 18 SP CJS 2145 516 has two students enrolled. There is only a fifty percent pass rate of a 70 (C) or better. The scores on the aligning services to clients were (1 student) 75 and (1 student) 50. |
| Explain the basic rights of the offender within the Ohio legal system. | CJS 1103,  CJS 1105,  CJS 1165,  CJS 2111,  CJS 1110,  CJS 2200,  CJS 2145,  CJS 2295,  CJS 2205 | AY 17-18 | In CJS 1165 students must provide examples and explanations of the Constitutional rights afforded offenders given case scenarios. | In 17 SU the class was cancelled due to low enrollment.  In 17 FA CJS 1165 506, there were six students. Three students earned 100, (1 student) 80, and (2 students) earned 50. Sixty-six percent of the students earned an 80 (B) or better on the case simulation explanations. 18 SP CJS 1165 506 sixteen students are enrolled but the assignment has not been completed. |
| Explain the roles of corrections at the various levels of government and within the state as well as society. | CJS 1101  CJS 1103,  CJS 1165,  CJS 1101,  CJS 2200,  CJS 2145,  CJS 2295 | AY 17-18 | In CJS 1165 students must identify the correctional agencies at the local, state, and federal level. The essay must explain and provide examples of the services provided by each. | In 17 SU the class was cancelled due to low enrollment.  In 17 FA CJS 1165 506, there were six students enrolled. In a short essay the students must identify the agency, level of government, and programs given a case scenario. Two students scored a 0, (1 student) scored 80, and (3 students) scored 90. Sixty-six of the students earned an 80 (B) or better. SP 18 CJS 1165 506 had sixteen students enrolled. On the assessment essay to identify the agency, level of government, and services, three students earned 50 (F), one student earned 60 (D), four students earned 80 (B), four students earned 90 (A) and four students earned 100 (A). Seventy-five of the students scored 80 (B) or better on the assignment. |
| Explain the legal process, the justice system, and its applications within the correctional, legal and law enforcement community. | CJS 1101,  CJS 1103,  CJS 1105,  CJS 1165,  CJS 2205,  CJS 2145 | AY 17-18 | Given multiple-choice exam students identified the legal process, the CJS system, and the applications of the three criminal justice components. | In 17 SU, twelve students were enrolled. The students earned (2 students) 100, (1 student) 90, (2 students) 80, (3 students) 70, and four students received no score. Sixty-six percent of the students passed the exam with 70 (C) or better. In 17 SU, eleven students were enrolled in the online course. Three students earned 100, (3 students) earned 90, (1 student) earned 70, (3 students earned) 60, and (1 student)  earned 40. Sixty-three percent of the students earned a 70 (C) or better. In 17 FA 20 students in section 100 earned the following (1 student) 90, (3 students) 80, (7 students) 7, (2 students) 60, (3 students) 50, (2 students) 40, (1 student) 20, and (1 student) 0. Fifty-five percent of the students earned 70 (C) or better on the multiple-choice exam. FA 17 in Section 102 there were thirty-seven students enrolled. Eight students earned a 0, (1 student) a 60 (D), (1 student) a 64 (D), (1 student) 68(D), (1 student) 72 (C), (2 students) 88 (B), (1 student) 92 (A), (6 students) 96 (A), and (16 students) scored 100 (A). Eighty-one of the students earned a 72 (C) on the multiple-choice exam. In Section 103 FA 17 twenty-one students were enrolled. Two students earned 95 (A), (14 students) earned 90 (A)), (2 students) 80 (B) and 3 students did not receive scores. Eighty five percent of the students earned an 80 (B) or better on the exam. FA 17 Section 500, there were twenty-three students enrolled. Three students earned 100 (A), (3 students earned 90 (A), (2 students) earned 80 B, (5 students) earned 70 (C), (3 students) earned 60 (D), (1 student) 50 (F), (1 student) 40 (F), (1 student) 30 (F), and (1 student) 0 (F). Fifty-six percent of the students earned 70 (C) or better on the exam. In FA 17 Section M00 had eleven students enrolled. Four students earned 100 (A), (2 students) earned 96 (A), (1 student) 84 (B), (1 student) 80 B, (2 students) 76 (C), and (1 student) 0 (F). Ninety-nine percent of the students scored 76 (C) or better. In SP Section 21 there is no recording of the test scores. In Section 102 SP 18, twenty-eight students were enrolled. Two students earned 100 (A), (3 students) 90 (A), (2 students) 80 (B), (5 students) 70 (C), (3 students) 60 (D), (2 students) 50 (F), (1 student) 40 (F), (1 student) 30 F, and (9 students) scored 0. Forty-two percent of the students earned 70 (C) or better on the exam. SP 17 in Section 500, twenty-nine students were enrolled. Three students earned 100 (A), (6 students) earned 90 (A), (7 students) 80 (B), (2 students) 70 (C), (4 students) 60 (D), (4 students) 50 (F), (1 student) 40 F, and (2 students) 0. Sixty-two percent of the students scored 70 (C) or better on the exam. |
| Identify the social and psychological factors affecting the offender and demonstrate alternative methods of handling personal and societal choices relating to future goals for the offender. | CJS 2145,  CJS 2295,  CJS 1101,  CJS 1165 | AY 17-18 | Given a case scenario, students must identify psychological mitigating or aggravating circumstance and provide a treatment plan for personal decision making to be a lawful citizen. | In SU 17, no students were enrolled. IN FA 17, nine students were enrolled. Two students earned 100, (4 students) 70 (C), and (3 students) 0. Sixty -six percent of the students earned 70 (C) or better explaining the case scenario regarding psychological factors, treatment plans for positive reentry. In 18 SP two students are enrolled. Only one student submitted the assignment and earned a 90 (A). Fifty percent of the students earned an A. |
| Identify and explain basic patrol operations. | CJS 1101  CJS 1110,  CJS 1125  CJS 2111, | AY 17-18 | Given a multiple-choice exam on basic patrol 70 percent of the student will score 70 (C) or better. | In 17 SU, five students were enrolled. One student scored 100 (A), (1 student) 96 (A), (1 student) 92 (A), (1 student) 84 (B), and (1 student) 44 F. Eighty percent of the students scored 84 (B) or better on the multiple-choice exam. In FA 17 there were fifteen students enrolled. Seventy-three percent scored 80 (B) or better. One student earned 100, (2 students) earned 96 (A), (1 student) 92 (A) (4 students) 88 (B), (3 students) 80 (B), and (4 students) do not have scores recorded. In SP 2018 there are eighteen students enrolled. One student earned 100, (7 students) 92 (A), (2 students) 88 (B), (1 student) 84 (B), (3 students) 80 (B), (1 student) 76 (C) and (1 student) 72 (C). Two students do not have scores, so all work submitted earned 72 (C) or better on the multiple-choice exam. |
| Identify evidentiary items at a reported crime scene and demonstrate proper techniques for processing and preserving evidence. | CJS 1103,  CJS 1105,  CJS 2209,  CJS 2205,  CJS 1110,  CJS 2111, | AY 17-18 | Given a case, students must report the items of evidence of the crime from the scene and explain the processing of evidence from incident to trial for lawful seizure of evidence and property. | In 17 SU, there were seven students enrolled. No assignment grades were recorded. In 17 FA Section 112 had 23 students and no assignment grades were recorded. 17 FA Section had 23 students enrolled. Fourteen students scored 100 on the incident, one student scored 50 on the incident, and eight students scored 0 on the incident. Sixty-two percent of the enrolled students earned perfect scores in the processing of the scene. 18 SP Section 111 has thirteen students. Five students earned 100 (A), two students earned 75 (C), two students earned 50 (F) and eight students failed to earn any score. Fifty -three percent of the students earned 75 (C) or better on the process reporting assignment. 18 SP Section 512 has seventeen students enrolled. The earned scores on the crime scene is (8 students) 100, (1 student) 90, (5 students) 80, (1 student) 60, (1 student) 40, and (1 student) 0. Eighty- three percent of the students earned 80 (B) or better on the crime scene process. |
| Determine and assess situations requiring the use of physical force and methods necessary to complete peacekeeping functions. | CJS 2209,  CJS 1101,  CJS 2200,  CJS 2111,  CJS 2205,  CJS 1110 | AY 17-18 | Given a multiple-choice quiz of randomly selected question in test students would score 70 (C) or better on the chapter 7 quiz. Students identify the appropriate response based on the response continuum.  The response is based on the threat, the perpetrator, and the officer. | 17 SU CJS 1101 twelve students were enrolled in the course.  Fifty percent of the student scored 70 (C) or better. The grades were the following (2 students) 100, (3 students) 90, (1 student) 70, (1 student) 60, and (5 students) 0. 17 FA CJS 1101.100 had 20 students enrolled. The quiz to assess the use of force resulted in these scores (3 students) 100, (2 students) 90, (4 students) 80, (2 students) 70, (1 student) 60, and (8 students) 0. Fifty-five percent of the students scored 70 (C) or better. FA 17 CJS 1101 102 had thirty-seven students enrolled. The assessment results on the 10 question multiple choice quiz were the following (4 students) 100, (2 students) 96, (2 students) 92, (2 students) 88, (2 students) 84, (2 students) 80, (4 students) 76, (1 student) 70, (1 student) 68, (1 student) 64, (1 student) 60, and (6 students) 0. Seventy-six of the students earned a 70 (C) or better. Twenty-one students were enrolled in 17 FA 1101 103. The scores for the quiz to assess use of force were the following (2 students) 100, (5 students) 90, (4 students) 80, (6 students) 70, (3 students) 6o, and (1 student) 30. Eighty-one percent of the students earned a 70 (C) or better. 17 FA CJS 1101 500 had twenty-three students enrolled. The scores earned on the assessment quiz for the use of force were (2 students) 100, (6 students) 90, (4 students) 80, (7 students) 70, (2 students) 60, (1 student) 50, and (1 student) 0. Eighty-three of the students earned a 70 (C) or better on the assessment quiz. |
| Explain the basis for probable cause and identify the elements of the crime in applying the Ohio Revised Code to criminal acts or crime-based scenarios. | CJS 1103,  CJS 1105,  CJS 2209,  CJS 1101,  CJS 2205 | AY 17-18 | Given a multiple-choice quiz of randomly selected question in a test student would score 70 (C) or better by identifying when probable cause is established and the elements of the crime or incident based on scenarios  . | 17 SU CJS 1105 502 had ten students enrolled. The elements of the crime are assessed in a multiple-choice quiz format in week three. Seventy percent of the students scored 80 (B) or better on the exam. The scores were (2 students) 95, (3 students) 90, (2 students) 80, (1 student) 40, and (2 students) 0. 17 FA CJS 105 502 had 18 students enrolled. Thirty-three students did not pass the multiple-choice assessment. The scores were (1 student) 100, (3 students) 90, (1 student) 85, (4 students) 80, (1 student) 75, (3 students) 70, (1 student) 55, (1 student) 45, and (2 students) 0. 18 SP CJS 1105 105 has 27 students. Seventy one percent of the students scored 70 (C) or better on the quiz. The scores are the following: (2 students) 100, (1 student) 95, (3 students) 90, (1 student) 85, (7 students) 80 (1 student) 70, (1 student) 65, (1 student) 60, (2 students) 55, (1 student) 50, (1 student) 45, and (5 students) 0. |
| Assess and prioritize methods for measuring police productivity and community response. | CJS 2111,  CJS 1125,  CJS 2295 | AY 17-18 | Given the police patrol writing assignment in CJS 1125 regarding law enforcement and response to the community is explained in the patrol assignment. This assignment allows the students to use the crime statistics and responses from the Dayton Police Department. | 17 SU CJS 1125 504 had five students enrolled. The students must write a short essay regarding police productivity given simulations and the response to the community issue. The scores for the patrol assignment were (1 student) 94, (3 students) 83, and (1 student) 72. One hundred percent of the students scored 72 (C) or better on the patrol assignment. 17 SU CJS 1125 had eight students enrolled. With eighty-six percent of the students earning 88 (B) or better on the patrol assignment, the scores on the assignment were (6 students) 100, (1 student) 88, and (1 student) 0. Fifteen students were enrolled in 17 FA Section 504 had 15 students enrolled. Nine students earned a perfect score on the assignment. Two students earned 88 (B) on the patrol assignment. Four students earned 0 (F) on the assignment. Seventy-four percent of the students earned 88 (B) or better for the patrol assignment. 18 SP assignments are not graded as to date. |
| Examine the current trends or topics in law enforcement and based on current intelligence and information identify possible future trends in law enforcement. | CJS 2295 | AY 17-18 | Given the course requirements of CJS 2295 of a research project, PowerPoint or multimedia presentation and Poster Session on an instructor approved research project. In presenting PowerPoint, Prezi, or video productions students utilize the features for the computer to project the research as well as use the technology to document their work. Like working in a jail or in a law enforcement vehicle, students must know how to operate the computer technology required for report writing, communications, and the logging of jail activities as computers and use the technological tools as provided by their agency. The students clearly demonstrate a mastery of the use of computer hardware during their presentations.  As stated with the use of hardware the students are very aware of Excel, Word, and PowerPoint in presenting their research topic usually for a panel of faculty not only limited to Criminal Justice. Students have also used Prezi as well as made video recordings for their presentations using software that enhances photographs or created slides. The final research paper, Poster Session, and Multimedia presentation demonstrate mastery of the use of various computer software programs.  As research includes proper MLA citation for the project content, students demonstrate the ethical use of technology. In the multimedia presentation students clearly provide citations as well as document any copyright request to use copyrighted materials.  In summary, the methods for assessment are a written research assignment, a poster session with an emphasis on the content and oral communication skills to explain the research content, and finally the multimedia presentation including Prezi, PowerPoint or video observe the proper citation of information.  Summary of assessment tools, PowerPoint, Prezi, or video presentation of the research topic. Research includes topics of current issues and explains the trends of many areas including technology, threats, and issues. | The grades from the eLearn gradebook are from the same faculty for the courses in CJS 2295  17 Spring was the only data available as the eLearn gradebooks for 16 Summer or 16 Fall did not have the grades recorded for the assessments in the Capstone/Seminar Course.  Eight students were enrolled in CJS 2295 514 with only five grades recorded for the research assignment to support mastery of Information Literacy. The five recorded scores were three students scoring 92% of the points for the paper. Two students scored 88% of the points for the paper. Sixty-two percent of the registered students earned a letter grade of B or A. Fall 2017 there are thirteen enrolled students. The scores for the research based on percentage of points were the following: (2 students) 100, (2 students) 98, (3 students) 96, (1 student) 86, (2 students) 84, (1 student) 76, and (2 students) 0. Eighty-five percent of the capstone students earned a score of 76 (C) or better on the research paper assessment tool.  Spring 2018 data has not been recorded as the term is in progress. |

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| **Are changes planned because of the assessment of program outcomes? If so, what are those changes?** | Because of assessing the interest and current trends in law enforcement, the CJS faculty created a Law and the Youthful Offender course. The course is in the CMT process. The course will enhance articulation and address the current concern of school violence.  The department has discussed sun setting the Crime Mapping and the Homeland Security Certificate programs due to low enrollment as well as the curriculum is not embedded in the three program degrees, AAS LE, AAS COR, and ATS LE. |
| **How will you determine whether those changes had an impact?** | With the student interest, it is likely that the course enrollment for CJS might increase by two percent or at least remain flat. Articulation agreements when completed will indicate the aligning of the two-year program with four-year degrees. |

**OPTIONAL:**

Please use the space below to keep track of any annual data that your department wishes to maintain. This section is optional and will not be reviewed by the Division Assessment Coordinators.

Each full-time faculty member should be given the template and timeline for the AY 18-19 annual update to create a report for the courses that they teach in the academic year. The faculty will determine which courses will demonstrate the learning outcomes as well as the activities that were assessed.