Program Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Program Title: Administration of Justice   **Date: 05/22/17**

Program Team: Andrew B. Kramer

Expected Learning Outcomes:

1)   Students will graduate prepared to successfully compete for entry-level jobs in the criminal justice system.
2)   Students will be able to demonstrate a comprehensive understanding of the criminal justice system: police, courts, and corrections; and the principal processes associated with each.
3)   Students will understand and be able to apply concepts of community-oriented policing and problem solving.
4)   Students will be able to identify, analyze and evaluate issues and trends in modern police work in the context of a changing society.
5)   Students will understand those aspects of the U.S. Constitution that impact modern police work in the context of individual rights in a changing society.
6)   Students will be able to identify the major Supreme Court decisions applicable to the American criminal justice system.
7)   Students will increase proficiency in types of writing relevant to success in these outcomes.

Assessment (How do or will students demonstrate achievement of each outcome?)

1)   Program students will evaluate current criminal trends, processes and concerns through scenarios, group work and learning activities in issues that impact both law enforcement administration and first-line officers.
2)   Program students will develop a natural inclination for a problem solving approach in a community-oriented style of policing within a fictional department/municipality through the use of diverse factual/crime scenarios.
3)   The program requires students to address correctional issues and trends through mock prison management and correctional supervision activities.
4)   Program students will collaborate, negotiate, weigh costs and benefits; and ultimately create both written and oral productions of conclusions and action plans in police, courts and corrections in which accepted, lawful concepts are applied to typical criminal justice challenges
5)   Students gain understanding of/are assessed on both the theory and scenario application of concepts articulated in relevant landmark/important U.S. Supreme Court cases that impact police, courts and corrections in a changing society.

Validation (What methods have you used or will you use to validate your assessment?)
* Access to publisher resource materials, learning activities and test item banks

- Review of assessment types and rubrics with the Police Academy and ADJ instructional team
- Consultation with both WCSD and HPD administration to review prevailing issues in the context of assessments to ensure a baseline of consistency and real-time applicability
- Utilization and adaptation of factual scenarios from landmark/pivotal cases in learning activities to ensure consistency with real-time issues, concepts and applicability
- Collaboration with local law enforcement agencies to provide regular visits/guest speakers/consultations that address both program faculty and students on important issues and relevance of material/assessments to real-time concerns and trends
- Incorporation of my own experience in criminal justice practice/teaching and educational assessment in determining successful & engaging assessment types

Results ADJ 101 (taught in both semesters): (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Outcome 1
2016: 80% of combined FA/16 students satisfied this outcome
2017: **94%** of combined SP/17 students satisfied this outcome

Outcome 2
2016: 87% of combined FA/16 students satisfied this outcome
2017: **86%** of combined SP/17 students satisfied this outcome

Outcome 3
2016: 80% of combined FA/16 students satisfied this outcome
2017: **83%** of combined SP/17 students satisfied this outcome

Follow-up (How have you used or how will you use the data to improve student learning?)

As I conclude my first academic year at HCC, some points are worth highlighting:

1) The ADJ program team has made yeoman's efforts in making important revisions to the overall tone and structure of the ADJ program by
   a) eliminating irrelevant classes;
   b) and replacing them with essential, much needed ones;
   c) beginning the process of adding classes that reflect the needs of a modern Criminal Justice program in a rapidly changing society;
   d) adding a modest English pre-requisite for one ADJ class
   e) incorporating relevant writing skills into the curriculum to avoid a more stringent English pre-req and to improve writing skills without sacrificing enrollment

2) The overall level of student engagement and enthusiasm in ADJ 101 (a course I taught in both fall/16 and spring/17 semesters) has discernibly improved semester over semester. As might be expected from such a positive shift in student engagement, SLOA results have shown an overall increase, evidenced by higher overall scores in principal assessments in this course, as described above. This is a positive bellwether for continued student success in the ADJ program at HCC.

3) Other courses in which the above-mentioned assessment types have been implemented were taught once only in a single semester during the academic year, and therefore, will need to be reviewed in subsequent semesters to determine trends. However, early results are positive:

     i)   ADJ 104: Mean 89% across all outcomes
     ii)   ADJ 203: Mean 87% across all outcomes
     iii)   ADJ 204: Mean 88% across all outcomes
     iv)   ADJ 201: Mean 76% across all outcomes

Budget Justification
(What resources are necessary to improve student learning?)

As mentioned, the incorporation of HCC's mock courtroom will allow yet one more form of additional assessment in the context of oral advocacy in the material and procedural knowledge in the context of police testimony and admission of evidence.