

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: FA/17 - SP/18

Program Team: Andrew B. Kramer, Assistant Professor
Meredith Dominick, Assistant Professor (SP 18)

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 gain a sound foundation in basic techniques of police investigations.
5. Students will be able to identify, analyze and evaluate current issues and trends in police work in the context of a changing society.
6. Students will be able to identify relevant legal principles and decisions applicable to the criminal justice system and to apply those principles to diverse law enforcement factual scenarios in a changing society.
7. Students will gain a sound foundation in current international and domestic issues and concerns that impact law enforcement in the United States.
8. 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 be assessed against learning outcomes on a course-by-course basis and through a number of assessment and evaluation tools, each of which is set forth below and has been implemented during the 17-18 academic year:
 - a) Formative assessments that allow students to demonstrate proficiency in individual skills and/or subject matters within the material.
 - b) Summative assessments that allow students to demonstrate comprehensive proficiency at major course milestones, i.e., mid-term and final exam dates.
 - c) Evaluation of class participation (for face-to-face classes) using a standardized rubric, with periodic grading therein.

- d) Incorporation into the curriculum of material presented / knowledge / skills acquired through field trips and guest speakers.
- 2) All 3 types of assessments above-stated incorporate a diverse range of question types and learning activities that offer students opportunities to exercise critical thinking, evaluation, application and analysis. Assessment tools utilized during this academic year have included, but are not limited to:
- i) Multiple choice / short answer / fill-in-the-blank / matching / true-false questions / picture-diagram to narrative response
 - ii) Group work & report-out in learning activities requiring the application of legal and law enforcement principles studied to situations, criminal justice challenges/factual/crime scenarios or individual cases in order to predict outcomes or proper law enforcement action.
 - iii) Embedded exam or stand-alone essays in which students use accepted support and organization techniques to state opinions, support/defend, or apply relevant principles to specific criminal justice challenges/fact patterns/crime scenarios or individual cases in order to predict outcomes or proper law enforcement action.
 - iv) Directed questions to both groups and individuals in which oral responses are elicited; and application of rubric standards to assess participation in group discussions.

Validation (What methods have you used or will you use to validate your assessment?)

For objective items (multiple choice/fill-in-blank/true-false), students must enter a correct response.

For other types of items (short answer, essay and/or discussion/group work report-outs, students must achieve a minimum of 70% - course dependent - of the total possible point value of the item of the responses in order to demonstrate satisfactory mastery of an outcome*

**Validation of all assessments occurs through either published or teacher-created rubrics for organization, support and point allocation.*

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Note: A detailed recitation of results and follow-up is available on a course-by-course basis in the Course Outcomes Guides submitted for the ADJ program.

COURSE & TITLE	RESULTS – Stated as mean across all outcomes
ADJ 101: Intro to Criminal Justice	87% of students achieved mastery
ADJ 102: American Law Enforcement	92% of students achieved mastery
ADJ 104: Corrections in America	92% of students achieved mastery
ADJ 108: Homeland Security	91% of students achieved mastery
ADJ 201: Law Enforcement and the Community	86% of students achieved mastery
ADJ 203: Criminal Law	92% of students achieved mastery
ADJ 204: Criminal Investigation	90% of students achieved mastery
ADJ 206: Criminal Procedure for Criminal Justice	85% of students achieved mastery
ADJ 210: Gangs and Law Enforcement	81% of students achieved mastery

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

Results:

This academic year, the program has benefitted from two energetic, enthusiastic and experienced educators and law enforcement professionals. In all classes, both instructors incorporated learning activities that allowed students to apply concepts and have fun. At the same time, increased academic rigor has been incorporated across the ADJ program with material requiring higher levels of analysis and application of material. It is clear from the results that not all students came into the program familiar with these types of assessments and learning activities. Students have responded well, and this is indicated both in the outcome results and in comments in student evaluations. Still, more work must be done within each course and each semester to ensure that students become accustomed to analysis and application exercises. Both members of the ADJ teaching team acknowledge that continued practice, drills and repetition of such exercises will raise results across the board.

Overall Program Direction:

The ADJ program has seen much change during the 17-18 academic year. During the FA/17 semester, the program was staffed by a single, full-time instructor (Andrew Kramer) whose course portfolio included: ADJ 101, ADJ 102, ADJ 104, ADJ 201, ADJ 203 and ADJ 204. In addition to Professor Kramer, 2 adjuncts were employed by the College to teach one section each of ADJ 203 and ADJ 108.

In the SP/18 semester, with the suspension of the HCC Police Academy, Professor Meredith Dominick was pressed into service with the ADJ program. With her arrival, the program gained a needed police presence, and, as a result, the more police-based courses were allocated to her: ADJ 102, ADJ 108, ADJ 201 and ADJ 204.

In order to accommodate the new staffing and allow the ADJ instructional team to have a reasonable opportunity to satisfy faculty load requirements, all ADJ adjuncts were released, and ADJ 101 was offered in 2 sections, with one section being allocated to each instructor.

Notably, new courses were proposed by both Professors Kramer and Dominick in an effort to create a more competitive and relevant program on a statewide basis. Those two courses are:

- ADJ 206: Criminal Procedure for Criminal Justice: Proposed by Professor Kramer; approved by the Curriculum Review Committee and taught successfully for the first time in SP/18 as a program requirement with a face-to-face format.
- ADJ 210: Gangs and Law Enforcement: Proposed by Professor Dominick; approved by the Curriculum Review Committee and taught successfully as an online course for the first time in SP/18 as a restricted elective.

In addition, several superfluous classes were removed in order to make way for these new, relevant course offerings.

This academic year also saw the formal conversion to HCC ESSENCE adjuncts of Curtis Wood and David Rizer, teachers in the Criminal Justice program at Washington County Technical High School, a Washington County public school. With their 2-year program producing as many as 50 graduates per year who can now transfer HCC credit to our ADJ program, this represents tremendous enrollment upside.

Finally, 2 new ADJ scholarship opportunities arose during this academic year in which Professor Kramer took an active role in the media coverage and applicant selection:

- The Jeffrey Wroten Memorial Scholarship: awarded to Ryan Consoletti in FA/17.
- The Richard H. Good Endowment, which will see its first recipient(s) in FA/18, and which is expected to generate as much as \$2,000 per year in available scholarship funds annually.

As the ADJ program concludes the 17-18 academic year, a number of points are worth mentioning:

- 1) Overall enrollment in the program has decreased from FA/16, when Professor Kramer was on-boarded. This, no doubt, is attributable to higher levels of violence being used against the nation's law enforcement officers. This has called on the instructional team to innovate in the recruitment of students, including the highly sought-after conversion to ESSENCE adjuncts of the two above named WCPS teachers.
- 2) Student evaluation data has been very positive for Professor Kramer, and the same is anticipated for Professor Dominick.
- 3) The ADJ program now has a unique and unusual dynamic within its teaching team that allows the students the benefit of both legal-prosecution and police backgrounds to be incorporated into the course curricula. There is no doubt but that this presents an exceptional and dynamic learning environment for HCC students in the program.

Conclusion:

This academic year represented an exciting first step for the ADJ program at HCC as it moves forward with new energy, vigor and balance. Learning outcome results will increase with more focus on a new way of thinking and problem solving (described herein), and, ultimately, enrollment will increase as a result of the initiatives discussed above.

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

As mentioned in Unit Planning, 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, legal decisions and procedural knowledge in the context of police testimony and admission of evidence.