Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Criminal Justice Institute PSAV Certificates (Law Enforcement, Corrections, Law Enforcement Auxiliary)

<table>
<thead>
<tr>
<th>Planning Team Leader(s)¹</th>
<th>Campus</th>
<th>E-mail Address</th>
<th>Phone Extension</th>
<th>Mail Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jeffrey W. Goltz -</td>
<td>CJI</td>
<td><a href="mailto:jgoltz@valenciacollege.edu">jgoltz@valenciacollege.edu</a></td>
<td>8265</td>
<td>3-9</td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.

<table>
<thead>
<tr>
<th>Planning Team Members²</th>
<th>Campus</th>
<th>E-mail Address</th>
<th>Phone Extension</th>
<th>Mail Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Heffernan – Asst.</td>
<td>CJI</td>
<td><a href="mailto:dheffernan@valenciacollege.edu">dheffernan@valenciacollege.edu</a></td>
<td>8212</td>
<td>3-9</td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terry Johnston –</td>
<td>CJI</td>
<td><a href="mailto:tjohnston@valenciacollege.edu">tjohnston@valenciacollege.edu</a></td>
<td>8249</td>
<td>3-9</td>
</tr>
</tbody>
</table>

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

² Planning Team membership, whenever possible, should reflect the Principles for selection of members for assessment plan work teams. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.
End of the Academic Year 2012-2013 – End of This Cycle  

Please return this completed form with the dean signatures (or their E-mail approval copied and pasted in at the end) by May 10, 2013 to Jessica King in the Valencia Institutional Assessment (VIA) Office (jking84@valenciacollege.edu.) Please see the VIA website for this form, your plans, and related materials: www.valenciacollege.edu/via --> left tab LOA

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

Documenting the Assessment Process

1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts/data?

   Since the inception of the CJI certificate programs in 1996, each basic recruit class coordinator has been responsible for the collection of student artifacts and data: includes student memos, state mandated training assessment forms (required by the Florida Department of Law Enforcement), and student course exams. All student artifacts/data are maintained in the “student’s” file and are kept at CJI for review and audit purposes in compliance with state rules.

2. At what point in the academic year/semester were the student artifacts/data collected? How many students were assessed?

   Student artifacts and data are collected on a daily basis. Law enforcement students are assessed in 17 different courses over the 20-week academy program (16 written exams and 4 practical assessments). Corrections students are assessed in 12 different courses over the 11-week academy program (11 written exam and 3 practical assessments). Law Enforcement Auxiliary students are assessed in 8 different courses (8 written exams and 4 practical assessments). Additionally, nearly each day the students are assessed in physical training as well. In academic year 2012/2013, 238 law enforcement students and 36 corrections students were assessed (note: there were no law enforcement auxiliary students in 2012/2013). There were no Law Enforcement Auxiliary students in academic year 2012/2013.

   Most important, all students are required to take the state officer certification exam to receive a state certification for law enforcement officer or corrections officer.

Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?
Two assessment measures are discussed here: student completers from the programs and state certification exam results.

1) Students that completed the program with their initial academy class (graduated with their class and did not have to receive a certificate of completion at a later date due to a course failure or incomplete course): * 172 of 238 law enforcement students (72%), 23 of 36 corrections students (64%) (Note: * this is based on internal CII records)

2) State certification exam results: 96% law enforcement and 91% corrections students passed the state certification exam on their first attempt.

4. What are the changes/improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)

Although the curriculum and assessments for the students in the CJI programs are mandated by the Florida Department of Law Enforcement, CJI is planning a new student activity over the next year to increase the academic skills of lower performing incoming students: CJI Student Success Course that consists of time management, writing skills, reading, study skills and tools.

5. What changes, if any, will be made to the common course outlines, the catalog, etc.

Effective July 1, 2012, several common course outlines were changed in the Corrections program due to state mandated curriculum changes. Effective July 1, 2014, several common course outline will be changed in the law enforcement curriculum due to state mandated curriculum changes.

Next Steps – Planning for Next Year’s Cycle — Academic Year 2013-2014 (see below for detailed planning)

6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.

No new assessments or program learning outcomes will be implemented for the next cycle. CII anticipates the implementation of the CJI student Success Course to increase student’s academic skills to increase their performance in their program.

Please include the name of the person completing this page and your program:
Dr. Jeffrey W. Goltz
### Additional Space for Comments Reporting on Prior Year (if needed)

<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>If you have additional comments for the following question, please share them here: What were your results?</td>
</tr>
<tr>
<td>4</td>
<td>If you have additional comments for the following question, please share them here: What are the changes/improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?</td>
</tr>
<tr>
<td>6</td>
<td>If you have additional comments for the following question, please share them here: What are your next steps—acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.</td>
</tr>
</tbody>
</table>
Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

**Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:** Criminal Justice Institute PSAV Certificates (Law Enforcement, Corrections, Law Enforcement Auxiliary)

<table>
<thead>
<tr>
<th>Targeted Program Learning Outcome(s)</th>
<th>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(How many will you be assessing this coming year?): 4</td>
<td>Law Enforcement, Corrections, and Law Enforcement Auxiliary basic recruit programs</td>
</tr>
<tr>
<td>- Students must demonstrate state mandated basic recruit law enforcement skills and knowledge in high liability training areas.</td>
<td></td>
</tr>
<tr>
<td>- Students must demonstrate state mandated basic recruit law enforcement knowledge in non-high liability training areas.</td>
<td></td>
</tr>
<tr>
<td>- Students must complete the state mandated physical training requirements.</td>
<td></td>
</tr>
<tr>
<td>- Students must practice professional responsibility in accordance with the Criminal Justice Institute's regulations manual.</td>
<td></td>
</tr>
</tbody>
</table>

**Performance Indicators for the Program Learning Outcome(s) selected:**

- Must score 80% or higher on written end of course exams, must demonstrate skills in high liability assessments, must participate at 100% in physical training (assessment of physical performance required at the beginning and end of academy program), and must comply with all CJI policies while attending the program.

**External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):** Florida Department of Law Enforcement State Certification Exam

**Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected):** Exams, scenario based activities to assess skills in high liability areas

**Description of the Proposed Common Assessment (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities):** Common assessments for the CJI programs are mandated by the Florida Department of Law Enforcement
**Proposed Assessment Instrument** (in some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

- Multiple choice tests

---

**Implementation Process**

**Collection of Student Artifacts**

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

- **Students are informed that all assessments in the CJI programs are mandated by the Florida Department of Law Enforcement**

How will student artifacts or data associated with student performance be collected?

- **Program/academy class coordinators collect all artifacts and data and maintain these items in a student file for audits by the Florida Department of Law Enforcement**

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?

- **N/A, artifacts and data are collected for all students**

How will information about faculty / staff participation in the assessment project be communicated?

- **Daily communication, staff meetings**

Who will be responsible for coordinating the collection of student artifacts? **Program/academy class coordinators**
At what point in the academic year / semester will the student artifacts be collected?

Student artifacts and data are collected on a daily basis. Law enforcement students are assessed in 17 different courses over the 20-week academy program (16 written exams and 4 practical assessments). Corrections students are assessed in 12 different courses over the 11-week academy program (11 written exam and 3 practical assessments). Law Enforcement Auxiliary students are assessed in 8 different courses (8 written exams and 4 practical assessments). Additionally, nearly each day the students are assessed in physical training as well.

Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results

When will student artifacts be assessed / evaluated?

Student artifacts and data are collected on a daily basis. Law enforcement students are assessed in 17 different courses over the 20-week academy program (16 written exams and 4 practical assessments). Corrections students are assessed in 12 different courses over the 11-week academy program (11 written exam and 3 practical assessments). Law Enforcement Auxiliary students are assessed in 8 different courses (8 written exams and 4 practical assessments). Additionally, nearly each day the students are assessed in physical training as well.

Which faculty or staff from the program/discipline will evaluate student artifacts?

Program/academy class coordinators

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

Program/academy class coordinators must be state certified instructors

When will the results / data associated with the assessment plan be analyzed?

On a daily/weekly basis as exams and practical exercises are completed by students
What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

**Continued improvement on written exams and practical exercises, and an increased physical fitness level**

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?

**New program/academy class coordinators are mentored by veteran coordinators**

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

**None**

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

**None**

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

**Through daily interaction and communication between program/academy class coordinators and CJI staff, local and state criminal justice agencies, and through inspections and audits by the Florida Department of Law Enforcement**

### Approval Process
<table>
<thead>
<tr>
<th>Activities Associated with the Approval of Assessment Plans</th>
<th>Completion Date</th>
<th>Person Responsible</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)</td>
<td>Completed – state mandated assessments in place at CJI</td>
<td></td>
<td>Nearly perfect audits of student files since the inception of CJI in 1996 and student success (first time pass) rates on state certification exam: 96% for law enforcement 91% for corrections</td>
</tr>
<tr>
<td>College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft assessment plan is revised to reflect input</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (<a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a>)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park / CJI Campus

Signature: [Signature]

Date: 8/19/13