

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. What is your program name? **Criminal Justice Technology**
2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)
I am still working on implementing last year’s plan.

| Planning Team Leader(s) ¹ | Campus | E-mail Address | Phone Extension | Mail Code |
|--------------------------------------|--------|--|-----------------|-----------|
| James McDonald | East | jmcdonald4@valenciacollege.edu | 2697 | 3-25 |
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| Planning Team Members ² | Campus | E-mail Address | Phone Extension | Mail Code |
| Debra Jacobs | East | djacobs@valenciacollege.edu | 2024 | 3-25 |
| Terry Miller | East | tmiller@valenciacollege.edu | 2749 | 3-25 |
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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; Student representation when possible.

Learning Outcomes and Performance Indicators

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| Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Criminal Justice Technology | |
| Major finding from last year and related change, if any: The assessment has not been implemented yet. The results will be analyzed in the 2013 spring term. | |
| Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): N/A | |
| Targeted Program Learning Outcome(s) (PLOs) for this year: | |
| Analyze lifelong ethical and professional responsibilities of criminal justice personnel in the administration of justice. | Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: CCJ 2053 Ethics in Criminal Justice |
| Is this a different outcome from the one reported last year? (yes /no) Yes | |
| Does this assessment for this year apply to more than one PLO? (yes /no) Yes | |
| National Standard(s): (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu) | Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Students will critique various dilemmas that confront criminal justice professionals. |
| Performance Indicators for the Program Learning Outcome(s) selected: <ul style="list-style-type: none"> • Students will critique moral and ethical conflicts between personal interests and professional interests. • Students will critique the ethical and moral justifications of criminal justice policy making. • Students will examine how deontological theories dealing with duty and principle apply to decisions made by criminal justice practitioners. • Students will examine the effects consequentialist theories have on the actions of the criminal justice practitioners. | Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ol style="list-style-type: none"> a) Students will identify factors that contribute to corruption. b) Students will discuss the effect subculture has on ethical and moral decision-making. c) Students critique the role profiling has on decision-making by criminal justice practitioners. d) Students will debate whether the acceptance of gratuities leads to corruption. e) Student will debate the moral worthiness of lying. |

- Students will identify practices that could promote better moral and ethical decision-making among criminal justice practitioners.
- Students will assess the rightness or wrongness of their own conduct and beliefs using different moral and ethical principles.

Prediction (Given what you know about your students, how you expect them to perform? What do you expect to see?
You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)

I believe the students will demonstrate their understanding of the concepts.

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:

A written report.

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:

Students will be required to write a report addressing an ethical dilemma faced by an actor in the criminal justice system. They will be asked to assess the dilemma using an ethical theory and then provide an alternative course of action that is both moral and ethical.

What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case) Do not know.

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

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| 1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? Spring 2013 |
| 2. How will student artifacts or data associated with student performance be collected? Instructors will collect the artifacts and send them to me. |
| 3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? The sample should include students from East, West and Osceola campuses, as well as online and face-to-face students if possible. |
| 4. What information needs to be communicated to students concerning the assessment process? Students should be provided with a copy of the grading rubric. |
| 5. How will information about faculty / staff participation in the assessment project be communicated? During a program level meeting and again via e-mail. |
| 6. Who will be responsible for coordinating the collection of student artifacts / data? James McDonald |
| 7. At what point in the academic year / semester will the student artifacts/ data be collected? End of the 2013 Fall term |

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

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| 8. When will student artifacts be assessed / evaluated? 2014 Spring term |
| 9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? It will be up to the individual instructor on how they choose to use the instrument and whether or not they allow for student reflection. |
| 10. Which faculty or staff from the program/discipline will evaluate student artifacts? James McDonald, Terry Miller, and Debra Jacobs |
| 11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? A grading rubric will be developed by the faculty. Training on how to use the rubric will be conducted at a program meeting. |

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| <p>12. When will the results / data associated with the assessment plan be analyzed? 2013 Spring term</p> |
| <p>13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? * None</p> |
| <p>14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan? No</p> |
| <p>15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan? None</p> |
| <p>16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)? N/A</p> |

Approval / Implementation Process

| Activities Associated with the Approval / Implementation of Assessment Plans | Person Responsible | Target Completion Date | Actual Completion Date |
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| <p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> | | | |

Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

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| Dean / Director East / Winter Park Campus | Signature |
| Dean / Director Osceola / Lake Nona Campus | Signature |
| Dean / Director West Campus | Signature |

