

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2010 – 2011

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

(Items Highlighted in red require primary attention in the planning process – not all highlighted areas need to be completed):

Criminal Justice Technology A.S. Degree

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
James McDonald	East	Jmcdonald4@valenciacollege.edu	2697	3-25
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
Debra Jacobs	East	Djacobs1@valenciacollege.edu	2024	3-25
Terry Miller	East	tmiller@valenciacollege.edu	2749	3-25

Learning Outcomes and Performance Indicators

¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

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: Collegewide 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: Collegewide 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.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:	
Criminal Justice Technology A.S. Degree Program	
Targeted Program Learning Outcome: Select the appropriate techniques and practices common to particular types of criminal investigations.	Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: CJE 2600, Introduction to Criminal Investigations
	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: Successful students will determine if evidence demonstrates that a crime occurred.
Performance Indicators for the Program Learning Outcome(s) selected: <ul style="list-style-type: none"> • Identify evidence • Protect a crime scene • Identify a suspect • Determine if probable cause exists to make an arrest • Properly apply constitutional laws governing searches and seizures • Identified techniques available to analyze forensic evidence • Apply deductive or inductive reasoning to develop a crime theory 	Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected: <ul style="list-style-type: none"> • Establish a crime has been committed • Identify appropriate criminal offense and element of the crime • Outline steps necessary to protect the crime scene
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): Case scenario	
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): The common assessment will consist of a case scenario involving a burglary incident.	
Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests): The proposed assessment instrument would consist of the students' written response (in an essay format) to the burglary scenario.	

Implementation Process

Collection of Student Artifacts

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

They should be told whether it will be a graded assignment or simply a class exercise. In any event, students will be instructed not to write their names on the essay response. If the scenario is going to be graded, students will need to attach a cover page with their names.

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

Instructors will be asked to collect the students' work and submit it to the program chair. If a cover page is attached to the essay with a student name, only the essay will be submitted, not the attachment.

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?

Student biographical characteristics will not be collected. A sufficiently large enough sample will be collected to ensure the sample is truly representative of the population of students being studied. Since the demographics of Valencia's three main campuses vary, the sample size should include student essays from each campus.

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

Face-to-face meeting with the program's full-time professors and telephone conferences with adjuncts teaching the courses.

Who will be responsible for coordinating the collection of student artifacts?

The program chair

At what point in the academic year / semester will the student artifacts be collected?

Fall 2012, presumably end-of-term.

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

When will student artifacts be assessed / evaluated?

Early spring 2013

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

James McDonald, Debra Jacobs, and Terry Miller

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

Faculty will help develop the instrument and grading checklist. During the process, faculty will discuss issues related to the use of a common assessment.

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

Late spring 2013 term.

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

None. Basic descriptive statistics will be used to assess the data.

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

Student surveys to determine whether they felt the scenario accurately assessed their knowledge on the outcome.

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)?

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

Results will be communicated to the advisory board at a regularly scheduled meeting. Results will be discussed with faculty at the annual adjunct welcome back meeting at the beginning of the fall 2013 term.

Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
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)			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)			

Draft assessment plan is revised to reflect input			
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)			

Dean / Director Support

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

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

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, targeted course(s), co-curricular program or student activity)?

What changes to the common course outlines, if any, need to be considered?
What do the results of this assessment plan suggest about changes / improvements to the program assessment process?
Individual(s) Responsible leading the implementation of recommendations
Stakeholders Impacted by the recommendations for improvement