End of the Academic Year 2012-2013 – End of This Cycle

Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & 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)

If you are working on several programs please submit a template for each one; each labeled for the specific program.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- CRIMINAL JUSTICE TECHNOLOGY				
Planning Team Leader(s)[1]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
Note from Planning Team Fall 2011: 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.				
McDonald, James	**East**	**Jmcdonald4@valenciacollege.edu**	**2697**	**3-25**
Planning Team Members[2]	**Campus**	**E-mail Address**	**Phone Extension**	**Mail Code**
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
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; Students representation when possible.

Six Items Documenting Results

Please fill in <u>the blue shaded areas</u> 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? With input from other faculty in the program, I developed the assessment plan to assess our first program outcome, provided instructions to faculty administering the assessments, and collected the artifacts.

2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed? Fall 2012. Work from 18 students was assessed.

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?   The results indicated that the students needed improvement and did not meet expectations. According to the rubric, students needed to score between 14-17 points to meet expectations. As a group, the average score on the assessment was 9.03, which was notably below expectations.

4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity <u>over the next year</u>? (Please use the following page if you need more space for your response.) We plan to reassess the learning outcome in the fall. Rather than using a scenario for the assessment, students will be given a 20-25 questions multiple choice exam at the end of the criminal investigations class to assess their competency on the performance indicators of the learning outcome being assessed.

5. What changes, if any, will be made to the common course outlines, the catalog, etc. No 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. As stated above, we will reassess the learning outcome from the previous year using a different assessment instrument. For the coming year, we plan on assessing a different learning outcome. The second outcome will be assessed using a 20-25 question multiple choice exam.
	Please include the name of the person completing this page and your program: James McDonald

See next page…

Additional Space for Comments Reporting on Prior Year (if needed)

	3) *If you have additional comments for the following question, please share them here*: What were your results?
	4) *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 <u>over the next year</u>?
	6) *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.

See next page….

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 Technology**

Targeted Program Learning Outcome(s)
(How many will you be assessing this coming year?):

- **Analyze life-long 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 2045 Criminal Justice Ethics

Targeted Outcome(s) within the Course(s),
Co-Curricular Program or Student Activity identified above:

- Students will critique the different theories on ethics and social justice and the role they play in the administration of the criminal justice system.

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

1. Students will discover the role ethics and moral decision-making have in the administration of the criminal justice system.

2. Students will critique various dilemmas that confront criminal justice professionals.

3. Students will critique the different theories on ethics and social justice and the role they play in administration of the criminal justice system.

4. Students will assess their own thinking regarding personal ethical, moral, and social beliefs.

Performance Indicators for Outcome(s) within the
Course(s), Co-Curricular Program or Student Activity selected:

a) Students will examine how deontological theories dealing with duty and principle apply to decisions made by criminal justice practitioners.
b) Students will examine the effects consequentialist theories have on the actions of the criminal justice practitioners.
c) Students will examine how Greek ethics related to virtue, character, and practical wisdom apply to criminal justice professionals.
d) Students will debate the role of the criminal justice system as a means of achieving social justice.

External Standard(s) in the field or discipline (please contact Laura Blasi lblasi@valenciacollege.edu with any questions about this):

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 20-25 question multiple choice test will be developed by faculty.

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)**:**

Because of the size of the program, it was learned that a scenario based assessment tool was difficult to administer consistently and assess consistently. For that reason, the assessment results indicated student failed to meet expectations, which probably is not accurate.   It was determined by the faculty that a multiple choice exam based on the performance indicators for the selected outcome would provide an adequate assessment of the students' knowledge and ability while also offering a consistent instrument for administering, grading, and reporting.

Proposed Assessment Instrument (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):

- Multiple choice test

Implementation Process

Collection of Student Artifacts

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

None

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

They will be collected after the students complete the exam and forwarded to the program chair.

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? A random numbering system will be employed.

How will information about faculty / staff participation in the assessment project be communicated? Department meetings, program meetings, and email.
Who will be responsible for coordinating the collection of student artifacts? James McDonald
At what point in the academic year / semester will the student artifacts be collected? End of 2013 fall term.

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

When will student artifacts be assessed / evaluated? Beginning of 2014 Spring term
Which faculty or staff from the program/discipline will evaluate student artifacts? All tenured faculty in program
What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected? Training will be conducted at program break-out session following the welcome back department meeting in August 2013.

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

Spring 2014

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

It is anticipated that the students will perform better on the outcome being reassessed. On the second outcome, it is expected that students will meet expectations.

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

None

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.)?

Department meeting, program meetings, and advisory board meetings.

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) 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 Campus	**Signature**

Dean / Director Osceola / Lake Nona Campus	**Signature**
Dean / Director West Campus	**Signature**

Sign In Sheet for Assessment Day

Name	Dept.	Date	Event
Miller, Terry	CJ Tech	5/2/2013	Assessment Day
McDonald, James	CJ Tech	5/2/2013	Assessment Day