

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Criminal Justice	120	CJT 120 04/06/2016- Criminal Justice Ethics
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Public Service Careers	Ruth Walsh
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: The student will identify and apply major ethical systems through written assignments.

- Assessment Plan
 - Assessment Tool: Portfolio
 - Assessment Date: Fall 2008
 - Course section(s)/other population: all
 - Number students to be assessed: 60
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students did not attend to participate in various exercises.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only 1 section was offered this term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were asked to keep a portfolio of all the work throughout the semester which would indicate their level of achievement. Various artifacts were pulled for each learning outcome. For this outcome, an exam was administered asking students to apply various ethical systems to a scenario to evaluate the morality of the action taken. A rubric was applied to grade each student's analysis.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

24 of the students scored 75% or better on the analysis. The class average was 85.4%. The standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Most students had a basic understanding of different ethical systems and how adherence to one system could lead to a different conclusion on morality as opposed to adherence to another system.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Ideally, students could have provided more details showing a more in-depth knowledge of each ethical system.

Outcome 2: The student will identify major ethical problems encountered by the practitioners in the criminal justice system via videos and concomitant writings.

- Assessment Plan

- Assessment Tool: Portfolio
- Assessment Date: Fall 2008
- Course section(s)/other population: all
- Number students to be assessed: 60
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students did not attend to participate in various assessment activities.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only 1 section was offered this term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were asked to keep a portfolio of all the graded and returned work throughout the semester, as an indication of their achievement. Various artifacts were pulled for each learning outcome. For this outcome, students viewed 6 videos portraying unethical behavior within one or more of the components of the Criminal Justice System. Students were asked to identify the ethical issues and suggest an appropriate solution. A scoring rubric was used to evaluate their responses (attached)

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Because several of the videos addressed problems within a singular component of the Criminal Justice System (e.g. the courts), the writings were assessed separately so that a lack of understanding regarding one component could better be identified. Further, students had to turn in only 10 of an assigned 13 writings. Thus, not all students did each writing. The separate analysis is available upon request, and will be shared with other instructors teaching this course. However, the composite result was that out of the 128 submitted writings, 120 scored a 4 or 5 on the writings, indicating a good understanding of the various ethical problems.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did an excellent job recognizing unethical behavior within each of the components of the Criminal Justice System

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

We need to give some thought on how to encourage a higher level of problem solving. Many of the students' suggestions for addressing unethical behavior were somewhat simplistic.

Outcome 3: The student will be able to identify and apply the three major categories of justice.

- Assessment Plan
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 - Course section(s)/other population: all
 - Number students to be assessed: 60
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who will score and analyze the data:

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two students did not attend to participate in the various exercises.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only 1 section was offered this term.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were asked to keep a portfolio of all the graded and returned work throughout the semester, as an indication of their achievement. Various artifacts were pulled for each learning outcome. For this outcome, a short essay question was embedded within Test #3 asking the student to discuss the difference between procedural and substantive justice.

Further, a video presenting issues on distributive justice was viewed and students were asked to submit a writing discussing the ethical issues presented. A rubric was applied to assess their understanding. 24 students scored a 4 or better based on the rubric.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 22 of the 27 students scored 75% or better on the questions. 2 of the students scored below 75% and 3 students did not take the test.

Regarding the video, 24 students scored a 4 or better based on the rubric. 3 students scored 3 or below.

- Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Many students are introduced to the concept of distributive justice for the first time in this class. Although there is often disagreement amongst students regarding the extent of problems within our society, they are able to intelligently discuss the issues.

- Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There is much focus in the media from politicians about "fixing" the Criminal Justice System and the major thrust seems to be on the Corrections component. By changing the test on substantive and procedural justice, we hope to get a better assessment of student understanding of Corrective justice.

Outcome 4: The student will have clarified his/her personal value system.

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 - Who will score and analyze the data:

- Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2016	

- Provide assessment sample size data in the table below.

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29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All 27 students assessed on at least one writing based on values clarification instrument.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only 1 section offered.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given two values clarification instruments during the course of the semester.

After completing the instrument, the instrument gave the students an indication of what their highest value was. Students were then asked to do a writing (after each exercise) based on the results. A rubric was used to score the students writing.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Since the point of the exercise was to have students think about the impact of their values on their future career, the rubric addressed the length as well as "thoughtfulness" of their writing. All students completed at least one exercise and writing. All students scored a 4 or better on at least one exercise. 26 students completed both exercises and scored a 4 or better (out of 5)

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students thought about their own personal values, perhaps for the first time. But also thought about the consequences of these values in their future careers.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

We are going to look for more updated instruments.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The original intent of this class was to encourage critical thinking in students as well as to expose them to the diversity within our society - diversity in beliefs and in values. A secondary purpose was to give them exposure to ethical problems they may face when working within the Criminal Justice System. The class appears to be very effective in accomplishing both goals.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This information will be shared with all faculty teaching this course. And, since the outcomes are being met so successfully, we will discuss adding more current events to the course, possibly with more outside speakers.

- 3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The original assessment plan used a portfolio, but it is the artifacts within the portfolio, which are actually used for assessment. The syllabus will be changed to include the correct assessment tool.	The new language will accurately reflect the actual assessment tool.	2017
Course Assignments	It is probably time to add a current events outcome to this class.	Students are readily accomplishing all current outcomes so it is possible to add a bit more information to the class.	2016

4. Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[Grading Rubric Ethics Assmst.](#)
[Values Assessment Rubric](#)
[Ethical Systems Rubric](#)

Faculty/Preparer:	Ruth Walsh	Date: 10/17/2016
Department Chair:	Ruth Walsh	Date: 10/18/2016
Dean:	Brandon Tucker	Date: 10/20/2016
Assessment Committee Chair:	Michelle Garey	Date: 11/14/2016