

28AA-PCJ

Pre-Criminal Justice, Department of Behavioral Science, UCBA Program Assessment Plan

1. Program Overview

Pre-criminal justice is an associate of arts degree program provided by the Behavioral Sciences Department at UC Blue Ash College, with an emphasis on preparing students for careers in federal, state and local criminal justice agencies and departments. The two-year, pre-criminal justice program provides students with the knowledge and skills to prepare them for a career concerned with upholding the law and supporting justice. Students will acquire the knowledge and application of the development of law, the U.S. Constitution and the importance of practices and procedures that support such concepts in the United States today. The program includes a liberal arts foundation, several basic criminal justice courses, and many technical courses such as criminal investigation and conflict resolution. The curriculum is based on the philosophy that knowledge of the basics, complemented by theory and application, are essential components of a successful practitioner's education. In addition, the program provides an opportunity for career exposure via field placement and/or service learning experiences. These courses can provide the student with real-world experiences in criminal justice agencies, departments and institutions of interest to them. In addition to the AA degree, the UCBA program also provides students with the first two years toward completion of a bachelor's degree in CJ.

2. Program Outcomes

- 1) Students will evaluate theories of crime causation in criminal justice and report conclusions regarding the theories they support. (CT)
- 2) Students will identify influences on police profiling practices in regard to race, gender, politics, and legal standards. (KI)
- 3) Students will locate and evaluate information pertaining to various aspects of their criminal justice career. (IL)
- 4) Students will identify and explain ethical issues in criminal justices.(SR)

3. Curriculum/Program Map

Outcome	Introduced	Developed	Assessed
1	CJ1001	CJ1002	CJ1002
2	CJ1001	CJ2030	CJ2050
3	CJ1001	CJ1001	CJ1001
4.	CJ1001	CJ2030	CJ2050

4. Methods/Measures

a. Data Source: For outcome #1, exam questions will assess student knowledge of theories of crime causation in criminal justice. The instructor will report performance on those questions separate from the entire test/exam. Performance will be in the form of a percent score so that student outcomes can be evaluated separately and across the four learning outcomes. For example, if a student scores 8 out of 10 correct on a set of multiple choice questions, the student would be assigned 80% for his/her performance for first learning outcome. Alternatively, if the instructor includes one or more essay (or short answer) questions, the student's performance will be reported as a percentage of the points possible for all essays relating to #1 learning outcome.

For outcome #2, exam questions will assess whether students can identify influences on police profiling practices. The instructor will report performance on those questions separate from the entire test/exam. Performance will be in the form of a percent score so that student outcomes can be evaluated separately and across the four learning outcomes (see outcome #1 above).

For outcome #3, students will complete a career paper that requires them to locate and evaluate information pertaining to their CJ career. A rubric using a 1-5 rating scale (1 = poor; 5 = exemplary) will be used to score the assignment, and specific criteria related to information literacy will be summed as a measure of performance and student scores will be converted and reported as a percentage score so that student outcomes can be evaluated separately and across the four learning outcomes.

For outcome #4, students will complete either a group project or an individual paper and exam questions that address ethical issues. The project and paper will be evaluated using a rubric with specific criteria for ethical issues. Each instructor will develop his or her own grading rubric to measure this learning outcome and will submit the rubric to the Pre-CJ program assistant and the academic assessment representative. Exam items related to ethical issues will be reported separately in the form of a percent score. Finally, the group project or individual paper and exam scores will be combined and reported so that each student has a single assessment value for this learning outcome.

b. Standards: Students transitioning to CECH for the BS in CJ need a 2.0 cumulative GPA. For that reason, we set initial program goals to be consistent with the entry requirement for that program.

Our initial goals for the four learning outcomes include:

- For outcome #1, 70% of students will earn a "C" or better on the exam items about the theories of CJ.
- For outcomes #2, 70% of students will earn a "C" or better on the exam items about influences on profiling.
- For outcome #3, 70% of students will earn a "C" or better (or a 3, on a 1-5 rating scale) on the rubric criteria that evaluate use of sources on the career paper.

- For outcome #4, 70% of students will earn a “C” or better (or a 3, on a 1-5 rating scale) for the group project or individual paper assignment which has rubric criteria about describing and analyzing ethical issues. Additionally, 70% of students will earn a “C” or better on the exam items about ethical issues. The group project or individual paper and exam scores will be combined and reported as a combined score for this learning outcome.

5. Assessment Infrastructure

Prior to each semester, the Pre-CJ Program Assistant and/or assessment committee representative will email the instructors of the above courses, reminding them about their assessment participation. Then, at the end of the semester, the Pre-CJ program assistant will contact the instructor(s) for the assessment data. The Pre-CJ program assistant position was created in part, to help with the collection of assessment data, to communicate assessment results to all of the relevant instructors in the Dept. of Behavioral Science, and to compile recommendations based on the data. This program assistant will work with other CJ faculty, the department’s academic assessment committee representative, as well as the department head and the academic assessment representative to complete the assessment report and to lead a discussion with the relevant instructors about changes and recommendations for improvement.

6. Findings

This is a new assessment plan, for which data collection will begin during the 2014-2015 academic year to determine initial recommendations for improving this program.

7. Use of Findings

The Pre-CJ program assistant will meet annually with the other CJ faculty, the department chair and assessment representative before fall semester to discuss the students’ performance. All CJ instructors will be invited to this discussion. In this meeting, they will plan changes in pedagogical approach and/or curriculum as necessary and adjustments will be made to the assignment(s) and/or grading rubric(s). Results will also be brought to the cross-college coordinating committee for discussion and consideration.