

**ASSESSMENT REPORT
2017-2018**

Criminal Justice Studies
(Instructional Degree Program)

B.A.
(Degree Level)

Program Mission:

The mission of the Department of Social and Behavioral Sciences is to: a) contribute to meeting the educational and research needs in criminal justice, psychology, sociology, anthropology, and related fields; b) contribute to meeting the career needs in social services and social sciences, as well as contribute to training for careers in criminal justice, social services, and other related fields; and c) provide socio-cultural service and expertise for the region, as well as the greater global community.

Student Learning Outcome 1:

Demonstrate critical thinking and an understanding of criminal justice as applied to everyday life.

NMHU Traits Specifically Linked to Student Learning Outcome 1

- Mastery of Content Knowledge and Skills
- Critical and Reflective Thinking Skills

First Means of Assessment for Outcome 1:

Grades from the final exams (with essay) assigned in Sociology 231 – Criminal Justice Systems, papers/chapter analyses in Sociology 300-Sociocultural Theory, research papers assigned in Sociology 427 – Criminology, final exams (with essay) assigned in Sociology 329 – Institutional Corrections and research papers assigned in Sociology 493 – Race and Ethnic Relations. Successful completion of this objective will be demonstrated by 70% of students in those classes receiving a grade of C or better on these papers.

Summary of Data:

Number of Students Meeting Criterion:	97	Number of Students Not Meeting Criterion:	57
Total Number of Students Assessed:	154	Percent of Students Meeting Criterion:	63%

Interpretation of Results for Outcome 1:

Regarding Outcome 1, Means 1, we did not meet our goal with 63% of our students receiving a C or better on the relevant assignments in the assessed criminal justice required courses. We believe our efforts to restructure and redesign core CJ courses, which started 4 years ago, are still relatively successful, but we have been evaluating the sequencing of courses and we will continue to discuss possibly adding a research-based writing requirement to sophomore and junior level courses (i.e., SOC 231, SOC 327, SOC 329).

******One additional observation. We did express concern last year that some of our data was excluded when all duplicate ID numbers were deleted. We worried this would distort the findings, possibly artificially inflating our success rates. I believe this problem has now been corrected. Next year's data, I believe, will be a more accurate reflection of our progress.

On Outcome 1, Means 2, we provide the data for the second year of our exit survey (23 students):

QUESTIONS – REGARDING ADVISING	SCORES/RESULTS
The academic advising system for students was clearly explained to me.	3.0 (out of 4)
My academic advisor was readily accessible to me.	3.57
My academic advisor treated me with respect.	3.65
My advisor was sufficiently familiar with the degree programs and curricula to guide me in selecting my course of study.	3.35
QUESTIONS – REGARDING FACULTY	
I was intellectually challenged by my interactions with Sociology and Criminal Justice faculty members.	3.57
Sociology and Criminal Justice (CJ) faculty members were approachable.	3.39
Sociology and CJ faculty members were enthusiastic about their subject.	3.57
Sociology and CJ faculty members were effective teachers	3.48
Sociology and CJ faculty members treated me with respect.	3.57
QUESTIONS – COURSE MODALITY	
Percent taking Soc/CJ classes via ITV	61%
Of those who took an ITV course: my experience with ITV was satisfactory	86%
Of those who took an ITV course: I would recommend an ITV course to a fellow student	79%
Percent taking a hybrid Soc/CJ classes?	88% (up 25%)
Of those who took a hybrid course: my experience online was satisfactory	100%
Of those who took a hybrid course: I would recommend a hybrid course to a fellow student	95%
Percent taking an online Soc/CJ classes?	48%
Of those who took an online course: my experience with the online course was satisfactory	64% (down 36%)
Of those who took an online course: I would recommend an online course to a fellow student	54% (down 32%)
QUESTIONS – FUTURE PREPARATION	
I feel properly prepared for graduate or professional school.	83% said Yes
I feel properly prepared for a technological world.	87% said Yes
I feel properly prepared for employment in my major.	91% said Yes
QUESTIONS – FUTURE PLANS	
Percent planning to work part-time	22%
Percent planning to work full-time	43%
Percent that already accepted offer for employment	18%
QUESTIONS – FUTURE EDUCATION	
Percent planning to pursue graduate/professional education	52%
Of those planning to attend, what percent already admitted?	27%

In general, the program seems to be effective. One area that clearly needs work is the way in which we explain the advising process. Future surveys will allow for longitudinal comparisons. Additionally, we noticed that more students are taking hybrid/online courses, but students seemed less satisfied with said courses. This might be remedied by the faculty partaking in more training for online courses with the CTE and the inclusion of more high impact practices.

Student Learning Outcome 2:

Be able to read, understand and critique sociological and criminal justice literature.

NMHU Traits Specifically Linked to Student Learning Outcome 2

- Mastery of Content Knowledge and Skills

First Means of Assessment for Outcome 2:

Grades from papers in Sociology 330 – Research Methods, Sociology 300 – Sociocultural Theory, and Sociology 427 – Criminology will be used for this assessment. Successful completion of this objective will be demonstrated by 70% of students in the class receiving a grade of C or better on their papers.

Summary of Data

Number of Students Meeting Criterion:	52	Number of Students Not Meeting Criterion:	41
Total Number of Students Assessed:	93	Percent of Students Meeting Criterion:	56%

Second Means of Assessment for Outcome 2:

Successful completion of Criminal Justice core classes (SOC 231, SOC 329, SOC 427 and SOC 493). Successful completion of this objective will be demonstrated by 70% of students receiving 70% or better in the Criminal Justice core classes.

Summary of Data:

Number of Students Meeting Criterion:	95	Number of Students Not Meeting Criterion:	22
Total Number of Students Assessed:	117	Percent of Students Meeting Criterion:	81%

Interpretation of Results for Outcome 2:

Regarding Outcome 2, Means 1, we did not meet our goal, with 56% of our students receiving a C or better on the papers in SOC 330, SOC 300 and SOC 427. The decrease from last year most likely reflects a lack of preparedness in the sophomore year. The discipline will continue to

explore adding required research-based writing assignments in the courses designed for sophomores and juniors.

On Outcome 2, Means 2, 81% of the students earned a C or better in these courses. This is an increase from last year. We are working closely with students on all assignments (e.g., quizzes, exams, class participation, writing assignments) and feel we are doing well in these upper-level courses.

Student Learning Outcome 3:

Ability to design, analyze and interpret the results of research and to report the results in written form using ASA.

NMHU Traits Specifically Linked to Student Learning Outcome 3

- Mastery of Content Knowledge and Skills

First Means of Assessment for Outcome 3:

Grades from the final paper assigned in Sociology 330 – Research Methods and Sociology 427 – Criminology will be used. Successful completion of this objective will be demonstrated by 70% of students in the class receiving a grade of C or better on these assignments.

Summary of Data

Number of Students Meeting Criterion:	29	Number of Students Not Meeting Criterion:	18
Total Number of Students Assessed:	51	Percent of Students Meeting Criterion:	57%

Interpretation of Results for Outcome 3:

Regarding Outcome 3, Means 1, we did not meet our goal with 57% of our students receiving a C or better on the final papers in SOC 330 and SOC 427. This is a decrease from last year. This decrease, we believe, reflects the recognition that our students need more assistance writing papers and interpreting data. We have been providing this assistance consistently and will continue to do so. We are also evaluating the merits of instituting required research-based papers in classes targeting second and third year students. Our expectation is that next year, as we continue to work with our students, we will improve this percentage.

ADDITIONAL INTERPRETATIONS:

**Last year we expressed concern that some of our data was excluded when all duplicate ID numbers were deleted. We worried this would distort the findings, possibly artificially inflating our success rates. I believe this problem has now been corrected. Next year's data, I believe, will be a more accurate reflection of our progress

Utilization of Results & Changes to Program Based on Results:

The Outcomes Assessment process has encouraged us to look more closely at our overall program. We want to offer a program that prepares students to succeed at the later stages and is carefully aligned with our students' academic and post-graduation needs. We are discussing course sequencing and preparation for SOC 427, SOC 493 and SOC 430, courses where we expect a mastery of the content, advanced critical thinking and an ability to write advanced research papers. The department will continue to discuss whether or not we are building these skills in lower-level courses (e.g., SOC 231, SOC 327, SOC 329) and if not how we can effectively do so.

Retention Strategies:

We plan to continue working with the Writing Center and utilizing NetTutor to help improve students' writing skills. Each faculty member has evaluated their individual course assessments and has made relevant changes to assist students (e.g., Dr. Derkas and Dr. Gadsden both *require* paper drafts and provide extensive feedback on said drafts, Dr. Álvarez offers extra credit for students who submit paper drafts in her courses and divides the writing requirement into shorter papers for an overall longer writing requirement).

The faculty has also been working with relevant community members to increase the number of guest speakers in class. For example, Dr. Gadsden plans to have police officers, all former Highlands students, speak in her criminal justice courses.

The department plans to keep upper-level courses relatively small to ensure that students receive sufficient attention from faculty members.

Finally, the department will continue to discuss a way of mandating at least one advising session every semester before students can enroll in future courses. One suggestion is to make all required courses "instructor permission" courses in order to ensure that students visit with a faculty member before they can enroll in these courses.