ASSESSMENT REPORT
2018-2019

Criminal Justice Studies   **B.A.**
(Instructional Degree Program)   (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 SOCI 2120 Introduction to Criminal Justice (formerly Sociology 231 – Criminal Justice Systems), papers/chapter analyses in Sociology 3000-Sociocultural Theory, research papers assigned in Sociology 4270 – Criminology, final exams (with essay) assigned in Sociology 3290 – Institutional Corrections and research papers assigned in Sociology 4930 – 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:	59	Number of Students Not Meeting Criterion:	17
N/A	18		
Total Number of Students Assessed:	94	Percent of Students Meeting Criterion (minus N/A category):	78%

Interpretation of Results for Outcome 1:

Regarding Outcome 1, Means 1, we did meet our goal with 78% 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, has been successful. 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., SOCI 2120, SOCI 3270, SOCI 3290).

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.	76%
My academic advisor was readily accessible to me.	97%
My academic advisor treated me with respect.	97%
My advisor was sufficiently familiar with the degree programs and curricula to guide me in selecting my course of study.	93%
QUESTIONS – REGARDING FACULTY	
I was intellectually challenged by my interactions with Sociology and Criminal Justice faculty members.	87%
Sociology and Criminal Justice (CJ) faculty members were available.	94%
Sociology and CJ faculty members were enthusiastic about their subject.	89%
Sociology and CJ faculty members were effective teachers	97%
Sociology and CJ faculty members treated me with respect.	94%
QUESTIONS – COURSE MODALITY	
Percent taking Soc/CJ classes via ITV	55%
Of those who took an ITV course: my experience with ITV was satisfactory	58%
Of those who took an ITV course: I would recommend an ITV course to a fellow student	52%
Percent taking a hybrid Soc/CJ classes?	86%
Of those who took a hybrid course: my experience online was satisfactory	79%
Of those who took a hybrid course: I would recommend a hybrid course to a fellow student	58% ⬇
Percent taking an asynchronous Soc/CJ classes?	66% ⬆
Of those who took an asynchronous course: my experience with the online course was satisfactory	75% ⬆
Of those who took an asynchronous course: I would recommend an online course to a fellow student	62%
QUESTIONS – FUTURE PREPARATION	
I feel properly prepared for graduate or professional school.	97% said Yes ⬆
I feel properly prepared for a technological world.	97% said Yes ⬆
I feel properly prepared for employment in my major.	93% said Yes ⬆
QUESTIONS – FUTURE PLANS	
Percent planning to work part-time	24%
Percent planning to work full-time	72% ⬆
Percent that already accepted offer for employment	41% ⬆

Outcomes for Strongly Agree and Agree

QUESTIONS – FUTURE EDUCATION	
Percent planning to pursue graduate/professional education	52%
Of those planning to attend, what percent already admitted?	12%

In general, the program seems to be effective. One area that clearly needs a little more work is the way in which we explain the advising process. This trend has been apparent for 3 years. Additionally, we noticed that more students are taking hybrid/online and asynchronous courses. There appears to be room for improvement regarding said courses. This might be remedied by the faculty partaking in more training for these 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 3300 – Research Methods, Sociology 3000 – Sociocultural Theory, and Sociology 4270 – 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:	42	Number of Students Not Meeting Criterion:	17
N/A	35		
Total Number of Students Assessed:	94	Percent of Students Meeting Criterion (minus N/A category):	71%

Second Means of Assessment for Outcome 2:

Successful completion of Criminal Justice core classes (SOCI 2120, SOCI 3290, SOCI 4270 and SOCI 4930). 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:	69	Number of Students Not Meeting Criterion:	10
N/A	15		
Total Number of Students Assessed:	94	Percent of Students Meeting Criterion (minus N/A category):	87%

Interpretation of Results for Outcome 2:

Regarding Outcome 2, Means 1, we did meet our goal, with 71% of our students receiving a C or better on the papers in SOCI 3300, SOCI 3000 and SOCI 4270. This increase from last year most likely reflects efforts on our part to better prepare students 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, 87% 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 our 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 3300 – Research Methods and Sociology 4270 – 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:	35	Number of Students Not Meeting Criterion:	14
N/A	45		
Total Number of Students Assessed:	94	Percent of Students Meeting Criterion (minus N/A category):	71%

Interpretation of Results for Outcome 3:

Regarding Outcome 3, Means 1, we did meet our goal with 71% of our students receiving a C or better on the final papers in SOCI 3300 and SOCI 4270. This is an increase from last year. This increase, we believe, reflects the recognition that our students needed 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 further improve this percentage.

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 improved course sequencing and preparation for SOCI 4270, SOCI 4930 and SOCI 4300, 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 explore building these skills in lower-level courses (e.g., SOC 2120, SOCI 3270, SOCI 3290) effectively.

Retention Strategies:
We plan to continue working with the Writing Center and utilizing NetTutor to help improve students' writing skills. Each faculty member will continue to evaluate their individual course assessments and make 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 has invited police officers, probation officers, court officers (etc.), all former Highlands students, to speak in her criminal justice courses and will continue to do so.

The department has successfully kept upper-level courses relatively small to ensure that students receive enough 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.