

# Student Learning Outcomes (SLOs) for Instruction Programs Phase I

## Program Outcomes Assessment Report

### “Program/Degree/Certificate Description or Mission Statement & Identification of Outcome(s)”

|  |                                  |
|--|----------------------------------|
| <b>Date:</b>                                 | December 13, 2011                |
| <b>Name of Degree, Certificate, Program:</b> | Administration of Justice Degree |

|   |   |
|---|---|
| <b>Contact Person &amp; Others Involved in Process:</b> | <b>Lead:</b> Edward Wells <b>Others:</b> Bruce Marcuson |
|---|---|

|  |   |
|--|---|
| <b>Mission Statement or Description of the Program, Degree or Certificate:</b> | This degree provides an educational and practical foundation for students interested in multiple professions within the area of Justice and Criminal Administration. Topics include the Justice System and Administration, Criminal Law, Evidence, Policing Procedures and the Community, Report Writing and Documentation, Investigations, Juvenile Law, Custody and Incarceration, and Criminology. Students who work closely with their counselor can use this degree to prepare for majoring in Administration of Justice, Criminal Justice, Custody and Penology, Homeland Security, Political Science, and Pre-Law at a four-year college or university. The student can also apply for work in the fields of: Security, Law Enforcement, Courts, Corrections, and Homeland Security. |
|--|---|

|                      |  |
|----------------------|--|
| <b>Institutional</b> | <input checked="" type="checkbox"/> X__ ISLO1 = communication skills; <input checked="" type="checkbox"/> X__ ISLO2 = critical thinking skills; <input checked="" type="checkbox"/> X__ ISLO3 = personal responsibility;<br><input checked="" type="checkbox"/> X__ ISLO4 = information literacy; <input checked="" type="checkbox"/> X__ ISLO5 = global awareness |
|----------------------|--|

**Learning Outcomes Supported: Please check the ISLOs that are supported by your program:**

**Program-level Outcomes and ways to assess: (Please choose 1-3)**

**Degree or Certificate Grid needs to also be submitted (blank Grid on final page – see SLO Coordinator for assistance. The SLO Coordinator can make a grid for your specific degree/certificate program – just contact her.**

**Has SLO Grid been completed? Yes  No  Is it Attached? Yes  No**

**Please write a couple of sentences describing what information the completed Grid provides. You may want to comment on ISLOs which are being covered well or not covered at all, changes to be made to outcomes or assessments, or, if possible, you may want to compare Grid to previous years.:**

Completing the Administration of Justice Degree grid demonstrated that courses are designed to cover Information Literacy and Global Awareness skills in most cases; and Communication, Critical Thinking and Personal Responsibility skills in the remaining classes.

**Please include the outcomes that have been designed for your courses.**

| Course Number | Outcomes             |
|---------------|----------------------|
|               | Listed in CurricuNet |
|               |                      |
|               |                      |
|               |                      |
|               |                      |
|               |                      |
|               |                      |

**Please identify at least one outcome and assessment method, and estimated date for the completion of Section II. Please keep in mind the Comprehensive Program Review Schedule.**

**Instructional Programs (degrees, certificates): You are asked to complete Course-level Outcomes & Assessments for the two and half years leading up to your Program Review due date, and then Program-level Outcomes can be assessed during your Program Review Fall Semester. Still, even if your Program Review isn't due this fall, you will want to make a plan to evaluate it with colleagues by your Program Review due date.**

1. Outcome #1: Demonstrate knowledge and understanding of the U.S. Constitution and the subsequent Amendments pertaining to the Justice System.

Est. Completion Date: June 2012                      Way(s) to assess: Use of rubric for test in AJ-102 Concepts of Criminal Law.

2. Outcome #2: Demonstrate knowledge and understanding of the Criminal Justice System to include investigation of crimes, prosecution of offenders in court and incarceration of convicted perpetrators in the Correctional System.

Est. Completion Date: December 2012                      Way(s) to assess: Use of rubric for final test in AJ-106 Principles and Procedures of the Justice System.

3. Outcome #3: Demonstrate knowledge and understanding of the principles of a law enforcement report, in particular those elements of the Corpus (body) of the criminal act, the proper documentation of Witness Statements and Evidence.

Est. Completion Date: June 2013                      Way(s) to assess: Use of final written report in AJ-120 Law Enforcement Report Writing.

**Once Section I is completed, please send e-copy & mail hard copy to SLO Coordinator. Then at the end of the data collection/assessment period, please analyze data with co-workers and other members of the IVC community, and complete Section II.**

**Student Learning Outcomes for Instruction – Phase II**  
**Program Outcomes Assessment Report**

**“Assessment of Program-level Learning Outcomes”**

In this section, please re-state each outcome and indicate the method(s) of assessment, provide a summary of the results, and tell how your program will use this information to improve student learning. Each Goal should have at least one Method of Assessment. To encourage collaboration and the sharing of ideas, you are encouraged to share your outcomes, assessment data, and findings with all available members of your department or program. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data. The names may differ from those on Section I.

Date:

Contact Person/Others  
Involved in Process:

Lead:

Others:

**Outcome #1 (please repeat here:**

**1. First Method of Assessment:**

- a. How did you assess Outcome #1?
- b. Provide a summary of results:
- c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
- d. What is your Timeline for Program Modifications or Response to Data?

**2. Second Method of Assessment:**

- a. How did you assess Outcome #1?

- b. Provide a summary of results:
  - c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
  - d. What is your Timeline for Program Modifications or Response to Data?
- 3. Third Method of Assessment:**
- a. How did you assess Outcome #1?
  - b. Provide a summary of results:
  - c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
  - d. What is your Timeline for Program Modifications or Response to Data?

**Outcome # 2 (please repeat here):**

- 1. **First Method of Assessment:**
  - a. How did you assess Outcome # 2?
  - b. Provide a summary of results:
  - c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
  - d. What is your Timeline for Program Modifications or Response to Data?
- 2. **Second Method of Assessment:**
  - a. How did you assess Outcome # 2?
  - b. Provide a summary of results:
  - c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
  - d. What is your Timeline for Program Modifications or Response to Data?
- 3. **Third Method of Assessment:**
  - a. How did you assess Outcome # 2?
  - b. Provide a summary of results:

- c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
- d. What is your Timeline for Program Modifications or Response to Data?

**Outcome # 3 (please repeat here):**

**1. First Method of Assessment:**

- a. How did you assess Outcome # 3?
- b. Provide a summary of results:
- c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
- d. What is your Timeline for Program Modifications or Response to Data?

**2. Second Method of Assessment:**

- a. How did you assess Outcome # 3?
- b. Provide a summary of results:
- c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
- d. What is your Timeline for Program Modifications or Response to Data?

**3. Third Method of Assessment:**

- a. How did you assess Outcome # 3?
- b. Provide a summary of results:
- c. How will your program use this information to improve student learning? If curriculum changes will be made (i.e. course outline, course description, course activities), please explain.
- d. What is your Timeline for Program Modifications or Response to Data?

**Once Section II is completed, please send e-copy & mail hard copy to SLO Coordinator. Thank you very much for taking part in outcomes and assessments.**

**Program Outcomes and Course Alignment Grid for Imperial Valley College**

Program: \_\_\_\_\_ Completed on: \_\_\_\_\_

Prepared by : \_\_\_\_\_

| Course | Communication | Critical Thinking | Personal Responsibility | Information Literacy | Global Awareness |
|--------|---------------|-------------------|-------------------------|----------------------|------------------|
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |
|        |               |                   |                         |                      |                  |

**\*\*FIVE POINT KEY: Using this key, to receive a 3 or 4 the ISLO needs to be measured through the outcome and assessment.**

**4=** This is a STRONG focus of the course. Students are tested on it or must otherwise demonstrate their competence in this area.

**3=** This is a focus of the course that will be assessed.

**2=** This is a focus of the course, but is NOT assessed.

1=This is briefly introduced in the course, but not assessed.

0=This is not an area touched on in the course.

Dear Faculty Members:

Across the top of the grid, on the horizontal axis, you will see the 5 Institutional Student Learning Outcomes (ISLOs)

Located at the end of the form, there is a key to follow when completing this grid. The Key has numbers from 0-4 and an explanation of what each number represents. What we need from you, and your colleagues within each department, is your determination as to the extent each of the courses in your program addresses IVC's five ISLOs. Please provide an honest answer – we do not need perfection, just an honest reflection of where we are in the process. Please review your SLO ID or Cycle Assessment forms and write the number between 0-4 that best corresponds with the ISLOs. Each box across from the course number should be filled in. You can fill in the boxes as the classes stand this year for SLOs, knowing that next year we can do it again with the expectation that more outcomes will be identified and assessed next year.

For those courses that you rank a 3 or 4 on one or more ISLOs, you are indicating that the courses are taught with the intention of improving your students' performance on those outcomes. At some point you may be asked by the college to provide assessment data on those outcomes that you rank a 3 or 4. Completing this grid can demonstrate we are doing just that or it can highlight ISLOs that are being missed so we can improve.

Thank you very much for your assistance,

Toni Pfister, MS, EdD

SLO Coach, X6546