

## Objective Detail Program with link to SLO

My SPOL > Planning > My Objectives > Add the Correctional Academy to the school catalog. (CSI-150)

### Objective Details

Add the Correctional Academy to the school catalog. (CSI-150)

**24120 - Correctional Science**

Unit Manager: Wells, Edward

Email Unit Manager: [Send Email](#)

**Awaiting Approval**  
Awaiting Approval by Akinkuoye , Nicholas

Approval Notes: Approval Status: ● ● ● ●

Note Options  Approval Options

#### Objective Descriptors

[Add](#) [Edit](#) [Delete](#)

Objective ID: 538      Status: Incomplete      Objective Purpose: 3 Program Review

To offer correctional training to our students, in order to qualify them for jobs in this growing market.

#### Planning Years

[Select](#)

Planning Year	Start Date	End Date
<input checked="" type="radio"/> 2015-2016 - (Current)	07/01/2015	06/30/2016

#### Planning Unit Goals

[Select](#)

- Institutional safety and inmate control
- Probation and Parole Concepts

#### Resource Plans

[Add/Edit](#)

There are no records to display

#### Planning Priorities

[Add/Edit](#)

- Student Success

#### Institutional Goals

[Add/Edit](#)

Educational Master Plan 2012-2015

- 2 Goal Two - Student Learning Programs and Services
  - 2.1 Goal Two - Student Learning Programs and Services --> Instructional Programs Meet Needs of Students

#### Tasks or Steps to Accomplish Objective

[Add](#) [Edit](#) [Expand All](#)

Write CCCCCO program approval form for submittal to Curriculum approval.

Start Date: 10/16/2015	Type: Quantitative	Priority: High	Budget: \$0
Due Date: 05/08/2016	Completion Date: 05/08/2016	Status: Incomplete	More >>

Total Objective Budget: \$0

#### What Measurement Tools or Methodologies Will You Use for this Objective?

[Add](#) [Edit](#)

Date	Description
10/16/2015	Submit approved Curriculum to CCCCCO and ACCJC for approval.

#### How Will Intended Results Improve Student Success or Program Effectiveness?

[Add](#) [Edit](#)

Date	Description
02/01/2016	Students interested in careers within the (3) local correctional or other state institutions could use the CSI Academy to ensure job placement in that industry.

#### Objective Status and Use of Results in Resource Allocation for Next Planning Year

[Add](#) [Edit](#)

There are no records to display

#### Units Impacted - Division, Dept., or Related Programs

[Select](#) [Remove](#)

Date	Unit Code	Unit Name	Note	Unit Manager
02/01/2016	24110	Administration of Justice/POST		Wells, Edward

#### Associated Accreditation Standards or Other Standards

[Select](#) [Remove](#)

There are no records to display

#### Associated PLO's, SLO's, or Other Outcomes

[Select](#) [Remove](#)

Outcome	Planning Unit	View
CSI 208 - SLO #3 (Correctional Science, A.S. and Certificate)	Correctional Science, A.S. and Certificate	<a href="#">View</a>

# Assessment Outcome Detail

My SPOL > Assessment > My Outcomes > SOC 101 - SLO #3 (Sociology for Transfer, A.A.-T.)

## Outcome Details

SOC 101 - SLO #3 (Sociology for Transfer, A.A.-T.)  
 3. Distinguish different major sociological theoretical perspectives that explain social behavior. (ILO2, ILO4, ILO5)

Outcome Effectiveness  
**68.8 %**

[View PAM](#)  
[Add to Scorecards](#)

# No Graph Data

-- Projected -- Actual [View Average Results](#)

### Outcome Descriptors

[Add](#) [Edit](#) [Delete](#)

Projected Score: 80 %    Actual Score: 55 %    Weighted Score: 68.8 %    Planning Year: 2015-2016  
 Program: Sociology for Transfer, A.A.-T.    Outcome Type: Course-Level Student Learning Outcomes  
 Operational Status: Data Collection Stage

### Planning Years

[Select](#)

Planning Year	Start Date	End Date
<input type="radio"/> 2014-2015	07/01/2014	06/30/2015
<input checked="" type="radio"/> 2015-2016 - (Current)	07/01/2015	06/30/2016

[Ignore this Goal in 2014-2015](#) [Select](#)    [Institutional Learning Outcomes](#) [Edit](#)

There are no records to display     Critical Thinking

### Institutional Goals

[Select](#)

Educational Master Plan 2012-2015

- 2 Goal Two - Student Learning Programs and Services
- 2.1 Goal Two - Student Learning Programs and Services --> Instructional Programs Meet Needs of Students

### Program Courses

[Select](#)

Course	Syllabus	Skill Level
SOC 101 - Introduction to Sociology		Undetermined

### Measurement Tools or Methodologies to be Used

[Add](#)

- SOC 101 - SLO #3 (Sociology for Transfer, A.A.-T.) ●●●●●●●●●●●●●●●●●●●● 68.8 % [View](#)  
 Students are to respond to a short-answer quiz. They should be able to state the principle ideas of each theory (structural-functionalism, conflict theory, and symbolic interactionism) and identify how each theory explains social behavior. Students should apply the theory to demonstrate understanding.

### Summarize Data Results

[Add](#) [Edit](#)

Date	Description
01/27/2016	Five sections of Soc. 101 were assessed. In class 1 (MW 4:45) 21 students were assessed. 4 students got 100%, 1 student got 83%, 3 students got 67%, 8 students got 50% 2 students got 17% and 2 students got 0%. In class 2 (MW 2:00), 30 students were assessed. 3 students got 100%, 4 students got 83%, 3 students got 67%, 2 students got 50%, 7 students got 33%, 7 students got 17% and 4 students got 0%. In the third class (MW 11:20), 26 students were assessed. 3 students got 100%, 6 students got 83%, 6 students got 67%, 4 students got 50%, 6 students got 33%, 0 students got 17% and 1 student got 0%. In the fourth class, (TTH 9:40) 21 students were assessed. 1 student got 100%, 4 students got 83%, 5 students got 67%, 3 students got 50%, 3 students got 33%, 4 students got 17% and 1 student got 0%. In class 5, 18 students were assessed. 3 students got 100%, 2 students got 83%, 5 students got 67%, 1 student got 50%, 2 students got 33% 2 students got 17% and 3 students got 0%.

### Program or Course Improvements Based on Data

[Add](#) [Edit](#)

Date	Description
01/27/2016	Students seemed to have more confusion with structural-functional theory. I will make sure to clearly emphasize the differences between that and conflict theory. Also, the assignment asked students to apply or use each theory with a topic we had talked about in class but some students neglected this part of the assignment. I will also emphasize that application of the theory is necessary for full credit.