

Bergen Community College

Assessment Report

Assessment Report For: CRJ

Assessment Cycle: 2008-2010

Department Head: Prof. Richard Kuiters

Liaison: Dr. Mark Kassop

Date Submitted: Fall 2008

Program(s), if applicable (AAS, Interdepartmental, etc.):

AS, Criminal Justice

Mission/Goal statement of the department or program:

All students in the Criminal Justice program will:

- a. demonstrate a basic understanding of theories and concepts relevant to the discipline,
- b. be able to use those concepts and theories in a manner that demonstrates critical thinking and
- c. be able to clearly communicate their knowledge of the concepts and theories in a written format.

SEMESTER 1: Create the Assessment Plan

Learning objective being assessed:

Demonstrate an understanding of the functions, interrelationships and processes of the criminal justice components (law enforcement, courts, and corrections).

Core Competencies: (check as many as apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Critical Thinking |
| <input checked="" type="checkbox"/> Applied knowledge | <input type="checkbox"/> Creativity and Aesthetic Appreciation |

Means of Assessment:

Students will demonstrate their knowledge of the functions, interrelationships and processes of the criminal justice system as demonstrated by objective questions and an essay on the final examination given in all sections of the course.

A rubric will be created to assess students' knowledge of the functions, interrelationships and processes of the criminal justice system, and writing skills (the ability to communicate their knowledge of criminal justice effectively in a written format), as demonstrated in the end of semester essay.

SEMESTER 2: Develop an Assessment Strategy

Criterion for success:

A random sample of the assessments will be selected for review. The criterion for success will be achieved if 70% of the students selected score 70% or higher on the assessment.

Dean's Comments: Satisfactory as submitted for Semester 1 and 2. Department chairs will be completing semesters 3 and 4 in the new format.

Peter Dlugos' comments: Very comprehensive project! I have the following observations: (1) I'm looking forward to seeing the rubric for this assignment; can "demonstration of understanding" be broken down into simpler, *observable* skills, which might also lead to a simpler statement of learning objectives involving observable elements? (2) Do you mean a 70% score on a rubric? Rubrics typically involve a letter grade, or, more commonly, a point value of 20 or less.

VPAA's Comments: I recommend completing draft rubrics and sharing them. Getting input on the rubrics will facilitate a more effective assessment.

SEMESTER 3: Implement Assessment Plan & Strategy

Summary and analysis of data collected:

Upon completion of the Introduction to Criminal Justice Courses the students demonstrated an understanding of Parckard Theory had a 18 point value on their final question concerning the theory. All Introduction to Criminal Justice calls participated with most reporting B+ . The Criminal Justice Department began a through review of the impact of the assessment and will address the results with all full time and adjunct staff.

(The Summary should appear here. Use attachments only to provide information to support the summary.)

SEMESTER 4: Reporting and Revising

Use of results:

Students will demonstrate their knowledge of the functions, interrelationships and processes of the criminal justice system as demonstrated by the objective question in an essay on the final examination given to Professor Kramer, Hayes and Kuiters in all their sections of the CRJ 101 Introduction to Criminal Justice course. The essay question of the impact of Packards theory on the criminal justice system and criminal justice policy development was implemented in our CRJ 101 classes to assess the students understanding..

This rubric was created to assess students' knowledge of the functions, interrelationships and processes of the criminal justice system, and writing skills (the ability to communicate their knowledge of criminal justice effectively in a written format), as demonstrated in the end of semester essay. Students received an average of 88% in Professor Kramer classes, 92% in Professor Kuiters and 90% in Professor Hayes classes.

The average on the students that demestrated meeting the learning objectives involving observable element was 19 out of a 20 point scale value..

Dean's Comments: 

VPAA's Comments: