

**Outcomes Assessment Results for CA499
For Academic Year 2016**

Student Learning Assessment for: Bachelor of Science, Multidisciplinary Studies (BS-MLTD)	
Program Intended Student Learning Outcomes (Program ISLOs)	
1.	<i>Program Learning Outcome 1: Effectively communicate, incorporate and synthesize knowledge from at least two disciplines</i>
2.	<i>Program Learning Outcome 2: Demonstrate a theoretical and conceptual foundation in two disciplines included in the liberal arts degree</i>
3.	<i>Program Learning Outcome 3: Demonstrate acquired skills in research, writing and presentation across two disciplines</i>
4.	<i>Program Learning Outcome 4: Distinguish the differences in principles and methods between two disciplines</i>
5.	<i>Program Learning Outcome 5: Use critical thinking skills to effectively solve problems</i>
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
Direct Measure: The direct measure for the Bachelor of Science, Multidisciplinary Studies is the final paper found in the program’s capstone course, CA499, Professional Strategies. The CA499 rubric is, and will continue to be, the tool used by the evaluators to score the artifacts collected in CA499.	For each PLO the target criteria was set at 80%. Eighty percent of the students will score a 3 out of 4 on the final paper or at the “advancing” and/or “proficient” level.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
The indirect measure identified in the assessment of the Multidisciplinary Studies program is the Graduate Survey. The Graduate Survey for this degree program is intended to survey the graduates overall academic experience. Survey questions include the	The target/criterion for each of the survey questions was 80% of the students will report a minimum of a 4 on a 5-pt. scale or “agree” or “strongly agree” relative to the associated SLO

<p>student's confidence level on achieving the stated PLO's, if their goals were achieved, and employment/promotional opportunities.</p>	
<p>Learning Assessment Results: BS- Multidisciplinary Studies</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>The CA499 course was intended to capture the program outcomes for Multidisciplinary Studies and Criminal Justice. This will be discussed in greater detail on the Criminal Justice results form, but for the purposes of this assessment cycle, only the artifacts could be reviewed and scored for the MLTD students.</p> <p>In an effort to ensure reliability and consistency in scoring, the artifacts were first assigned to the adjunct instructors teaching in the College and then by the College's full-time faculty members.</p> <p>The following was discovered: (1) a few evaluators struggled with the instructions for the final project which may have impacted the assessment scores, (2) the rubrics for this assessment should be modified to help the evaluators know exactly how to score the artifacts, and (3) in viewing the students who received a "1" or "2" (they did not meet all of the program outcomes), actually received near perfect or perfect grades on their final paper, indicating a possible grade inflation issue.</p>	
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	
<p>At the time of this assessment cycle, it was discovered a Graduate Survey had never been developed for the BS-MLTD graduates.</p> <p>The End of Course Survey data is not available at this time due to IT</p>	

development, so it cannot be determined if the student at least achieved the expected goals of the course.	

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
Program ISLOs	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
1. <i>Program Learning Outcome 1</i>	81%/81%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2. <i>Program Learning Outcome 2</i>	87%/79%							
3. <i>Program Learning Outcome 3</i>	76%/75%							
4. <i>Program Learning Outcome 4</i>	81%/76%							
5. <i>Program Learning Outcome 5</i>	78%/83%							

Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:

1.	<i>The one program outcome not met between both sets of evaluators was PLO 3, Demonstrate acquired skills in research, writing and presentation across two disciplines. Before it is determined that this percentage is reflective of the students' writing and research ability, and what they have learned through their degree program, the final project and the instructions need to be revised. Once this revision is made and runs through an assessment cycle, it can be determined where a curriculum issue may exist. CA499 course revision to be completed and go live date set for December 28, 2016 (201652 term). Another data collection will be June 2017.</i>
2.	<i>Simplifying the associated assessment rubric to be more clear and concise.</i>
3.	<i>Review BS-MLTD program outcomes</i>
4.	<i>Implementation of the Graduate Survey for the indirect measure</i>

**Outcomes Assessment Results for Criminal Justice- Peregrine Results
For Academic Year 2016**

Student Learning Assessment for: Bachelor of Arts, Criminal Justice (BA-CJ)	
Program Intended Student Learning Outcomes (Program ISLOs)	
6.	<i>Program Learning Outcome 1: Explain the various causes of crime using criminal justice theories, practices and processes to a multicultural population</i>
7.	<i>Program Learning Outcome 2: Compare and contrast historical and contemporary police functions, issues and responses to crime</i>
8.	<i>Program Learning Outcome 3: Describe the nature and function of corrections, its services, practices and institutions</i>
9.	<i>Program Learning Outcome 4: Analyze relevant criminal law and procedures as they relate to the administration of justice</i>
10.	<i>Program Learning Outcome 5: Differentiate between adult and juvenile procedures throughout the criminal justice system</i>
11.	<i>Program Learning Outcome 6: Apply the concepts of professionalism, ethical behavior and social responsibility to make decisions as a criminal justice professional</i>
12.	<i>Program Learning Outcome 7: Evaluate the three components of the criminal justice system</i>
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
Direct Measure: The direct measure for the Bachelor of Arts, Criminal Justice is an external exam created by Peregrine Academic Services.	For each PLO the target criteria was set at 40%. This percent is based on the Peregrine scale which rates student competency of 40-59% as average.
Assessment Instruments for Intended Student Learning Outcomes—	Performance Objectives (Targets/Criteria) for Indirect Measures:

<p>Indirect Measures of Student Learning:</p>	
<p>The indirect measure identified in the assessment of the Criminal Justice program is the Graduate Survey. The Graduate Survey for this degree program is intended to survey the graduates overall academic experience. Survey questions include the student’s confidence level on achieving the stated PLO’s, if their goals were achieved, and the University’s policies and procedures.</p>	<p>The target/criterion for each of the survey questions was 80% of the students will report a minimum of a 4 on a 5-pt. scale or “agree” or “strongly agree” relative to the associated SLO.</p>
<p>Learning Assessment Results: BA- Criminal Justice</p>	
<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>The PLO benchmarks for this program were set at 40%. According to their scale, scores between 30-39% are Below Average; 40-59% are Average, 60-69% are Above Average.</p> <p>The selection criteria used in this comparison was (1) other military-centric schools, (2) other for-profit schools, and (3) programs located within the U.S. with the following topic areas covered in the exam:</p> <ul style="list-style-type: none"> – Criminological Theory – Ethics and Diversity – Juvenile Justice – Law Adjudication – Law Enforcement – Research and Analytical Skills <p>All but one category, Criminal Theory, students scored average or above average. Criminal Theory was actually low among our comparisons as well. The two subcategories identified were the nature and causes of crime and typologies of offenders.</p> <p>Even though the GU student scores were higher at the conclusion of Q2 than Q1 and when compared to the selection criteria, especially in Ethics</p>	

<p>and Diversity and Law Enforcement, the sample size was too small (16 exams) to make any reliable conclusions.</p> <p>Q1 and Q2 2016</p> <p>Total: 47.63%</p> <p>Corrections: 41.43%</p> <p>Criminal Theory: 36.86%</p> <p>Ethics/Diversity: 46.58%</p> <p>Juv. Justice: 56.00%</p> <p>Law Adjudication: 51.55%</p> <p>Law Enforcement: 60.86%</p> <p>Research/An. Skills: 40.29%</p> <p>Peregrine scale scores between 30-39% Below Average; 40-59% Average, 60-69% Above Average. All but one category, Criminal Theory, students score average or above average. Criminal Theory was actually low among our comparisons as well. Direct measure was set at 40% benchmark, which is being met, with the exception of Criminal Theory.</p> <p>CA499 was added to the Criminal Justice program as a second direct measure. It was determined when the CA499 artifacts were being collected and assigned to the evaluators, the CJ assessment rubric did not align with the final paper, thus making it impossible to score. A capstone course will need to be developed specifically to measure the program outcomes.</p>	
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	
<p>Year to date, there have only been three surveys. It does not appear the Graduate Survey was sent in Quarter 1 or Quarter 2 2016. Quarter 3 and beyond, the Graduate Surveys will be sent at the completion of each quarter, with results reviewed on a semi-annual basis.</p>	

Intended Student Learning Outcomes		Learning Assessment Measures						
Program ISLOs (Q1 and Q2 results are combined for the direct measure)	Direct Measure 1	Direct Measure 2	Direct Measure 3	Direct Measure 4	Indirect Measure 1	Indirect Measure 2	Indirect Measure 3	Indirect Measure 4
	Performance Target Was... 40%	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
6. Program Learning Outcome 1	36.86% Not met	N/A	N/A	N/A	Not enough survey results. Will update when more responses are collected	N/A	N/A	N/A
7. Program Learning Outcome 2	60.86%							
8. Program Learning Outcome 3	41.43%							
9. Program Learning Outcome 4	51.55%							

10.	<i>Program Learning Outcome 5</i>	56%		
11.	<i>Program Learning Outcome 6</i>	46.58%		
12.	<i>Program Learning Outcome 7</i>	N/A Captured in the above outcomes		
Proposed Courses of Action for Improvement in Learning Outcomes for which Performance Targets Were Not Met:				
5.	<i>Curriculum changes have been submitted and implemented in the Introduction to Criminology course. There were two subcategories identified, nature and causes of crime and typologies of offenders. Specific assignments in the course have been revised to address these deficiencies.</i>			
6.	<i>Development and implementation of a capstone course specific to the program.</i>			
7.	<i>Until the CJ capstone can be developed, add the Graduate Survey to CA499 to ensure more consistent response rates for the indirect measure.</i>			

**Outcomes Assessment Results for GU299
For Academic Year 2016**

Student Learning Assessment for: General Education Capstone, GU299

Intended Student Learning Outcomes (ISLOs)	
<i>The outcomes measured in this course are the five University Learning Outcomes</i>	
13. <i>University Learning Outcome 1: Communication</i>	
14. <i>University Learning Outcome 2: Critical Thinking</i>	
15. <i>University Learning Outcome 3: Respect for Diversity</i>	
16. <i>University Learning Outcome 4: Professional, Ethical and Social Responsibilities</i>	
17. <i>University Learning Outcome 5: Lifelong Learning</i>	
Assessment Instruments for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Direct Measures:
Direct Measure: The direct measure for the General Education capstone, GU299, is the final project in the course.	Based on the 2016, Outcomes Assessment Plan, for each PLO the target criteria was set at two out of a four point scale, or at the “developing” level.
Assessment Instruments for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Objectives (Targets/Criteria) for Indirect Measures:
The indirect measure identified in the assessment of GU299 will be the End of Course survey. There are five types of multiple-choice questions included in the 26-question survey: <ol style="list-style-type: none"> 1. Time-on-task (1) 2. DEAC-required student-satisfaction (3) 3. Course materials and objectives (5) 4. Course logistics and support (2) 5. Instructor (15) 	The target for this indirect measure is for students to report they “agree” or “strongly agree” with the survey questions. Some of the questions include “The course content was appropriately challenging” and “Course provides knowledge that can be used to problem solve or create something of value”.
Learning Assessment Results: General Education Capstone, GU299	

<p>Summary of Results from Implementing Direct Measures of Student Learning:</p>	
<p>The role of general education not only establishes the foundational subject knowledge for all majors, but it also serves to introduce and reinforce the University Learning Outcomes (ULO's). That said, GU299 was developed to be a mid-point assessment, designed to measure the five ULO's. The GU299 artifacts were scored by full-time faculty members using rubrics inspired by the Value Rubrics created by the Association of American Colleges & Universities (AAC&U). The rubric categories were created to assess the skills involved in the five ULO's.</p> <p>Using the timeframe of May 2015 through April 2016, the data collected through AssessMentor indicated the target benchmark, as outlined in the 2016 outcomes assessment plan, has been met for all five University Learning Outcomes.</p> <p>Although these results indicate all benchmarks for the ULO's have been met, we must consider evaluator bias and whether or not the evaluator was more lenient in scoring the artifacts. The faculty member not only grades the final project, but they would immediately score the artifact for assessment purposes.</p> <p>In an effort to control for instructor bias, a second collection of the GU299 artifacts took place in October 2016 using Blackboard Outcomes. A sample size was determined and the artifacts were randomly assigned to the evaluators, with each artifact being evaluated and scored twice.</p>	
<p>Summary of Results from Implementing Indirect Measures of Student Learning:</p>	

The indirect measure to be used in this course in the End of Course survey. The End of Course Survey data is not available at this time due to IT development, so it cannot be determined if the student at least achieved the expected goals of the course.

Summary of Achievement of Intended Student Learning Outcomes:

Intended Student Learning Outcomes	Learning Assessment Measures							
	<i>Direct Measure 1</i>	<i>Direct Measure 2</i>	<i>Direct Measure 3</i>	<i>Direct Measure 4</i>	<i>Indirect Measure 1</i>	<i>Indirect Measure 2</i>	<i>Indirect Measure 3</i>	<i>Indirect Measure 4</i>
University Learning Outcomes	Performance Target was 80% of the students will score at a level 2 out of a level 4	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...	Performance Target Was...
<p>University Learning Outcome 1- Communication</p> <p>Writing and Using Appropriate Voice- 13% scored a 1 and 87% scored 2 or higher</p> <p>Content Choice: 12% scored a 1 and 88% scored 2 or higher</p> <p>Using Appropriate Voice: 7% scored 1 and 93% scored 2 or higher</p>		N/A	N/A	N/A	EoC survey is not available at this time	N/A	N/A	N/A
<p>University Learning Outcome 2- Critical Thinking</p> <p>Questioning Information: 23% scored a 1 and 77% scored 2 or higher</p>								

<p>Evaluating Information: 22% scored a 1 and 78% scored 2 or higher</p> <p>Evaluating Solutions: 22% scored a 1 and 78% scored 2 or higher</p> <p>Considering Context: 16% scored a 1 and 84% scored 2 or higher</p>		
<p>University Learning Outcome 3- Respect for Diversity</p> <p>Recognizing Differences: 25% scored a 1 and 75% scored 2 or higher</p> <p>Exploring Differences: 25% scored a 1 and 75% scored 2 or higher</p>		
<p>University Learning Outcome 4- Professional, Ethical, and Social Responsibility</p> <p>Recognizing Ethical Issues: 18% scored a 1 and 82% scored 2 or higher</p> <p>Demonstrating Professionalism: 18% scored a 1 and 82% scored 2 or higher</p> <p>Understanding Community Roles and Responsibilities: 17% scored a 1 and 83% scored 2 or higher</p>		
<p>University Learning Outcome 5- Lifelong Learning</p> <p>Using Formal and Informal Learning: 24% scored a 1 and 76% scored 2 or higher</p>		

<p>Applying Learning Across Situations: 24% scored a 1 and 76% scored 2 or higher</p> <p>4= Proficient 3= Advancing 2= Developing 1= Emerging</p>		
<p>Proposed Courses of Action for Improvement:</p>		
8.	<p><i>Blackboard Outcomes have been set up to randomly assign evaluators to the collected artifacts in order to reduce evaluator bias.</i></p>	
9.	<p><i>Ensure the End of Course survey needed for the indirect measure is functioning and the survey data is readily accessible.</i></p>	
10.	<p><i>Course has been revised and will go live December 28, 2016 (201652 term) and another data collection will take place June 2017.</i></p>	
11.	<p><i>Review of the ULO's to possibly change to Professional Core Competencies, which would require a revision to the rubric (simplify the rubric)</i></p>	