

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Behavioral Sciences
Program:	Correctional Administration AA
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

1. Identify, analyze, apply the fundamental theories and concepts underlying the Correctional System
2. Identify, analyze and apply the ethical components of discretionary decision making
3. Identify and describe the operational elements of the major components comprising the prison and
- 4.

B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

Assessment results show that while the tools used to assess have been largely effective, faculty need to better align similar assessment methods and continue to engage in courageous conversations regarding cohesive coordination culminating at the course and program level.

C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

All student learning outcomes are aligned with the program learning outcomes. As an example, SLO #1 for Crim B21 Introduction to Criminal Justice, which requires students to identify and describe the evolving philosophy of punishment is a direct reflection of all three program level outcomes.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

E. How do you engage in collegial dialog about student learning outcomes?

Correctional Administration faculty meet and discuss the previous year's assessment tools and results prior to the beginning of Fall and Spring assessments. Faculty adjust the assessment tools based on dialog, results, and group consensus. At the end of the semester, Criminal Justice faculty discuss what changes, if any, should be made both to instruction and the assessment tools.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

he Correctional Administration program did not specify a major objective regarding equity as data did not reveal significant demographic differences regarding success and retention.