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| **2022-2023 Assessment Report** |
| **Assessment Reporting Form:** This report is to show that academic assessment is occurring and that the results are being used to make changes to improve student learning. The assessment being reported could be for Program Learning Outcomes (PLOs), Measurable Student Level Outcome (MSLOs), and/or Course Common Student Learning Outcomes (CSLOs). Each program should be assessing and gathering data for at least **two** PLOs OR **two** MSLOs that contain CSLOs each year. On the Baseline Assessment Reporting Form, please record the baseline for the percentage of students who are proficient in the student learning outcome(s) assessed and identify improvements that will be made to increase that percentage. Later, you’ll complete a follow-up assessment (recorded on a Follow-Up Assessment Reporting Form) to ascertain whether the adopted improvements resulted in an increased percentage of students proficient in the assessed learning outcome(s).  |
| **Course or Program Assessment Details Due Oct. 13, 2022** |
| **1. Program name or course name and number**: AJS 260 Procedural Law |
| **2. Division in which the program or course is located**:Adm. of Justice Prgm. |
| **3. Date form completed**:October 13, 2022 |
| **4. Name of person completing report**:John Foust |
| **5. Semester and year in which the assessment was conducted**:Fall 2022 |
| **6. Number of student participants**:18 |
| **7. Number of faculty/staff participants**:1 (John Foust) |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**MSLO #5: Examine the exclusionary rule and the exceptions to it, and the fruit of the poisonous tree doctrine and the exceptions to it.MSLO #10: Examine plea bargaining and summarize the arguments for and against its use. |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**Student performance is assessed with written exams and quizzes that contain questions in a variety of formats (matching, true-false, multiple, choice, etc.). |
| **Program Results & Evaluation Due December 10, 2022** |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)**MSLO #5: Examine the exclusionary rule and the exceptions to it, and the fruit of the poisonous tree doctrine and the exceptions to it. 70% correct response or better is considered proficient.* Students were presented ten test items. The average score of the items was **89.55% correct**.
* MSLO #10: Examine plea bargaining and summarize the arguments for and against its use. 70% correct response or better is considered proficient.
* Students were presented 19 test items. The average score of the items was **89.56% correct**.
 |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?** |
| ***Feel free to attach your PLOs OR MSLOs and CSLOs and indicate which were assessed***Attached are the actual test items that were presented to the students, along with their scores on each item.[https://centralaz.sharepoint.com/:b:/s/ProgramAssessment/EdSDUwS0H4FMppMGn8IbwNABHsHO4ZPRbHln82dDjyj4dw?e=d3Qd8I](https://centralaz.sharepoint.com/%3Ab%3A/s/ProgramAssessment/EdSDUwS0H4FMppMGn8IbwNABHsHO4ZPRbHln82dDjyj4dw?e=d3Qd8I)[https://centralaz.sharepoint.com/:b:/s/ProgramAssessment/ET5bkXAfg7ZLo\_xPmtghHqcBjjj2ipxo3CSK-WBZxO\_iRQ?e=7PlvJz](https://centralaz.sharepoint.com/%3Ab%3A/s/ProgramAssessment/ET5bkXAfg7ZLo_xPmtghHqcBjjj2ipxo3CSK-WBZxO_iRQ?e=7PlvJz) |

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| **Feedback Rubric** |
| **Category** | **1 - Developing** | **2 – Satisfactory** | **3 - Exemplary** | **Score** | **Feedback** |
| **Outcomes Identified** | Outcomes to be assessed were not clear | Outcomes to be assessed were identified but were not aligned to CSLOs | PLOs or MSLOs to be assessed were identified and aligned with CSLOs | 3 | Outcomes are clearly identified for the assessment.  |
| **Scope of Assessment** | The assessment was given by only one faculty member and/or to one class | The assessment was given by a few faculty members to several classes, but it was not district-wide | The assessment was given district-wide by all faculty teaching the course. | 3 |  |
| **Quality of Assessment** | The assessment did not have articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment somewhat articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | The assessment clearly articulated criteria for assessment of knowledge, skills, and attitudes (e.g., rubrics, exemplary work). | 3 | Your data is clear and meaningful.  |
| **Interpreting Results** | Data of assessment results was not provided. | Data of assessment results was provided and there was evidence that the results were somewhat analyzed | Data of assessment results was provided and there was evidence that the results were analyzed in depth | 2 | Looking for a qualitative analysis of the test and how you plan to make adjustments for next semester.  |
| **Reflection and Future Action** | Reflection of the results of the assessment was not apparent and no changes and/or improvements based on them were identified. | Reflection of the results of the assessment was somewhat clear and one change and/or improvements based on them was identified. | Reflection of the results of the assessment was clear and several changes and/or improvements based on them were identified. | 2 | Part of this process is giving you the opportunity to look critically at your assessment and identify ways to improve.  |
| **Additional Comments:** I would like to see where you see a potential weakness or a necessary shift that will improve student learning outcomes. This could be finding a question that needs better wording orr identifying a learning outcome that should be taught a different way to improve understanding. Please reflect on and update question 11. It will give you the path for how you interpret data for phase 2 of the reporting. Phase 2 is essentially a repeat of what you did this semester, but with a change that you made based off of identifying a need in your initial results.  |



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| **Course or Program Assessment Details Due May 18th, 2023** |
| **1. Program name or course name and number**: Administration of Justice Studies: AJS 260 Procedural Law |
| **2. Division in which the program or course is located**:Social and Behavioral Sciences |
| **3. Date form completed**:November 28, 2022 |
| **4. Name of person completing report**:John Fous |
| **5. Semester and year in which the assessment was conducted**:Fall 2022 |
| **6. Number of student participants**:18 |
| **7. Number of faculty/staff participants**:John Foust |
| **8. What PLOs and/or MSLOs and CSLOs did you assess for this baseline assessment? (For clarity, please label each measure listed as a PLO, MSLO, or CSLO.)**MSLO #5: Examine the exclusionary rule and the exceptions to it, and the fruit of the poisonous tree doctrine and the exceptions to it. MSLO #10: Examine plea bargaining and summarize the arguments for and against its use. |
| **9. Describe the assessment method used and the criteria for successful achievement of student learning outcomes. (e.g., rubrics, licensing exam, internship, portfolio, exam, quiz, research paper, performance exam, EAC, etc.)**Student performance is assessed with written exams and quizzes that contain questions in a variety of formats (matching, true-false, multiple,choice, etc.). |
| **10. What percentage of the participating students were proficient in the PLOs, MSLOs or CSLOs?  What percentage of correct answers was determined as proficient? (For example, a student has to answer 70% of the questions correctly to be considered proficient.)**MSLO #5: Examine the exclusionary rule and the exceptions to it, and the fruit of the poisonous tree doctrine and the exceptions to it. 70%correct response or better is considered proficient.· During the initial assessment students were presented ten test items. The average score of the items was 89.55% correct.· During this assessment students were presented with nine test items. The average score of the items was 89.11% correct.MSLO #10: Examine plea bargaining and summarize the arguments for and against its use. 70% correct response or better is consideredproficient.· During the initial assessment students were presented 19 test items. The average score of the items was 89.56% correct.· During this assessment students were presented with 15 test items. The average score of the items was 91.0% correct.Both on the last assessment and on this follow-up assessment, students are demonstrating that they are proficient with and understand the twoMSLOs that were assessed. |
| **11. What changes/improvements were made or will be made in response to the outcomes of the assessment process?**No changes are anticipated on MSLO #5. However, on MSLO #10 there were two questions where students scored below 70% on each (scored inthe 60s). These questions need to be rewritten to more clearly represent what is being asked. |
| **Additional Comments or feedback on the Assessment Process (Optional):** |