**Executive Summary**

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

The ADJU program completed its GELO assessment in the Summer of 2015. The GELO assessment rates were 68% for GELO 1, 92% for GELO 2, and 76% for GELO 3. This data showed, for the most part, the ADJU program was doing an adequate job in aligning its courses with the GELO requirements. The program would like the GELO #1 outcome to be higher. The program is contemplating instituting a program policy where a critical thinking component is created and focuses on the method of inquiry used by the social and behavioral sciences in problem solving and critical thinking skill sets. Furthermore, the program would like to institute an adjunct orientation and an annual faculty meeting.

**Faculty Included in the Preparation and Sharing of this Report:**

(please replace this area with the names of all faculty that helped to prepare and provide input on this report. This includes faculty who were parts of draft discussions and conversations. Ideally, it is all faculty representing the core disciplines making up the degree or certificate.)

Greg Hausmann – Professor of Administration of Justice

Steve Choi – Professor of Administration of Justice

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

**GENERAL EDUCATION LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Social and Behavioral Science

Demonstrate proficiency in Social and Behavioral Science by:

1. *Describing the method of inquiry used by the social and behavioral sciences. 126/186* 68%
2. *Describing how societies and social subgroups have operated in various times 95/103* 92%

*and cultures.*

1. *Analyzing the ways that individuals act and have acted in response to their 442/578* 76%

*societies.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving GELOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each GELO in relation to your CLO data. **Are your results satisfactory?**

*The various GELOs on the spread sheet are accurate and they represent the overall purposes of these specific Administration of Justice courses. The GELOs, which are listed, in the MJC Catalog represent the expected student learning outcomes for MJC-GE areas. Administration of Justice has courses approved in the area D which helps to illustrate the breadth and scope of the program.* Furthermore, our assessmentof the GELOs demonstrates student success in ensuring the Administration of Justice program is adequately teaching each required GELO. The passage rate of GELO 1 is 68%, GELO 2 is 92%, and GELO 3 is 76%. The program would like the GELO #1 outcome to be higher. The program is contemplating instituting a program policy where a critical thinking component is created and focuses on the method of inquiry used by the social and behavioral sciences in problem solving and critical thinking skill sets.

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

**Question:** Did you make any changes in your CLO statements or analysis during the last 4-year cycle?

**Response:** ADJU program did not make any changes to the CLO statements in the last 4-year cycle. But the program wants to implement different mechanisms to evaluate our CLOs. Evaluations may be written term papers tied into a specific CLO or an untraditional performance based exam where all of the CLOs are tested. The results would be captured via using a rubric. They would be easily accessible and ensure program quality and integrity.

**Question:** Did you receive funding for resources requests that were aimed to improve assessment results?

**Response:** The ADJU program received funds for the purchase of a use of force simulator. This purchase will assist assessment of CLOs through the use of the simulator in reporting writing, ethical considerations, and application and analysis of relevant laws.

**Question:** Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program?

**Response:** Yes. Mr. Hausmann and Choi completed the MJC online recertification course. An online Writing Module was created to assist students in writing term papers. This was a joint collaborative project and the Writing Module was implemented in Mr. Hausmann and Mr. Choi’s online courses in the Summer 2015 semester.

1. **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

The ADJU program would continue assessing the course learning outcomes to ensure each outcome is relevant and pragmatic for the success of our students. This will be completed by the continued use of our advisory group and each instructors’ professional input from research and networking.

The ADJU program is contemplating an adjunct orientation when a new hire is brought on board to the program. Another implementation is the start of a yearly ADJU faculty meeting. This meeting would ensure all of the College’s policies and procedures are met while allowing full-time faculty to answer questions related to accreditation, program review, and CLO assessments.

The ADJU program is discontinuing the certificate in Supervisory Management in Public Safety.