**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 PLO assessment in the summer of 2015. The PLO assessment rates were 82% for PLO 1, 92% for PLO 2, 75% for PLO 3, and 86% for PLO 4. This data showed, for the most part, the ADJU program was doing an adequate job in aligning its courses with the PLO requirements. The program would like PLO 3 to be higher. The program is attempting to reinstate ADJU 206 – Multicultural Issues within Public Safety. This should better serve our students and align our coursework with the PLOs. Furthermore, this course would assist our students in their respective careers by providing them tools to better serve the various cultures in our society.

**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 PLO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each PLO column *and* the corresponding PLO passing rate as an aggregated percentage*.*

**AWARD (and corresponding PLO) Students Passed/Assessed TOTAL RATE**

A.S.-T. Degree: Administration of Justice

1. *Explain the roles that the three components of the administration of justice system play in 659/789 84%*

*society and how these components interact with one another to provide public safety.*

1. *Define the role of policing and recognize importance of building and maintaining favorable 760/979 78%*

*community relations.*

1. *Interpret, assess and compare competing types of evidence and data. 204/233 88%*
2. *Identify the legal and societal restrictions placed by society on the administration of justice 737/888 83%*

*system in carrying out its role or providing for the public safety of society.*

A.S. Degree: Administration of Justice

1. *The student will be able to discuss the roots of the American legal system and how it applies to 1239/1504 82%*

*today’s criminal justice profession, including ethical dilemmas confronting today’s society.*

1. *The student will be able to create narrative reports, develop note taking skills, create visual 92/100 92%*

*simulations and develop interview techniques.*

1. *The student will describe the value of diversity and its inclusion rather than exclusion into the 593/786 75%*

*criminal justice system.*

1. *The student will be able to select a topic and be able to solve a social / criminal justice issue. 567/660 86%*

Skills Recognition: Supervisory Management in Public Safety (**Inactivated**)

1. *The student will be able to discuss management, supervision and human resources as it relates N/A N/A*

*to today’s criminal justice profession.*

1. *The student will be able to analyze ethical dilemmas confronting law enforcement. N/A N/A*
2. *The student will describe the value of diversity and its inclusion rather than exclusion into the N/A N/A*

*criminal justice system.*

1. *The student will be able to select a topic and be able to solve a social / criminal justice issue. N/A N/A*

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

The various PLOs on the spreadsheet are accurate and they represent the overall purpose of these specific Administration of Justice courses. The PLOs, which are listed, in the MJC catalog represent the expected student learning outcomes for MJC-GE areas. The Administration of Justice has courses approved in the area D which helps to illustrate the breadth and scope of the program. Furthermore, our assessments of the PLOs demonstrate student success in ensuring the Administration of Justice is adequately teaching each PLO. The passage rates were 82% for PLO 1, 92% for PLO 2, 75% for PLO 3, and 86% for PLO 4. The program would like PLO 3 to be higher. The program is attempting to reinstate ADJU 206 – Multicultural Issues within Public Safety. This should better serve our students and align our coursework with the PLOs. Furthermore, this course would assist our students in their respective careers by providing them tools to better serve the various cultures in our society.

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 or PLO statements or analysis during the last cycle or recently? 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.*

*Did you make any changes in your CLO or PLO statements or analysis during the last cycle or recently?*

ADJU program did not make any changes to the PLO statements in the last cycle. The PLOs were constructed through the valuable input from our Advisory Committee. As of now, our Advisory Committee has recommended no changes to our PLOs.

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

The ADJU program received funds for the purchase of a use-of-force simulator. This purchase will assist assessment of PLOs through the use of the simulator in evaluating the current PLOs.

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

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 collaboration project and the writing module was implemented in Mr. Choi and Mr. Hausmann’s online courses in the summer 2015 semester. Lastly, Mr. Choi and Mr. Hausmann have embedded a Librarian into their online courses.

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 PLOs 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 Committee and each instructor’s 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 PLO assessments.

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