

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Criminal Justice	144	CJT 144 01/03/2025- Parole, Probation, and Community Corrections
College	Division	Department
Advanced Technologies and Public Service Careers	Public Service Careers & Apprenticeships	Public Service Careers
Faculty Preparer		Kevin Lindsey
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Differentiate among the clients, goals and responsibilities of parole and probation agents.

- Assessment Plan
 - Assessment Tool: Departmental outcome-related multiple-choice exam questions
 - Assessment Date: Fall 2024
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students

- How the assessment will be scored: Answer key
- Standard of success to be used for this assessment: 75% of the students will score 75% or higher on the exam.
- Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2024, 2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
19	15

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Between the two courses sections (of the 19 students), four students (three in Winter 2023 and one in Winter 2024) did not complete any of the assessed assignments. (One student was enrolled in both classes and did not complete assignments in either). As a result, 4/19 students not completing any assessed assignments the overall performance levels on the reports are significantly lower than they would logically be if all students had completed the assessments. Seven students from Winter 2023 and eight students from Winter 2024 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

As this course is only offered once per year and in an online format, all students who took this course in the previous two years are being assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This was a new course three years ago. The initial plan with the new course was to use a multiple-choice exam as the assessment tool. However, as this course is more analytical in nature and Bloom's Taxonomy suggests using a more analytical tool to assess the course, the "Roles and Responsibilities " was chosen as the assessment tool for this SLO. This assignment is a formal, analytical, essay

assignment. This assignment is graded using a developed rubric. The Master Syllabus will be updated to reflect the new assessment tool.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The standard of success in the assessment plan is: 75% of the students will score 75% or higher on the exam. Adapting this to the tool used, 75% out of a total possible 45 points is 33.75.

With the removal of the 4 of 19 students who did not complete the assessment tool, the results were as follows:

Winter 2024: 5/8 students (62.5%) scored 75% or higher, with individual scores at -- 17, 31, 32, 36, 37, 39, 41, and 42 out of 45 points;

Winter 2023: 2/7 students (28.6%) scored 75% or higher, with individual scores at -- 13, 18, 22, 29, 33, 38, and 40 out of 45 points. A score of 33.75 represents 75%. .

Therefore, as only 7/15 students (46.7%) met the 33.75 point threshold, the standard of success was not met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The Roles and Responsibilities paper is a formal analytical paper that requires the student to conduct research and report on a course related topic. This assignment requires higher-level analysis of the duties of a parole/probation officer.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

With the percentage below the minimum of 75%, it is believed that as this assignment is completed in week 4 of the course, students were not as aware of the grading standards. Additional time will be spent with the students identifying and clarifying the grading standards for the assignment.

Outcome 2: Identify the purpose of parole, probation, and community corrections.

- Assessment Plan
 - Assessment Tool: Departmental outcome-related multiple-choice exam questions
 - Assessment Date: Fall 2024
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 75% of the students will score 75% or higher on the exam.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2024, 2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
19	15

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Between the two courses sections (of the 19 students), four students (three in Winter 2023 and one in Winter 2024) did not complete any of the assessed assignments. (One student was enrolled in both classes and did not complete assignments in either). As a result, 4/19 students not completing any assessed assignments the overall performance levels on the reports are significantly lower than they would logically be if all students had completed the assessments. Seven students from Winter 2023 and eight students from Winter 2024 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

As this course is only offered one time per year and in an online format, all students who took this course in the previous two years are being assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This was a new course three years ago. The initial plan with the new course was to use a multiple-choice exam as the assessment tool. However, as this course is more analytical in nature and Bloom's Taxonomy suggests using a more analytical tool to assess the course, the "Formal Project Paper" which is at the end of the course was chosen as the assessment tool for this SLO. This paper is a formal, argumentative essay assignment. The Master Syllabus will be updated to reflect the new assessment tool.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The standard of success in the assessment plan is: 75% of the students will score 75% or higher on the exam. Adapting this to the tool used, 75% out of a total possible 45 points is 33.75.

With the removal of the 4 of 19 students who did not complete the assessment tool, the results were as follows:

Winter 2024: 5/8 students (62.5%) scored 75% or higher, with individual scores at 23, 31, 32, 36, 37, 39, 42, and 42 out of 45 points;

Winter 2023: 3/7 students (42.9%) scored 75% or higher, with individual scores at 26, 28, 31, 31, 39, 41, and 43 out of 45 points. A score of 33.75 represents the required 75% on the assignment. As only 8/15 students (53.3%) scored 33.75 points or higher on the assignment, the standard of success was not met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This assignment is a formal argumentative paper, which requires the student to take a side related to parole/probation and the community. It requires even higher-order thinking than the Roles and Responsibilities Paper. This evaluative assignment is a great tool to put into perspective how society is impacted by parole/probation.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The scores for this assignment were closer to the 75% standard compared to Outcome 1. This assignment is given in Module 12. The students writing over the course had clearly improved from Module 4, where the Roles/Responsibilities paper (used to assess Outcome 1) was assigned. Further, clarification and discussion with the students should easily bring the desired outcome levels within reach.

Outcome 3: Recognize the current trends in parole, probation, and community corrections

- Assessment Plan
 - Assessment Tool: Outcome-related written report
 - Assessment Date: Fall 2024
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of the students will score 75% or higher on the exam.
 - Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2024, 2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
19	15

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Between the two courses sections (of the 19 students), four students (three in Winter 2023 and one in Winter 2024) did not complete any of the assessed assignments. (One student was enrolled in both classes and did not complete assignments in either). As a result, 4/19 students not completing any assessed assignments the overall performance levels on the reports are significantly lower than they would logically be if all students had completed the assessments. Seven students from Winter 2023 and eight students from Winter 2024 were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

As this course is only offered one time per year and in an online format, all students who took this course in the previous two years are being assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This was a new course three years ago. The initial plan with the new course was to use a formal written essay as the assessment tool. However, after review of the course, it was determined it would be better to use outcome-related multiple-choice exam questions as the assessment tool. The Master Syllabus will be updated to reflect the new Assessment Tool.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The standard of success in the assessment plan is: 75% of the students will score 75% or higher on the exam. Adapting this to the tool used, 75% out of a total possible 12 points is 9.

The scores on the two exams were as follows:

Winter 2024: According to the Blackboard goals tool report, 8/8 students (100%) scored 75% or higher. Examining individual scores at 4, 4, 5, 5, 5, 6, 6, and 6 for Chapter 11, and 4, 5, 5, 6, 6, 6, 6, and 6 (of 6) for Chapter 12), it appears that 7/8 students (87.5%) scored 75% or higher over the two exams.

Winter 2023: 7/7 students (100%) scored 75% or higher, with individual scores at 5, 5, 5, 6, 6, 6, and 6 (of 6) for Chapter 11, and 5, 5, 6, 6, 6, 6, and 6 (of 6) for Chapter 12.

According to the Blackboard goals tool report, 15/15 students scored 75% or higher, meeting the standard of success. Taking into account the individual scores, 14/15 students (93.3%) scored 75% or higher, also meeting the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

These are multiple-choice question exams. Part of learning involves reviewing the terms and being able to remember/understand them, and the students did extremely well on these assignments.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

At 91% overall score between the two sections, continuous improvement will likely be in the form of more difficult questions.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

As this is the first review of this course since its inception, this is not applicable.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course often has excellent feedback from students. It provides a good mix of easily achievable goals in the form of multiple-choice questions, more difficult discussion boards that take the apply, analyze and argue forms, and finally, formal written papers that require higher-order thinking as well as research.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

This course is typically only taught by this author.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	SLO# 1 and #2 were to be evaluated via a multiple-choice exam. While there are several chapter quizzes that could point to those SLO's, there are	As SLO# 1 and #2 have formal written papers that speak directly to the SLO's it would be best to use a higher-order thinking assignment that cannot be provided	2025

	also two formal written papers that speak directly to the SLO's as well. Therefore, it would be best to use a higher-order thinking assignment that cannot be provided via a multiple-choice exam. SLO #3 however, has two chapter quizzes that point directly to this outcome and it would be best to align this SLO with those two exams.	via a multiple-choice exam. SLO#3 however, has two chapter quizzes that point directly to this outcome and it would be best to align this SLO with those two exams.	
SLO	SLO #1 should now read: "Analyze the roles and responsibilities of parole and probation agents." SLO #2 Assessment Tool should now read: "Outcome-related multiple-choice exam questions"	To make changes to better clarify the assignment and make it more focused for the students to complete. By making the assignment more focused (and assessment) it is anticipated the students will be able to meet the standard of success.	2025

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Blackboard Course Eval](#)
[Proposed Syllabus Language Change](#)

Faculty/Preparer:

Kevin Lindsey **Date:** 01/03/2025

Department Chair: Kevin Lindsey **Date:** 01/07/2025
Dean: Eva Samulski **Date:** 01/08/2025
Assessment Committee Chair: Jessica Hale **Date:** 10/09/2025