Assessment Date: 2013fallsemester-sloa-aj101.doc & 2013springsemester-sloa-aj101.doc

Faculty Name(s): Richard Cominos

1. Course Name and Number:

Introduction to Administration of Justice AJ 101

2. All Course SLOs from the Course Outline of Record:

Name and describe the steps in the criminal adjudication process that involve the police, the courts, and corrections.

3. Specific Course SLO(s) assessed as part of this project:

Same SLOs as in above box # 2, with entire class given two SLO assessment exercise, objective tests, encompassing semester’s curriculum. Objective SLO assessment exercise given to class at beginning of the semester. Same SLO assessment exercise test given to class at end of the semester.

Class is assessed by comparing each student’s improvement or lack of improvement for the semester. To illustrate each student’s performance for the semester, initially one can scan the SLO assessment sheet visually. To provide a more significant assessment, the average change vs. the standard deviation was used. Assessment strategy or tool used will be attached in below box # 5.

4. If this is a GE Plan A course, list the GE Plan A area and GE SLO(s) assessed as part of this project. (See Ohlone Catalog, GE Committee, or SLOAC websites for GE SLOs.)

AJ 101 Administration of Justice – This course is designed as an introduction to the criminal justice system for administration of justice majors. Though the course level is introductory, the approach to the subject is more vocational and practical rather than cultural, social, or historical. It is not clear how this course fits into GE AREA II.

5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)
See attachments for SLO assessment spreadsheet, AJ 101 Syllabus and Mr. Cominos’ web page which are attached to this document for the Dean’s review.

**NOTE:** This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. **Specific aspects of the assessment tool which link up to specific Course SLOs being assessed** (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

   N/A

7. **Results and analysis of the data.** (*Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.*)

   See box # 5.

8. **Describe any faculty dialogue that occurred as part of the assessment process** (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

   N/A

9. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

   Seek ways to get my students to STUDY!

10. **Results of implemented changes, if available at this time:**

    Not available at this time.
Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)