

LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: **Social and Behavioral Sciences**

Discipline/Program: **Administration of Justice**

Course Number and Name: **AdmJus 075 Introductions to Corrections**

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Reviewed by: Joachin Arias, Ph.D. (SLO Coordinator)

Date: **9/23/15**

Attach additional pages as necessary.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify the purpose of the correctional function and explain the role of the three major components.	Means: 500 word essay Criteria: Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.	83% scored 75% or better on 500-word essay question embedded in the final exam. SP15 semester One section N= 18	TMC affected this course, not sure about enrollment. Numbers are low, staff will evaluate book and course content for next cycle. This course will not be assessed in FA15, because it is not scheduled.
1	2. Explain how adult and juvenile corrections differ and how offenders in each are treated.	Means: 500 word essay Criteria: Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.	88% scored 75% or better on 500-word essay question embedded in the final exam. FA13 semester 1 Section 10 students	Will evaluate with staff and modify means of assessment..
1	3. Explain the role of probation and parole in the corrections system.	Means: 500 word essay Criteria: Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.	77% scored 75% or better on 500 word essay question embedded in the final exam. Sp 2014semester One section # of students= 18	TMC will change SLO's discuss with instructors

Date: 7/18/13 December 2011 (new SLOs)

Attach additional pages as necessary.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Identify the purpose of the correctional function and explain the role of the three major components.	Means: 500 word essay Criteria: Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.	78% scored 75% or better on 500-word essay question embedded in the final exam. FA 2011 semester One section N= 33	Results reviewed by staff and no change recommended.
1	2. Explain how adult and juvenile corrections differ and how offenders in each are treated.	Means: 500 word essay Criteria: Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.	83 % scored 75% or better on 500-word essay question embedded in the final exam. FA 2011 semester One section N= 33	Results reviewed by staff and no change recommended.
1	3. Explain the role of probation and parole in the corrections system.	Means: 500 word essay Criteria: Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.	85% scored 75% or better on 500 word essay question embedded in the final exam. FA 2011 semester One section N= 33	Results reviewed by staff and no change recommended.
1	4. Discuss incarceration alternatives	Means: Essay Question Criteria: 75% of students will show a 70% level of competency in a 500 word essay.	78% scored 75% or better on 500-word essay question embedded in the final exam. Spring 2013 semester One section N= 22 students	Modify “Means of Assessment for next cycle. Discussions with instructors ongoing

Date: December 14, 2012

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
1	1. Discuss the history and philosophy of the of the prison system	Means: Essay question Criteria: 75% of students will show a 70% level of competence in a 300 word essay describing the history and philosophy of the of the U.S. prison systems. Student Response will be scored using a departmental rubric	75% scored 75% or better on 300-word essay question embedded in the final exam. FA 2010 semester One section N= 16	Results reviewed by staff and no change recommended.
1	2. Evaluate the various federal and state prison systems	Means: Objective multiple choice questions Criteria: 75% of students will score 75% or better on five common embedded questions on the final exam	84 % scored 75% or better on five common embedded questions on the final exam. Spring 2012 One Section N= 28 students	Modify “Means of Assessment for next cycle. Discussions with instructors ongoing
1	3. Discuss the importance of professional correctional officer conduct in a prison setting.	Means: Essay question Criteria: 75% of students will show a 70% level of competence in a 300-word essay describing the importance of professional correctional officer conduct in a prison setting. Student Response will be scored using a departmental rubric	78% scored 75% or better on 300-word essay question embedded in the final exam. FA 2010 semester One section N= 16	Results reviewed by staff and no change recommended
1	4. Compare and contrast the local, state and federal institutions	Means: Essay Question Criteria: 75% of students will show a 70% level of competency in a 500 word essay.		
1	5. Discuss incarceration alternatives	Means: Essay Question Criteria: 75% of students will show a 70% level of competency in a 500 word essay.	78% scored 75% or better on 500-word essay question embedded in the final exam. Spring 2013 semester One section N= 22 students	Modify “Means of Assessment for next cycle. Discussions with instructors ongoing
1	6. Discuss the pros and cons of a career in the corrections field			