

## CTE Annual Assessment Report Template

The purpose of CTE program-level assessment at PCC is to look at student achievement of degree and certificate-level outcomes and to help faculty focus on how to improve student learning based on assessment.

Please choose one of the program outcomes that was part of this year's Summary Data Report, and provide a more in-depth explanation of your assessment process, results and how this might be used to enhance teaching and learning.

This form to be used for assessments (first time the outcome is assessed) and for re-assessments (a follow-up for the initial assessment of the same outcome).

On completing the form, please e-mail it to [learningassessment@pcc.edu](mailto:learningassessment@pcc.edu).

SAC Assessment Contact (s):

<i>Name</i>	<i>e-mail</i>
Jane Ellis	jane.ellis@pcc.edu

1. What SAC do you represent?

Criminal Justice

2. Which outcome is reported here? (Please provide the text of the focal outcome, and the degrees/certificates to which it applies)

Communicate with individuals using verbal and nonverbal methods that recognized diverse cultures, ethnic groups and not traditional populations.

3. Please share **how** this outcome was assessed, to help us understand your process for assessment. Please include information about your benchmark (the score that indicates successful attainment of the outcome), and how it was determined (Example: Benchmark set at 2. What does it mean? How many students/percentage of students attained, exceeded or did not attain benchmark.)

This year we examined this core outcome within CJA Career and Profession in Criminal Justice/ CJA 100. We have 7 individuals teaching CJA 100 and within the course we conducted a question question survey on the various Careers and Pathways for CJA.

We began reviewing student answers this Fall 2018. Our SAC department has focused on Implicit Bias as it pertains to Law Enforcement as the “post Ferguson effect.”

In this work we have been reexamining our work both as it related to “current” police and societal changes.

1. Did they include a form of personal experience with diversity?
2. What has influenced their choice through an equity lens?
3. Was this question answered through the position of someone who has experienced bias and wants to change an inequitable CJ system?

Below was the 11 question proctor given to every student in CJA 100 within the first week of the term.

- Describe why a career in criminal justice is important to you.
- What occupation(s) within the criminal justice field is (are) appealing to you?
- Why does this particular career appeal to you?
- What skills, interests, abilities, or personal values do you think individuals employed in your criminal justice should have?
- In what areas would you need to develop or further improve to increase the possibility of attaining this career?
- Describe why you believe this career will satisfy your needs.
- When did you first become interested in this career?
- What groups of people do you hope to serve?
- What factors have influenced your choice of career? Think about people (teachers, friends, family, counselors, etc.), your personal or work experiences, your environment (neighborhood, geographic region).
- Why do you think you would be good at this particular career?
- Anything else you would like to add?

4. Please provide data collected in the assessment of this outcome (including score distribution, % meeting benchmark. **We understand that some SACs will need to present work that is not redacted when reporting to TSA.** For this report, please do not include student G#s, but do assign an arbitrary identifier, especially if you wish to reference individual scores in your discussion) Include your principal data in the box below. Attach supplemental information or appendices when this form is turned in.

4 instructors shared their findings in the first and second term of this school year.  
88 students shared their writings with instructors. Our collection took place in September 2018

2 participants were online instructors and 2 were face to face instructors.

Question # 1, 4 , 8 were for focus questions however many of the questions came in essay form which may have included additional references to bias and race.

5. Please discuss your overall findings regarding student learning. (Were there any surprises? Do data points make sense? How much confidence does the SAC have on these results? How does this information relate to student learning?)

Three themes came forward in examining the students entries from their answers

1. Few identified race or racial inequality as a personal desire to be in law enforcement.
2. Most questions were answered without DEI vocabulary words or social justice emphasis.
3. Many students experienced past “run in” with police or knew someone who had an unpleasant experience.

6. Please reflect on the entire project and share how your CTE SAC will use the results to improve student mastery of this outcome. Are there changes that need to be made? How will the SAC use the results to reassess this outcome in the future?

Following the Fall Term we met in December and began to explore our own personal work in discussing and teaching to race, bias and stereotypes. The absence of sharing race in their answers spoke volumes. 26% of the students conducting this survey were Latinx. How do we address the need for diversity? And how do we make sure that we are examining Law Enforcement through a lense which had been historically white male? Where is the treatment of various ehtnic groups?

**If this is a Reassessment (that is, the outcome has been assessed before):**

7. Were any modifications to instruction implemented between the prior assessment and this one? How did the assessment methods and results compare with the prior assessment?

We have changed the Textbook for this Fall (entire new shell for D2L and for Face to Face instructors) Careers in Criminal Justice By Coy H Johnson.

Mr Johnston(the author) did three webinars with our instructors and he shared his foundation powerpoints which explicitly weave bias, and race, in understanding one's self. His self assessment tools in the first two chapters help lead students to their own bias or preconceived ideas of varying ethnic groups, in relation especially to law enforcement.

**To help us understand your SAC's overall processes, please complete these additional questions.**

1. Was the SAC able to include Part-Time (PT) and Full-Time (FT) faculty for this assessment? If PT faculty did not participate, please explain any barriers that might account for this fact.

Yes we were able to included PT faculty in this process. However their availability was extremely limited. The FDC and Administrative Professional were ultimately the final decision makers in the book selection. All faculty did have a copy for review and an outline teaching script to review the text. There was complete consensus that a new book focusing more on inclusivity was a must.

2. Has this information been shared with all members of your SAC?

Yes, we shared this information this Spring to our SAC regarding our findings. In addition the SAC has asked CJA to create a course or training to partner with DPSST specifically addressing "Implicit Bias" as it related to law enforcement. In addition we have been directed to integrate more Paralegal courses in to our electives. These Paralegal offered courses which reflect vulnerable populations and the law.

Thank you for completing this report!

We hope this has been a useful project to help your CTE SAC assist your students!