

Organizational Area	Summary Results	Include data collected in 2019-2020 - Action Plan Summary Results																																																																												
Indiana University System AMS » Indiana University: Kokomo » Academic Affairs » School of Humanities & Social Sciences Criminal Justice	<p>Overall Statistics</p> <ul style="list-style-type: none"> • 9% (1/11) outcomes were included • 100% (1/1) of outcomes included have at least one measure specified • 100% (1/1) of outcomes included have measures with findings specified <table border="1" data-bbox="583 483 1585 862"> <thead> <tr> <th colspan="2" data-bbox="583 483 1087 558">2 Total Measures (Includes measures that do not have findings)</th> <th colspan="2" data-bbox="1087 483 1585 558">2 Total Measures with Findings</th> </tr> <tr> <th colspan="2" data-bbox="583 558 835 594">Measure Type/Method</th> <th colspan="2" data-bbox="835 558 1087 594">Measure Level</th> <th colspan="2" data-bbox="1087 558 1585 594">Acceptable Target Achievement</th> </tr> </thead> <tbody> <tr> <td data-bbox="583 594 709 618">Student Artifact</td> <td data-bbox="709 594 835 618">1 (50%)</td> <td data-bbox="835 594 940 618">Course</td> <td data-bbox="940 594 1087 618">2 (100%)</td> <td data-bbox="1087 594 1171 618">Not Met</td> <td data-bbox="1171 594 1585 618">0 (0%)</td> </tr> <tr> <td data-bbox="583 618 709 643">Exam</td> <td data-bbox="709 618 835 643">1 (50%)</td> <td data-bbox="835 618 940 643">Program</td> <td data-bbox="940 618 1087 643">0 (0%)</td> <td data-bbox="1087 618 1171 643">Met</td> <td data-bbox="1171 618 1585 643">0 (0%)</td> </tr> <tr> <td data-bbox="583 643 709 667">Portfolio</td> <td data-bbox="709 643 835 667">0 (0%)</td> <td data-bbox="835 643 940 667">Institution</td> <td data-bbox="940 643 1087 667">0 (0%)</td> <td data-bbox="1087 643 1171 667">Exceeded</td> <td data-bbox="1171 643 1585 667">2 (100%)</td> </tr> <tr> <td data-bbox="583 667 709 691">Other</td> <td data-bbox="709 667 835 691">0 (0%)</td> <td data-bbox="835 667 940 691">Other</td> <td data-bbox="940 667 1087 691">0 (0%)</td> <td data-bbox="1087 667 1171 691">Unspecified</td> <td data-bbox="1171 667 1585 691">0 (0%)</td> </tr> <tr> <td data-bbox="583 691 709 716">Total Direct</td> <td data-bbox="709 691 835 716">2 (100%)</td> <td data-bbox="835 691 940 716">Unspecified</td> <td data-bbox="940 691 1087 716">0 (0%)</td> <td colspan="2"></td> </tr> <tr> <td data-bbox="583 716 709 740">Survey</td> <td data-bbox="709 716 835 740">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="583 740 709 764">Focus Group</td> <td data-bbox="709 740 835 764">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="583 764 709 789">Interview</td> <td data-bbox="709 764 835 789">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="583 789 709 813">Other</td> <td data-bbox="709 789 835 813">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="583 813 709 837">Total Indirect</td> <td data-bbox="709 813 835 837">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td data-bbox="583 837 709 862">Unspecified</td> <td data-bbox="709 837 835 862">0 (0%)</td> <td colspan="2"></td> <td colspan="2"></td> </tr> </tbody> </table>	2 Total Measures (Includes measures that do not have findings)		2 Total Measures with Findings		Measure Type/Method		Measure Level		Acceptable Target Achievement		Student Artifact	1 (50%)	Course	2 (100%)	Not Met	0 (0%)	Exam	1 (50%)	Program	0 (0%)	Met	0 (0%)	Portfolio	0 (0%)	Institution	0 (0%)	Exceeded	2 (100%)	Other	0 (0%)	Other	0 (0%)	Unspecified	0 (0%)	Total Direct	2 (100%)	Unspecified	0 (0%)			Survey	0 (0%)					Focus Group	0 (0%)					Interview	0 (0%)					Other	0 (0%)					Total Indirect	0 (0%)					Unspecified	0 (0%)					<p>0 Total Actions with Status Report</p> <p><i>No Status Reports have been specified</i></p>
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Report : Assessment Cycle Details for : Criminal Justice

Report Generated by Taskstream

Workspace : Academic Program Assessment and Planning Workspace

Assessment Plan: 2020-2021 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template : IU Kokomo Academic Assessment Template

Report Generated : Tuesday, July 20, 2021

Measures and Findings

Criminal Justice Program Learning Goals

Outcome

CJHS Program Learning Goal

9

Identify issues of diversity and potential solutions to discrimination across all areas of criminal justice.

Mapped to:

No Mapping

Measure

Final Exam Question

COURSE LEVEL; DIRECT - EXAM

Details/Description:

True or False: As of midyear 2014, per capita, blacks were five times more likely to have been held in a local jail than whites. _____

(The correct answer is "True" and came from a weekly reading examining racial disparity in the criminal justice system.)

Acceptable Target:

70%

Implementation Plan (timeline):

Spring 2020

Key/Responsible Personnel:

Beau Shine

Supporting Attachments:

Findings

for Final Exam Question

Summary of Findings:

Met Expectations (answered the question correctly):32

Failed to Meet Expectations (answered the question incorrectly):3

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

91% (32/35) of students met expectations. Only 9% (3/35) of students failed to meet expectations. This data shows that students are overwhelmingly aware of racial disparity and inequality in the U.S. criminal justice system.

Substantiating Evidence:

Measure

Reflection #9

COURSE LEVEL; DIRECT - STUDENT ARTIFACT

Details/Description:

The following was a reflection given after the pandemic was declared and courses were moved online, and I assigned it as a group discussion through the Discussions tab of our course homepage.

Following up on a point made on page 262 of the textbook, in 2005 the U.S. Supreme Court decided that new and recently transferred inmates cannot be segregated on the basis of their race, on the basis that doing so is unconstitutional. Why did prison administrators advocate for the allowance of segregation during classification, and what are the pros and/or cons of allowing it, both from the perspective of staff and inmates? Feel free to research the topic a bit on your own and share articles and other credible content that you think are relevant.

In addition, respond to at least one person's response. PLEASE BE RESPECTFUL, even if you disagree with his/her post. Note that you must answer the reflection question AND respond to someone else's post to earn credit for the assignment.

Acceptable Target:

70%

Implementation Plan (timeline):

Spring 2020

Key/Responsible Personnel:

Beau Shine

Supporting Attachments:

Findings

for Reflection #9

Summary of Findings:

Met or Exceeded Expectations (thoroughly answered the reflection questions and replied to someone else's post):31

Failed to Meet Expectations (failed to thoroughly answer the reflection questions and/or failed to reply to someone else's post):4

Acceptable Target Achievement:

Exceeded

Reflections/Notes:

89% (31/35) of students met or exceeded expectations. Only 11% (4/35) of students failed to meet expectations. This data shows that students are overwhelmingly aware of the desire of prison administrators to be able to segregate inmates based on race during classification, the pros and cons of doing so (both from an inmate's and staff's perspective), and that segregation during classification was ultimately deemed unconstitutional by the U.S. Supreme Court in 2005.

Substantiating Evidence:

Action

in Include data collected in 2019-2020 - Action Plan

**CJHS Program
Learning Goal 9**

*No Status Added to CJHS Program Learning
Goal 9*

Action details:

32 of 35 students (91%) met expectations, and only 3 students (9%) did not. Given the demonstrable success of the students, no specific recommendations are made at this time to improve student learning of this material.

Implementation Plan

(timeline):

N/A

Key/Responsible

Personnel:

Beau Shine

Measures:

Supporting Attachments:

**CJHS Program
Learning Goal 9**

*No Status Added to CJHS Program Learning
Goal 9*

Action details:

31 of 35 students (89%) met or exceeded expectations, and only 4 students (11%) did not. Given the demonstrable success of the students, no specific recommendations are made at this time to

improve student learning of this material.

Implementation Plan

(timeline):

N/A

Key/Responsible

Personnel:

Beau Shine

Measures:

Supporting Attachments: