

Northern Marianas College
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Memorandum

TO: PROAC

FROM: Thomas D. Sharts/ SSFA Chair

DATE: 7/31/12

SUBJECT: Form #1: Criminal Justice Program Review

Group A

| MISSION (Column 1) | INTENDED PROGRAM LEARNING OUTCOMES (Column 2) | MEANS OF ASSESSMENT AND SUCCESS CRITERIA (Column 3) | SUMMARY OF DATA COLLECTED (Column 4) | USE OF RESULTS (Column 5) |
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| <p>CNMI Constitution. Amendment No. 38, Section 2: "The mission of Northern Marianas College shall be to provide the best quality and meaningful postsecondary and adult education opportunities for the purpose of improving the quality of life for the individual and for the Commonwealth as a whole. The College shall be responsible for providing education in the areas of adult and continuing education, postsecondary and adult vocational education and professional development for the people of the Commonwealth."</p> | <p>PLO #7: Explain the laws of prevention and treatment of substance abuse. SLO#5 (CJ 104): Explain the effects, tolerance, withdrawal, and dangers associated with different types of stimulants.</p> <p>PLO#8: Explain the social values and ethics underlying the criminal justice process.</p> <p>SLO#12(CJ 206): Analyze and evaluate the "War on Terrorism" and the "Guantanamo Prison Camp".</p> | <p>80% of the students assessed will correctly answer 80% of the questions in the midterm pertaining to the effects, tolerance, withdrawal, and dangers associated with different types of stimulants.</p> <p>70% of the students assessed will correctly answer 70% of the questions asked on the final examination relating to the "War on Terrorism" and the "Guantanamo Prison Camp."</p> <p>Note: these subjects will not be tested on the mid-term examination since they will not yet have been covered in the course.</p> | <p>81% of the students assessed correctly answered 80% of the questions on the mid term exam regarding the effects, tolerance, withdrawal, and dangers associated with different types of stimulants.</p> <p>6 out of 13 students (46%) who took the final examination answered 70% or more of the questions asked on the final examination relating to the "War on Terrorism" and the "Guantanamo Prison Camp" correctly. 2 students answered 5/5 questions correctly, 4 students answered 4/5 questions correctly, 6 students answered 3/5 questions correctly, and 1 student answered 2/5 questions correctly. Also, one additional question relevant to this topic, but not intended to be part of the Form 1 questions, was answered correctly by 5/13 students.</p> | <p>The teacher will continue to utilize the current assessment method and current learning activities which pertain to the effects of tolerance, withdrawal, and dangers of stimulants. (multiple/binary response format)</p> <p>It may be necessary to spend more time on this topic than occurred during this semester, especially since this subject involves issues that are notably different than much of the other material in the course.</p> |

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| <p>The NMC Criminal Justice Program prepares students for career employment in criminal justice agencies including police, courts, corrections, and emerging alternative programs. The program curriculum emphasizes both a theoretical and practical approach to the major fields of criminal justice. The program trains citizens and current and future criminal justice professionals to have excellent oral and written communication skills; cognitive and analytical skills, and an understanding and appreciation of diversity.</p> | <p>PLO#1: Explain the nature of crime and the operation of criminal justice system. PLO#2: Recognize and explain criminal procedure, and laws and Supreme Court decisions that govern police work.</p> <p>SLO#8 (CJ 101): Examine the purpose of the judicial branch and their fulfillment.</p> | <p>70% of the students assessed will correctly answer the question in the final exam pertaining to the purpose of the judicial branch.</p> | <p>One question in the final exam asked students to explain the purpose of the judicial branch. 19 students took the final exam. All the students but one received an 80% or higher in this question.</p> <p>Thus, 95% of the students assessed correctly answered the question in the final exam pertaining to the purpose of the judicial branch.</p> | <p>When discussing the judicial branch's purposes and its fulfillment, the student learning is more apparent when this is discussed in context with the purposes of the police and the corrections.</p> <p>This enables the students to see how the purpose of each branch differs from the different branches in correlation with the criminal justice process.</p> | <p>When discussing purposes and learning is more discussed in context with the police and</p> <p>This enables purposes of each different branch in criminal justice</p> |
| | <p>PLO#4: Identify the structure and functions of police organization</p> <p>SLO#1(CJ 251): Explain the historical perspectives of American policing.</p> | <p>70% of the students assessed will correctly answer 70% of the questions in an assignment pertaining to the historical perspectives of American policing.</p> | <p>17 students were enrolled in the course and 15 students turned in the assignment.</p> <p>65% correctly answered the question; 18% did not answer correctly; and 18% did not answer at all.</p> | <p>The CJ 251 Instructor will redraft the assignment for clarity and will need to incorporate more lectures on the subject.</p> | |
| | <p>PLO#1 and #2: see above</p> <p>SLO#1(CJ 251): Identify the mission and employees of the agency – CNMI Superior Court Probation Court.</p> | <p>All 3 students assessed will accurately identify the mission of the Probation Office and its employees in a one-one interview between the instructor and each student.</p> | <p>All 3 students were able to identify the mission of the Probation Office and employees of the CNMI Superior Court. The students shared in their journal entry and at a later meeting that on the first day of their internship, they were given a tour of the court and were introduced to all the employees present.</p> | <p>The high success rate of students meeting the learning outcomes in the internship indicate that practical experience is truly one of the best teaching methods and that the CJ Program should continue to encourage students to apply for the internship. The CJ Program will also need to retain additional internship sites for students.</p> <p>Throughout the entire internship, both groups of participants – the students/interns and the office of probation – were diligent in following up and keeping track of the intern's progress as well as the intern's submitting journal entries on their experiences.</p> | |