

Criminal Justice
Program Review Report
2019 - 2020

Prepared by: Wayne Shelley, Ph.D.

Draft Submitted:

April 15, 2020

Final Submission:

April 27, 2020

Table of Contents

| | |
|--|-------|
| List of Tables and Figures _____ | i |
| Executive Summary _____ | 1 |
| Program Description Summary | 1 |
| Program Self-Evaluation Summary | 1 |
| Program Planning Summary | 2 |
| Program Description _____ | 2 |
| Role of Program within Sitting Bull College | 2 |
| AS in Criminal Justice Program | 3 |
| AAS Lay Advocate/Paralegal Program | 4 |
| Institutional Outcomes | 5 |
| Program Personnel | 6 |
| Program Productivity Summary | 8 |
| Program Revenue | 10 |
| Program Budget | 12 |
| Program Advisory Committee | 14 |
| Program Self-Evaluation _____ | 15 |
| Faculty | 15 |
| Student Relations | 17 |
| Curriculum Content, Design, and Delivery | 18 |
| Assessment | 20 |
| Institutional Support | 21 |
| Contribution to Sitting Bull College and Other Programs | 22 |
| Program Planning _____ | 23 |
| Trends | 23 |
| Revised Goals and Objectives Due to Program Review | 28 |
| Additional Resources Needed | 29 |
| References _____ | 30 |
| Appendices _____ | 32 |
| Appendix A -- Present and Proposed AS in Criminal Justice Degree Plans | 32-33 |
| Appendix B -- AS in Criminal Justice Suggested Course Sequences | 34 |
| Appendix C -- Present and Proposed AAS in Lay Advocate/Paralegal Degree Plans | 35-36 |
| Appendix D -- AAS in Lay Advocate/Paralegal Program Suggested Course Sequences | 37 |
| Appendix E – 2018-19 ASCJ Assessment Plan | 38-56 |
| Appendix F – 2018-19 AASLA/P Assessment Plan | 57-67 |

List of Tables and Figures

| | |
|---|----|
| Figure 1 Criminal Justice Program Enrollment Comparison by Semester | 7 |
| Table 1 AS and AAS Graduates and Ratio to SBC Associate Degree Graduates | 8 |
| Table 2 Combined AS and AAS Criminal Justice Program Revenue | 10 |
| Table 3 Revenue and Enrollment Statistics for Criminal Justice Program and SBC | 10 |
| Figure 3. Criminal Justice Program Income and Enrollment as Percentages of SBC Income and Enrollment | 11 |
| Table 4. Criminal Justice Five Year Budget | 12 |
| Table 5 Criminal Justice AS and AAS Enrollment Cost vs. Revenue | 12 |
| Table 6. National Employment Projections, 2018 - 2028 | 23 |
| Table 7 North Dakota Employment Projections, 2016 - 2026 | 24 |
| Table 8 South Dakota Employment Projections, 2012 - 2022 | 25 |

Executive Summary

Program Description Summary

The objectives and functions of the Criminal Justice program are manifold. Within the context of a tribal college in a contemporary Native American milieu, the primary imperative is to deliver culturally sensitive and relevant instruction of the highest possible quality to enable graduates to not only succeed, but excel, as criminal justice practitioners in an increasingly competitive and diversified career field. By providing the opportunity to earn a degree in the 70-hour Criminal Justice program, the 65-hour Lay Advocate/Paralegal program, or both, graduates are uniquely qualified to seek employment in both tribal and non-tribal legal environments.

Both degree plans were written by the lone full-time instructor, Dr. Wayne Shelley, with the assistance of members of the program's advisory committee. Both degree plans are in the process of being further refined pending approval by the Curriculum Committee.

The AS Criminal Justice and AAS Lay Advocate/Paralegal programs are largely supported by a grant from the Native American Vocational and Technical Education Program (NAVTEP), with supplementary funds provided by the college general fund and Title III. If NACTEP funding were discontinued, the Criminal Justice program would be supported by the SBC general fund and additional sources of funding would be sought. Administration policy suggests any existing programs with enrolled students will be continued even if grant funding is no longer available (K. Ressler, personal communication, February 18, 2015). Accreditation requirements would also require "teaching out" any remaining students before discontinuing the program (D. His Horse is Thunder, personal communication, April 17, 2020).

Program Self-Evaluation Summary

Enrollment in the Criminal Justice program (both ASCJ and AASLA/P) has varied considerably over the last five years, generally following the trends of the college as a whole. The program averaged 16.6 enrolled students per semester with a high of 23 and a low of 13. These numbers accounted for an average of 5.6% of SBC enrollment, ranging from a low of 4.6% to a high of 6.7%.

Regrettably, enrollment has remained relatively static over the last five years despite attempts to increase interest in the program by visiting various area schools to talk with pending graduates. Nevertheless, the program has ranked from fourth to sixth in enrollment among the college's 17 associate degree programs.

On the positive side, the Criminal Justice Advisory Committee and an astute, enthusiastic, and dependable group of adjunct instructors have become unwavering program assets. The program highlight over this period is undoubtedly the fact it will award eight degrees among five graduates in the spring of 2020.

Program Planning Summary

The primary concern for the program is, and has been, chronically mediocre enrollment numbers. Given the fact the college has a relatively small population to draw from and, as stated previously, the Criminal Justice program regularly accounts for a respectable share of enrollees in comparison to SBC's other Associate degree programs, enrollment results remain disappointing. Program graduates invariably express the desire for a Bachelor-level Criminal Justice program. However, unless enrollment numbers improve to a considerable degree, this hope remains unrealistic.

Program Review Author: Wayne Shelley, PhD, primary program instructor

Criminal Justice Program Description

Role of Program within Sitting Bull College

The Sitting Bull College mission statement states: "Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development."

The SBC institutional outcomes include:

1. Students will display technical and critical thinking skills through effective oral and written communication.
2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will demonstrate knowledge of past, present, and future Native American cultures.

All Criminal Justice Program courses in both degree plans relate, to the extent possible, to Native American culture and legal processes. In many cases, the concepts, principles, and methods addressed are universally applicable to American and tribal criminal justice systems. However, whenever possible, notice is taken of possible differences between requirements of Indian law and local, state, and federal law, and scenarios relevant to Native American culture

and sensibilities are explored. Many courses specifically examine relevant coursework within the context of the Standing Rock Tribal Code as it relates specifically to the Standing Rock Tribal Trial, Civil, Family, and Supreme Courts because, despite claims by the federal government to the contrary, tribal court structures are one of the few areas of tribal justice systems in which tribes exercise a meaningful degree of sovereign autonomy.

The Indian Law class serves as the cultural cornerstone for the Criminal Justice Program by exploring the historical roots of social control and dispute resolution within the Ojibwe/Sakowin culture and Native American culture in general. The course also explores the similarities and significant differences between the Anglo-American criminal justice system and the historical development of the often-complex interrelationships between state, federal, and tribal law.

Program statistics demonstrate Criminal Justice program graduates in both degree plans inherently contribute to building intellectual capital and promoting economic and social development by living and working in Lakota/Dakota communities and serving in various public safety capacities.

By teaching the fundamentals of criminal justice and analytical, critical, and creative thinking skills, the Criminal Justice program is designed to endow students with the fundamental knowledge required to move on to a four-year program of study or enter careers in one of the major components of the American or tribal criminal justice systems – law enforcement, the courts, or corrections – or allied fields.

The Sitting Bull College Criminal Justice program offers two avenues of study. Successful completion of the Criminal Justice (ASCJ) degree plan results in an Associate of Science degree, while the Lay Advocate/Paralegal (AASLA/P) leads to an Associate of Applied Science degree. It is not unusual for Criminal Justice students to double major in both the AS and AAS programs and leave the program with two Associate degrees.

Both the AS and AAS programs are in the process of being re-structured in accordance with recommendations from the SBC Criminal Justice Department Advisory Committee.

AS in Criminal Justice Program. The ASCJ program is intended to endow students with the fundamental knowledge required to enter careers in tribal or non-tribal criminal justice systems or allied fields, or to advance into a baccalaureate degree program. The Associate of Science program in Criminal Justice replaced the previous Associate of Applied Science degree in the fall of 2007. The current ASCJ degree plan was written by the primary instructor and

approved by both the Sitting Bull College Curriculum Committee and the Board of Directors in 2007 and 2015. The degree plan consists of 70 credit hours of instruction, with 34 hours of general education requirements, 33 hours of core criminal justice requirements, and 3 hours of core requirement electives. Current and proposed ASCJ degree plans can be viewed in Appendix A. Recommended course sequences that would allow progressing through the AS Criminal Justice program in two years, in accordance with higher education standards, can be found in Appendix B.

Learner outcomes for the Associate of Science Criminal Justice program:

- ◆ **Outcome 1:** Students will gain a working knowledge of the Constitutional and legal foundations of American law.
- ◆ **Outcome 2:** Students will gain an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
- ◆ **Outcome 3:** Students will gain a basic understanding of the various theories of deviant behavior and society's responses to such behavior.

AAS Lay Advocate/Paralegal Program. The AASLA/P degree program was created and its curriculum written by the current primary instructor, approved in the spring of 2011, began offering classes the following fall semester, and was approved again in 2015. Generally, the AASLA/P program is intended to meet the need for qualified paralegals and legal assistants in both tribal and non-tribal courts. More specifically, to address the unique need for qualified lay advocates in the Standing Rock and other tribal courts, the mission of the AASLA/P program is to provide the necessary skills, knowledge, and ethical foundation to prepare graduates to practice as lay advocates in tribal courts in conformance with all constitutional, legal, procedural, and cultural values and traditions. The current program consists of 65 credit hours of instruction, with 22 hours of general education requirements and 42 hours of core program requirements. Current and proposed AASLA/P degree plans can be viewed in Appendix C. Recommended course sequences that would allow progressing through the AAS Lay Advocate/Paralegal program in two years, in accordance with higher education standards, can be found in Appendix D.

Learner outcomes for the Associate of Applied Science Lay Advocate/Paralegal program:

- ◆ **Outcome 1:** Students will gain a working knowledge of the Constitutional and legal foundations of American law.

- ◆ **Outcome 2:** Students will gain an understanding of the powers and limitations of Indian law based on federal law and legal precedent.
- ◆ **Outcome 3:** Students will gain a foundational understanding of civil and criminal law sufficient to obtain entry-level employment as a paralegal or to represent tribal constituents as a lay advocate in tribal courts.

The Lay Advocate/Paralegal program is designed specifically to address a unique aspect of Native American tribal courts. As provided for in the Indian Civil Rights Act (1969) and the Standing Rock Tribe Code of Justice (2007), lay advocates are permitted to represent clients in tribal courts and the Standing Rock Tribe Code of Justice specifically stipulates Sitting Bull College can provide the training necessary to address this need. In addition, both Criminal Justice Program degree plans require all students to pass a Lakota/Dakota language course and encourage students to take additional Native American Studies courses to satisfy additional program requirements.

Note the first two objectives for both the AS Criminal Justice and AAS Lay Advocate/Paralegal programs are identical because these two areas of knowledge are essential in virtually any area of endeavor operating at the substantive and theoretical nexus of Anglo-American and tribal legal systems. The respective third outcomes are formulated specifically for each program and differentiate program content and intent.

Creation of the Lay Advocate/Paralegal program was largely the result of a consensus recommendation by the Criminal Justice Advisory Committee, comprised of mostly working professionals from the Standing Rock Tribal Court, who believed there existed a pressing need for young advocates and paralegals who possessed the particular knowledge and skills required to work effectively in the atypical tribal juridical environment. Prior to the creation of the Lay Advocate/Paralegal program, adjunct instructors were only occasionally employed to instruct courses in the Criminal Justice program. Since that time, part-time adjuncts have been regularly employed to teach civil law related courses that are outside the expertise of the primary instructor. All past adjunct instructors have held Juris Doctorate degrees and been actively employed in some aspect of the criminal justice system.

Institutional Outcomes

1. Students will display technical and critical thinking skills through effective oral and written communication.

2. Students will display leadership skills that promote ethical, responsible, dependable, and respectful behavior.
3. Students will develop work ethics and skills to function independently and cooperatively within a diverse work environment.
4. Students will demonstrate knowledge of past, present, and future Native American cultures.

The Sitting Bull College mission statement states: "Guided by Lakota/Dakota culture, values, and language, Sitting Bull College is committed to building intellectual capital through academic, career and technical education, and promoting economic and social development." All Criminal Justice Program courses in both degree plans relate, to the extent possible, to Native American culture and legal processes. In many cases, the concepts, principles, and methods addressed are universally applicable to American and tribal criminal justice systems. However, whenever possible, notice is taken of possible differences between requirements of Indian law and local, state, and federal law, and scenarios relevant to Native American culture and sensibilities are explored. Many courses specifically examine relevant coursework within the context of the Standing Rock Tribal Code as it relates specifically to the Standing Rock Tribal Trial, Civil, Family, and Supreme Courts because, despite claims by the federal government to the contrary, tribal court structures are one of the few areas of tribal justice systems in which tribes exercise a meaningful degree of sovereign autonomy.

The Indian Law class serves as the cultural cornerstone for the Criminal Justice Program by exploring the historical roots of social control and dispute resolution within the Ojibwe/Sakowin culture and Native American culture in general. The course also explores the similarities and significant differences between the Anglo-American criminal justice system and the historical development of the often-complex interrelationships between state, federal, and tribal law.

Program statistics demonstrate Criminal Justice program graduates in both degree plans inherently contribute to building intellectual capital and promoting economic and social development by living and working in Lakota/Dakota communities and serving in various public safety capacities.

Program Personnel

Dr. Wayne Shelley has been the only full time Criminal Justice program instructor at Sitting Bull College since his hire in the fall of 2006. Dr. Shelley earned a BS in Criminal Justice, an MS in Forensic Sciences (with a concentration in Forensic Psychology), and a PhD in Public Safety

with an emphasis in Criminal Justice. Dr. Shelley is also certified by the North Dakota Department of Career and Technical Education. Dr. Shelley's research and academic interests include social, psychological, biological, and physiogenetic influences on criminal behavior and the psycholegal aspects of capital punishment.

Over the past several years Assistant Chief Judge Erin Shanley of the Standing Rock Tribal Court and Vicki Broz-Krause, a staff attorney for the Standing Rock Child Support Enforcement Agency, have generally taught one three-hour course each per semester as adjuncts. Adjuncts are necessary in the AASLA/P program because a certain amount of tribal court-specific experience and expertise is required to effectively teach the knowledge and skills peculiar to tribal justice systems and structures. Since the inception of the Lay Advocate/Paralegal program, all adjunct instructors have been daily practitioners in Lakota/Dakota courts and thus are uniquely and inherently qualified to interpret and communicate all aspects of Lakota/Dakota legal process from an intimately experiential perspective. Courses taught by adjuncts include CJ208 Family Law, CJ209 Will, Probate, and Property Law, CJ210 Legal Research, Writing, and Case Analysis, CJ231 Contracts and Torts, and CJ265/365 Trial Techniques.

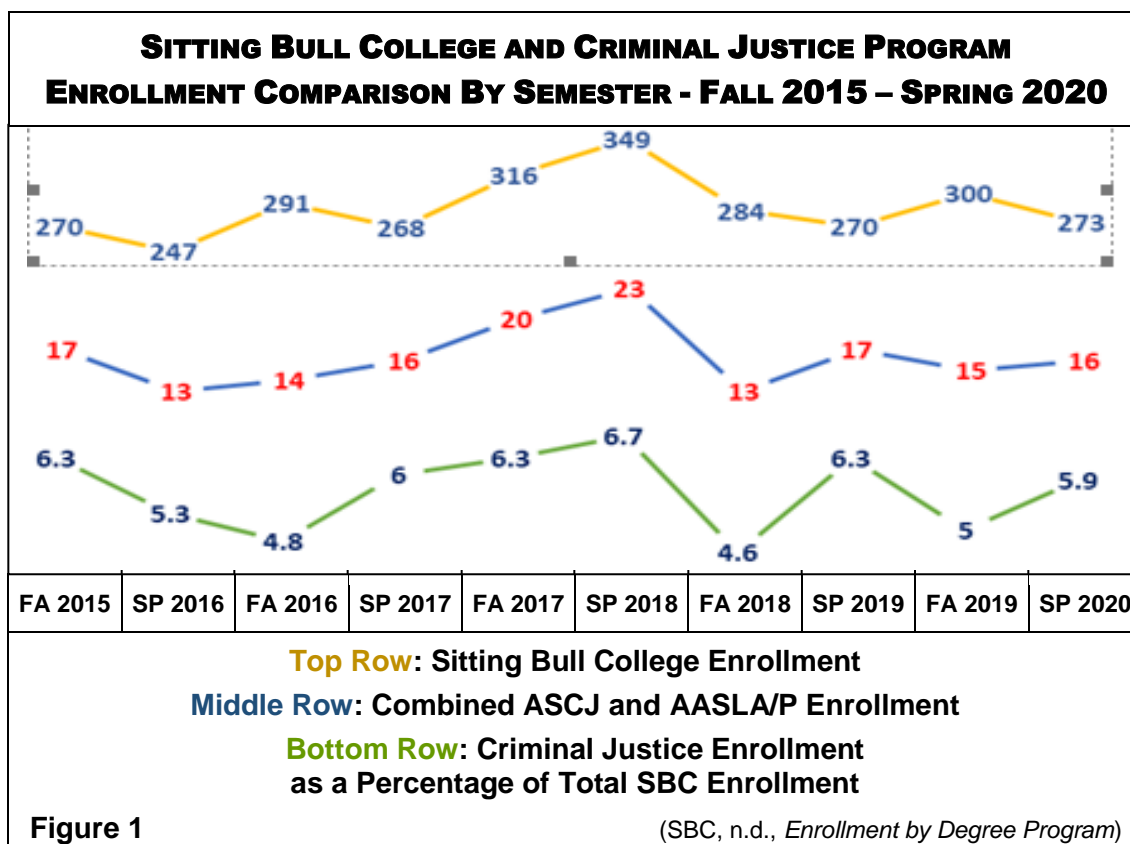
Dr. Shelley teaches all criminal justice-related courses in both the ASCJ and AASLA/P programs, generally including five or six courses, and sometimes more, in the fall and spring semesters, and often conducts internships or teaches classes during the summer term. Dr. Shelley has also served on the advisory committee for the 7th Generation Center for Academic Excellence and the SBC Assessment and Curriculum committees. He is currently a member of the SBC Institutional Review Board and Research Committee and has been requested to participate in several SRST tribal justice initiatives, most recently as a member of the Standing Rock court Tribal Justice Strategic Planning Advisory Board. Dr. Shelley was also requested to teach a master's certificate level Indigenous Research Writing class at Sitting Bull College in cooperation with the American Indian Higher Education Consortium.

Aside from teaching the LA/P courses listed above, Dr. Shelley has sole responsibility for arranging for adjunct instructors and student internships, reviewing and evaluating instructional materials and submitting book orders, writing course schedules and syllabi, advising and grading students, program assessments and reviews, appraising and ordering lab and other program supplies, scheduling and arranging out-of-class educational experiences, serving as Advisory Committee chair, and liaising with tribal and BIA officials on various issues of mutual interest, importance, and concern. There are no other Criminal Justice program staff.

Program Productivity Summary

From the Fall 2015 through the Spring 2020 semesters, the Criminal Justice program (including the AASLA/P program) averaged 16.6 enrolled students per semester with a high of 23 in the spring of 2018 and a low of 13 in the following semester of Fall 2018. Over the same time period, the program accounted for an average of 5.6% per semester of the total SBC enrollment, ranging from 6.7% to 4.6% for the same semesters previously mentioned (SBC, n.d., *Enrollment by Degree Program*).

Among the 17 associate degree programs offered by Sitting Bull College, enrollment in the Criminal Justice program (ASCJ and AASLA/P combined) ranked fourth in 2015-16, sixth in 2016-17, tied for fourth in 2017-18, fifth in 2018-19, and fifth in 2019-20. From the fall 2015 semester to the spring 2020 semester, enrollment in the Criminal Justice program ranged from a low of 4.6% to a high of 6.7% of total SBC enrollment, with an average of 5.7% per semester. A graphic representation of the relationship between SBC enrollment, ASCJ and AASLA/P enrollment, and Criminal Justice program enrollment as a percentage of SBC enrollment is shown in **Figure 1** below (SBC, n.d., *Enrollment by Degree Program*).



Five-year enrollment for the combined AS and AAS programs averaged 32.2 students per academic year, including 30 students in the 2015-16, 2016-17, and 2018-19 scholastic years, 43 in 2017-18, and 31 in 2019-20. Although program enrollment for the period was fairly static, rising a miniscule 3.3%, total SBC enrollment rose 10.8% over the same period.

Graduation data for the combined AS and AAS Criminal Justice programs, shown in **Table 1**, include the ratio of Criminal Justice graduates as a percentage of total graduates in Sitting Bull College associate programs. From 2014-15 through 2018-19, the Criminal Justice program produced more graduates than any other associate-only degree program (SBC, n.d., *Graduates*). From Fall 2014 through Spring 2020, the program will have awarded 19 ASCJ degrees and four AASLA/P degrees. Although aggregate SBC graduate data is not yet available for the 2019-20 school year, three AAS and five AS degrees are expected to be awarded among five program students in the spring of 2020. These eight degrees represent the highest number awarded by the program in a single year (Seven AS degrees were awarded to seven students in the spring of 2015).

| Criminal Justice Program Graduates (AS and AAS) | | | | |
|---|----------------|----------------|----------------|----------------|
| 20014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| 6 | 3 | 1 | 1 | 4 |
| Ratio of Criminal Justice Program Graduates (AS and AAS) to Total SBC Associate Degree Graduates | | | | |
| 6/29 (20.7%) | 3/27 (11.1%) | 1/19 (5.3%) | 1/22 (4.5%) | 4/30 (13.3%) |

Table 1 (SBC, n.d., *Graduates*)

The enrollment and revenue data presented here, along with additional analyses and comparisons articulated in the **Program Budget**, demonstrate the vital contribution of the Criminal Justice program to the overall fiscal and economic viability of Sitting Bull College.

Presently, no formal process is in place to track employment of Criminal Justice program graduates. However, anecdotal evidence indicates Criminal Justice program graduates have consistently found employment within their areas of occupational interest. The most common alternative is for program graduates to pursue opportunities for higher degrees in unrelated disciplines or transfer to other four-year institutions offering bachelor degrees in criminal justice and related fields.

However, it is known that at least two former AS students (including one graduate) have been employed by the Standing Rock Corrections Department; two have been employed by the

Standing Rock Child Protection agency, one by the Standing Rock Probation Department, one as a BIA police officer, and several have worked in various capacities at casinos on their home reservations. Several graduates have worked in various capacities in the Standing Rock Tribal Court, including a number as lay advocates. A student scheduled to obtain an ASCJ, an AASLA/P, and a bachelor's degree in General Studies has accepted a position as an assistant to the Prosecutor in the Standing Rock Tribal Court upon graduation in spring 2020. A previous intern was offered the same position but declined in order to finish his degree requirements for double ASCJ-AASLA-P degrees in the spring of 2020. That student recently accepted a position with BIA corrections. At least five graduates have worked as contract or wage employees in various positions in the SRST government. A recent graduate was last known to have been offered employment, pending funding, with the SRST Game, Fish, and Wildlife department. Most former graduates, if not all, have been offered employment in various criminal justice capacities while completing their internships. These placements and opportunities indicate employment is readily available where graduates are able to utilize knowledge and skills learned in both the AS and AAS programs.

Alternatively, graduates have used their Criminal Justice associate degree as an educational foundation for pursuing other interests or learning opportunities. For example, two graduates have earned degrees from the Lakota Language Education Action Program (LLEAP) with the intention of working as Lakota language teachers, while at least five others have earned bachelor's degrees in General Studies and one a bachelor's degree in Native American Studies. Three former graduates have obtained bachelor's degrees in Criminal Justice and one is considering graduate school.

Based on informal sources and anecdotal observations, it is believed that eight of the 13 students (62%) who have graduated from the AS and/or AAS programs since 2015 have obtained employment in the criminal justice system and at least 10 (77%) have found employment of some sort after graduation. One of the remaining 13 graduates was last known to be pursuing a bachelor's degree, one had obtained a bachelor's degree, and the whereabouts of the other is currently unknown.

Program Revenue

Of the SBC programs listed for 2018-19 (including those offering multiple certificate, associate, bachelor's, and master's degrees), the Criminal Justice program ranked fifth in income production, accounting for 6.3% of total income produced for those 19 programs. Similarly, the CJ program ranked fifth of 24 programs in 2017-18 (6.3%), fifth of 25 programs in

2016-17 (6.2%), fifth of 23 programs in 2015-2016 (6.1%), and fourth of 26 programs in 2014-15 (7.4%). (Sitting Bull College, n.d., *Program Income*)

Table 2 below summarizes the revenue produced by the Criminal Justice program, both as dollar values and as percentages of college total revenue. Figures include revenue from the ASCJ program and the AAS L/P program. The data in **Table 2** indicates Criminal Justice program revenue as a percentage of the total college revenue follows a pattern similar to the enrollment data shown in **Table 3** and **Figure 2** below. However, it would difficult to discern any predictable pattern or even association between the various factors reflected in these instruments. If anything, the figures should serve as a stark illustration of the vicissitudes of enrollment and funding at tribal colleges and universities

It is, however, interesting to note revenue per criminal justice enrollee was higher than per SBC enrollee for four of the five years. The Criminal Justice program generated revenue averaging \$194,485.20 per academic year over the previous five years, compared to \$147,588.19 per academic year from 2010-11 through 2013-14 as reported in the previous Program Review.

| Combined AS and AAS Criminal Justice Program Revenue | | | | |
|---|----------------|--------------------|--|-----------------------|
| Scholastic Year | Tuition | ISC Revenue | Total | % of SBC Total |
| 2014-15 | \$64,425.00 | \$127,875.84 | \$192,300.84 | 7.4% |
| 2015-16 | \$46,050.00 | \$96,571.24 | \$142,621.24 | 6.1% |
| 2016-17 | \$93,775.00 | \$115,200.00 | \$208,975.00 | 6.2% |
| 2017-18 | \$129,075.00 | \$146,100.00 | \$275,175.00 | 6.3% |
| 2018-19 | \$50,350.00 | \$102,997.96 | \$153,353.96 | 6.3% |
| Table 2 | | | (Sitting Bull College, n.d., <i>Shared Data File</i>) | |

| Revenue and Enrollment Statistics for Criminal Justice Program and SBC | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Scholastic Year | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| CJ Program Enrollees | 40 | 30 | 30 | 43 | 30 |
| CJ Revenue as a Percentage of SBC Revenue | 7.4% | 6.1% | 6.2% | 6.3% | 6.3% |
| SBC Enrollees | 582 | 517 | 559 | 665 | 554 |
| CJ Enrollees as a Percentage of SBC Enrollees | 6.9% | 5.8% | 5.4% | 6.5% | 5.4% |
| Revenue Per CJ Enrollee | \$4,807.52 | \$4,754.04 | \$6,965.83 | \$6,399.42 | \$5,111.80 |
| Revenue Per SBC Enrollee | \$4,491.73 | \$4,524.87 | \$6,075.83 | \$6,585.89 | \$4,425.10 |

Table 3

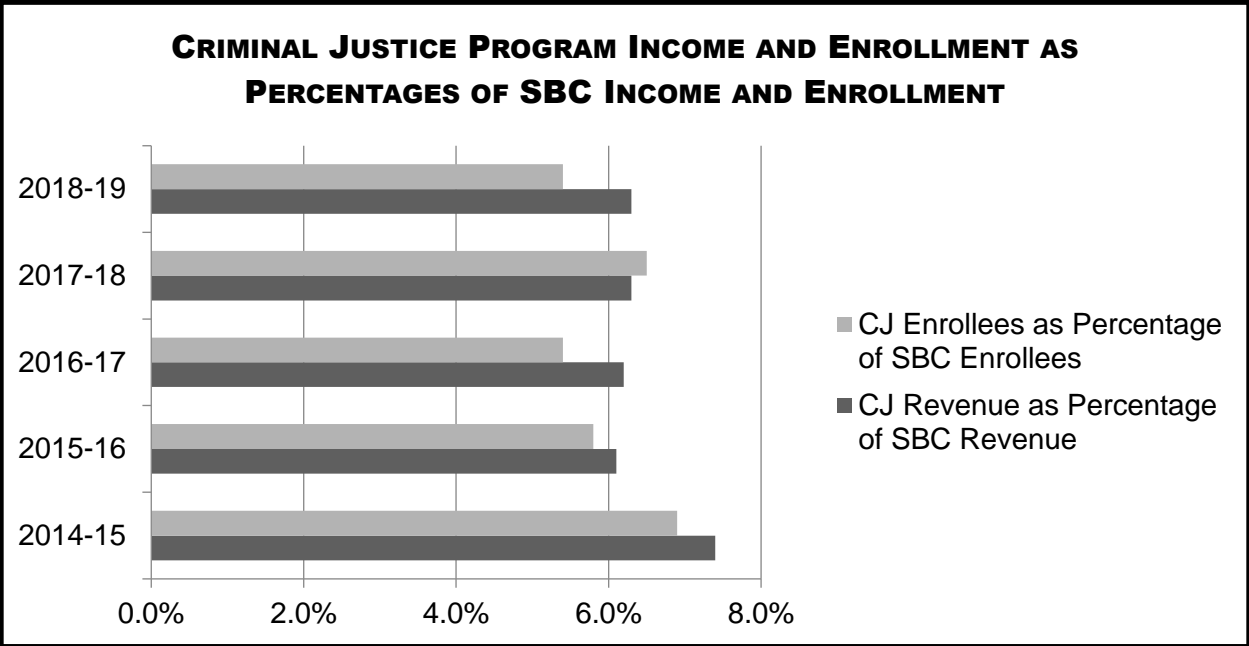


Figure 2

Program Budget

The AS Criminal Justice and AAS Lay Advocate/Paralegal programs are largely supported by a grant from the Native American Career and Technical Education Program (NACTEP), with supplementary funds provided by the general fund and Title III. If NACTEP funding were to be discontinued, the Criminal Justice program would be supported by the SBC general fund and

additional sources of funding would be sought. Administration policy suggests any existing programs with enrolled students will be continued even if grant funding is no longer available (K. Ressler, personal communication, February 18, 2015).

Primary financial support for the Criminal Justice program is provided through a grant from the Native American Career and Technical Education Program (NACTEP). Although some items are and some are not listed in the official program budget provided by administration and shown in **Table 4** below, funds for faculty development are provided through Title III Part A and program supplies are funded through the college General Fund (K. Ressler, personal communication, February 13, 2015).

| Criminal Justice Five Year Budget | | | | | |
|---|--------------------|--------------------|--------------------|--------------------|--------------------|
| NA Career & Tech Grant (NACTEP) | | | | | |
| | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
| Salary | 52,900.00 | 54,400.00 | 55,900.00 | 57,400.00 | 58,900.00 |
| Fringe Benefits | 13,225.00 | 13,875.40 | 13,975.00 | 15,313.90 | 15,432.63 |
| Supplies | 784.00 | 410.00 | 0.00 | 789.00 | 1,200.00 |
| Travel | 0.00 | 2,548.00 | 2,460.00 | 190.00 | 2,000.00 |
| Total | \$66,909.00 | \$71,233.40 | \$72,335.00 | \$73,502.90 | \$75,532.63 |
| NACTEP & General Fund Faculty Overload | | | | | |
| Salary | 0.00 | 3,600.00 | 0.00 | 12,600.00 | 9,250.00 |
| Fringe Benefits | 0.00 | 450.00 | 0.00 | 1,575.00 | 1,156.25 |
| Total | 0.00 | 4,050.00 | 0.00 | 14,175.00 | 10,406.25 |
| Grand Total | \$66,909.00 | \$75,283.40 | \$72,335.00 | \$87,677.90 | \$87,938.88 |

Table 4

| Criminal Justice AS and AAS Enrollment Cost vs. Revenue | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Scholastic Year | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| CJ Program Enrollees | 40 | 30 | 30 | 43 | 30 |
| Cost Per CJ Enrollee | \$1,672.73 | \$2,509.45 | \$2,411.17 | \$2,043.44 | \$2,931.30 |
| Revenue Per CJ Enrollee | \$4,807.52 | \$4,754.04 | \$6,965.83 | \$6,399.42 | \$5,111.80 |
| Cost as Percentage of Revenue | 34.7% | 52.8% | 34.6% | 31.9% | 57.3% |

Table 5

The data in **Table 5** indicate the cost per Criminal Justice enrollee, expressed as the program budget divided by the number of students, and the income per enrollee, expressed as the total program income divided by the number of students, are intended to merely

demonstrate the general relationship between income generated per student and money allocated to the program per student.

In three of the five years examined here, the figures consistently indicate the cost of educating an SBC Criminal Justice student is considerably less than the revenue generated by each student. Presumably, the additional income generated by the program, that would not otherwise be available, is allocated to the general fund as supplementary funding for both short- and long-term operations of the college. These figures illustrate the Criminal Justice program contributes significantly to the financial viability and solvency of the college, over and above the cost of operating the program itself.

Program Advisory Committee

The Criminal Justice Advisory Committee has a vital and integral role in guiding and informing the program. Multiple examples of meeting highlights and the committee's notable contributions to the Criminal Justice program are discussed in various sections of this report. The committee meets twice each year. A working business meeting is held during the fall semester and an appreciation luncheon or a second working meeting is held during the spring semester. In addition, informal contacts occur regularly to discuss course- and program-related issues.

The recruitment and retention of committee members has been an ongoing, and often difficult, endeavor. However, in recent years the Advisory Committee has developed into an integral and essential element of the Criminal Justice program, providing technical expertise, enhancing cultural awareness, and supplying highly qualified and enthusiastic adjunct instructors for the AASLA/P program. The Committee includes multiple court, corrections, and law enforcement professionals from the Standing Rock criminal justice community, as well as interested tribal officials and community members. This close association between the program and the tribal community for which it provides support and potential employees who will remain to live and work in the community is considered a major strength of the program.

Committee members have provided valuable advice and guidance on policy issues and been helpful in providing internships, advised and assisted in facilitating educational field trips, assisted in formulating curriculum, and served as adjunct instructors. For example, committee members were invaluable in providing substantive and practical advice on designing and structuring curriculum for the new Lay Advocate/Paralegal program. Also, as mentioned previously, both the AS and AAS degree plans are in the process of being re-structured based on recommendations from the Criminal Justice Advisory Committee. In considering potential

curriculum changes, the primary concern voiced by committee members is the need to reduce the credit hours required to earn the ASCJ and AASLA/P degrees so students can more expeditiously advance through one or both programs, without compromising the instructional integrity of the programs to fulfill their stated purposes.

Advisory Committee Members:

Dr. Wayne Shelley – Committee Chair

Lola Agard – SRST Family Court Judge

Vicki Broz Krause – Child Support Services Staff Attorney

Jim Cerney – Standing Rock Tribal Court Public Defender

Cara DiMare – Director, Sitting Bull College Student Services

Sparky D. Edwards – Chief of Police, Standing Rock BIA

Dr. Deborah His Horse is Thunder – Academic Consultant; Former Director, American Indian Higher Education Consortium Native American Research Centers for Health

Jeff Kelly – Director, Standing Rock Game, Fish and Wildlife

Marjorie Kohls, SRST Assistant Public Defender

Erin Shanley – SRST Tribal Court Assistant Chief Judge

Shannon Silbernagel – Director SRST Probation and Parole

Mike Swallow -- SRST Tribal Court Chief Judge

Jerl Thompson – Director, SRST Child Support Enforcement Agency

Lt. Jeff Ward – BIA OJS Standing Rock Agency

Program Self-Evaluation

Faculty

Having adjunct faculty who are also members of the Advisory Committee is a definite advantage in terms of communication and collaboration because, in most cases, adjuncts are involved from the beginning stages of discussions involving possible new courses or curriculum changes all the way through to implementation and delivery of courses. For example, the same committee members who suggested civil law courses for the Lay Advocate/Paralegal program and assisted in their creation and design have also taught those courses and made suggestions for improvement.

Except for the process of individual course evaluations administered by the college, there is no “schedule of observation and evaluation of adjunct faculty, assurance that instructors distinguish between personal conviction and professionally accepted views in the discipline, and confirmation that faculty are sufficient in number and training to provide effective instruction” (Program Review Guide, 2017, p. 12). With regard to evaluation and provision of effective instruction, all adjuncts are working professionals with terminal academic degrees in their field of expertise and years of practical experience. First-hand accounts of students and personal contact with adjuncts provide further assurance these adjuncts have been effective and engaging educators.

As for “personal conviction and professionally accepted views”, it should be noted that, although the law and its constitutional and statutory bases are a matter of record, its formulation, interpretation, implementation, and practical application vary from time to time and place to place. In addition, the nature of Criminal Justice is highly political, so all courses, to a greater or lesser extent, emphasize the distinction between the political or theoretical and the actual. Students are reminded the realities of Criminal Justice may contradict materials written by career practitioners in the field, and much of this discrepancy relates to real or perceived disparities in ideology, level of analysis, and perspective.

Consequently, the scholarly dialectic within the criminal justice discipline is often adversarial. Policies are advocated or critiqued, and ideological positions argued, compared, and contrasted. Students are not necessarily asked to agree with the information presented, but to analyze and present alternative interpretations and perspectives in a clear, concise, and scholarly way, buttressed by logical arguments. Scholarly discourse is intended to go well beyond editorial comment or mere opinion, and well-documented and supported arguments are encouraged. The intent is to develop critical and creative thinking skills that go beyond mere facts and opinion (Shelley, 2012).

Evaluation of adjunct faculty is neither required by the college, nor has it been raised as an issue during accreditation visits by the Higher Learning Commission. Both the administration and the primary instructor are of the opinion that daily contact with program students would expose any deficiencies or issues with adjunct faculty and valid complaints would lead to either immediate dismissal or subsequent refusal to rehire. Even so, it would be a simple matter to institute a yearly evaluation of adjunct instructors similar to the process for evaluating regular college faculty if such evaluations were required (K. Ressler, personal communication, February 13, 2015).

Student Relations

Full-time faculty are required to be available for a minimum number of office hours and to inform students by posting and providing this information in course syllabi. Class schedules are based on a regularly updated database of courses taken and needed for individual students to meet graduation requirements. During each semester, the primary instructor charts the courses that have been taken by each student in the program and the courses still needed to fulfill degree requirements. This chart is then utilized to schedule courses for subsequent semesters to ensure the necessary courses are available when each student needs them to fill his or her schedule and progress toward graduation in a timely manner. In addition, efforts are made to tailor course scheduling to the particular needs of students.

All instructors' contact information, including email and phone numbers, are made available to students in course syllabi. Program students are routinely encouraged to visit, call, or email the primary instructor to ask questions, resolve problems, or merely discuss topics or issues of interest. Students are also informed during advising sessions to come by the primary instructor's office any time during school hours because the instructor is most often there even outside of listed times. In addition to posting office hours and contact information outside the primary instructor's office and in course syllabi, students also are informed of the primary instructor's willingness to make special arrangements outside of normal office hours to accommodate students' schedules. Students regularly take advantage of all these avenues and opportunities for faculty access, as evidenced by frequent visits to the primary instructor's office, phone calls, and electronic communications.

The fact that all adjuncts have been working practitioners in their respective disciplines provides unique opportunities for students. For example, students regularly visit the Standing Rock Tribal Court to observe the operations of the court and many have delivered course-related presentations there. Students have also visited the law library, state penitentiary, juvenile detention facility, and forensic laboratory in Bismarck, North Dakota. A similar visit was made to the South Dakota state forensic laboratory in Pierre, South Dakota. All travel, lodging, and meals are paid for with program funds.

In addition, the Criminal Justice internship requirement has allowed students to intern in areas of the criminal justice system that appeal to their particular interests and career aspirations. As mentioned previously, students have interned with the Standing Rock police department, court, probation and parole department, correctional department, game and fish

department, child protection services, juvenile services, and other tribal agencies. No funding is required for student internships since there are no expenses or attendant costs.

The various employment placements of program graduates enumerated in the Program Productivity Summary attest to the ability of the Criminal Justice program's courses and programs to meet the learning and employment needs of students. Virtually all program graduates have either found employment in the field of criminal justice or have chosen to pursue higher educational goals. Parenthetically, it should be noted significant emphasis is placed on encouraging program students to pursue additional educational and training opportunities to better prepare themselves for entering the workforce and to improve their general skills and abilities.

Curriculum Content, Design, and Delivery

All courses currently offered under the Criminal Justice program have been written by the primary instructor and reviewed, assessed, and approved by the college Curriculum committee. Some of the courses for the Lay Advocate/Paralegal program were suggested, and all were reviewed and approved, by the Criminal Justice Advisory Committee. In addition, except for the Course Descriptions and Objectives, all course outlines are reviewed and updated by the respective instructors prior to being taught each semester. Also, since all adjunct instructors have been members of the Advisory Committee, it is common for instructors/committee members to make suggestions for improving course structure and delivery. For example, it was recently suggested one of the courses in the Lay Advocacy/Paralegal program be divided into two courses to facilitate more in-depth exploration and analysis of diverse subject matter that could not be adequately covered in a single course. This suggestion was subsequently acted upon and taken to the Curriculum committee, which approved the change.

While individual course design and delivery is the responsibility of instructors based on training and expertise, texts and audio/video/internet educational resources are reviewed and assessed on an ongoing basis by the primary instructor to select the most current and appropriate instructional materials. All courses are selected and designed to contribute to an integrated program that will best address industry standards and requirements and student needs and interests. Core requirements of the AS Criminal Justice program have been formulated, reviewed, and implemented to address all fundamental areas of knowledge required for criminal justice practitioners. Electives are selected to provide specialized areas of knowledge and appeal to individualized areas of interest. For example, courses in family law and juvenile justice address specialized disciplines within the justice system that may not be

required for practitioners in other areas. Since the AAS Lay Advocate/Paralegal program is designed to address the knowledge requirements of a specific area of endeavor, all students are required to satisfy the same program requirements.

As a metric against which the SBC Criminal Justice program can be measured, certification standards of the Academy of Criminal Justice Sciences (2018) were consulted

Every effort is made to incorporate relevant aspects of North American indigenous cultures in general, and Lakota/Dakota culture in particular, into the Criminal Justice curriculum. An exhaustive discussion of all such instances is not possible here, but a few examples should be illustrative. Dr. Shelley has written and published a supplement in the Introduction to Criminal Justice textbook entitled “Indian Country Law Enforcement and Courts”, with ancillary materials from other authors on those subjects. The Introduction to American Courts class includes a special section compiled by Dr. Shelley on Courts in Indian Country and the Standing Rock Court.

The Indian Law class incorporates several sections exploring such topics as inherent sovereignty of indigenous tribes, the dissolution of indigenous kinship systems during the Allotment Era and its effect on traditional systems of order maintenance and conflict resolution in tribal cultures, the deleterious effects of Sioux and other tribal treaties with the federal government, and the tensions between traditional indigenous concepts of law and justice and the conflicting sensibilities of the dominant Anglo-American legal system. To augment the traditional and contemporary indigenous perspectives, the “Introduction to Tribal Legal Studies” text by Richland and Deer is used as a supplementary text in the Indian Law class.

The Criminal Law class includes intensive comparisons between the Anglo-American legal system and indigenous restorative justice approaches to order maintenance (e.g. the Siouxan *akicita*) and conflict resolution practiced by traditional Native American cultures, such as traditional Talking Circles employed by the Lakota/Dakota and other plains tribes, Peacemaking courts of the Navajo, and the Great Law of Peace of the Iroquois Confederacy that served as an inspiration for the American system of government. Lakota/Dakota values are explored and discussed in the Ethics in Criminal Justice class, including a review of the ethical requirements for members of the Standing Rock tribal court.

As mentioned elsewhere, all civil law-based courses in the AASLA/P program are taught by working professionals in the Standing Rock government whose pedagogical approach, in accordance with the *raison d’etre* of the program to provide Lay Advocates for Tribal justice

systems, necessarily incorporates both Anglo-American legal perspectives and traditional and contemporary Lakota/Dakota principles and concepts. And finally, whereas virtually all contemporary Criminal Justice texts include Native Americans in the category of “Other” in statistical reporting, the primary instructor considers it essential to report justice-related data and statistics specifically for the Native American component of the population.

Assessment

As would be expected, assessment is a paramount priority for all academic programs at Sitting Bull College. The ASCJ and AASLA/P programs utilize both direct and indirect assessment instruments and, like all programs, are required to submit assessment reports at the conclusion of each school year.

The Direct Assessment instruments evaluate students’ skills and knowledge in both the AS and AAS programs using comprehensive exams written by the primary instructor especially for this purpose. Three areas of skills are categorized and measured according to the three program outcomes for their respective programs. Graduates in both programs are required to take the appropriate exam for their program a final time and are expected to score at least 70% on respective program exams. Students take the test once each year to provide data to statistically and empirically demonstrate progressive skill and ability levels as students advance through the program. The expectation is that students who have spent a longer time and taken more classes in program will demonstrate increasingly greater mastery of the expected skills and concepts than those just entering or with relatively few hours in the programs.

The assessment instrument for the AAS Lay Advocate/Paralegal program was written in 2013 and closely resembles and is administered, analyzed, and reported in much the same manner as the instrument used for the AS Criminal Justice program, with the obvious difference regarding Outcome 3 (see **Role of Program** section). The test segments for Outcomes 1 and 2 are the same for both instruments. The Outcome 1 segment of the AAS exam consists of sixty-five (65) questions worth seventy (70) points. The Outcome 2 segment has forty-six (46) questions worth forty-eight (48) points. The Outcome 3 segment contains seventy-three (73) questions worth seventy-eight (78) points.

Data from both program assessment tests is gathered, analyzed, and charted in the spring of each academic year and presented to the college Assessment Committee, which makes recommendations for improvement. Both the AS and AAS assessment instruments will be re-

evaluated and re-written in accordance with the proposed upcoming curriculum changes when approved.

The Spring 2019 ASCJ and AASLA/P Assessment reports are attached to the end of this document as Appendices E and F.

Institutional Support

Program classes are generally taught in a single classroom, which is usually large enough to meet current program needs. In past semesters when class sizes became too large for the classroom, arrangements were made to exchange with the Business department for a larger classroom. All spaces utilized for Criminal Justice AS and AAS classes are well lit, heated, and ventilated, with adequate whiteboard space and audiovisual equipment, including periodically updated computer equipment and software. Custodial staff usually does an adequate job of keeping the spaces clean and maintained. Technical support is also helpful and timely. The program has seldom experienced any difficulties in procuring needed supplies, materials, or logistical support.

Although the Director of Library Services has been cooperative in allowing the primary instructor to bring students to the library for advice and instruction on utilizing internet resources available through the library, the lack of criminal justice related reference material and APA Publication manuals is a consistent handicap for students assigned research papers. Title III, Part F funds are available to the college library for the purchase of reference materials but, presumably, requests are prioritized according to available funding, program need, and cultural relevance, and have so far been generally unproductive. A recent inquiry also revealed that “specific materials” needed can be funded through NACTEP grant funds or the Academic General Fund (K. Ressler, personal communication, February 13, 2015). The writing center has also been cooperative in counseling and advising students, although students seem generally reluctant to take advantage of both resources.

A concerted effort to track and address student attendance and participation by the counseling department appears to have had a positive impact on attendance and retention, although these observations are strictly anecdotal. Another initiative that appears to have contributed to retention and student success is the cohort approach in which first semester students receive individualized and specialized counseling and guidance. Preliminary data appears to support these anecdotal observations.

Administration is exceptionally supportive in the area of professional development. For example, administration has approved requested funding for workshops, seminars, and other types of training and educational advancement, including a three-day seminar on administration of the Psychopathy Checklist at the Chicago School of Professional Psychology, attending the BioPsychoSocial conference of the American Society of Criminology in Atlanta and the American Psychology Law conference in Seattle. As mentioned earlier, some program expenses, such as professional development, travel, professional organizational memberships, and others are not reflected in the official program budget and are instead paid for from college Academic General Fund and Title III funds (K. Ressler, personal communication, February 13, 2015).

Contribution to the College and Other Programs

A generally collegial association exists among the various academic programs at Sitting Bull College, and the Criminal Justice program endeavors to support and foster cooperation by advising program students to take courses offered by other programs to satisfy various program requirements. For example, the Humanities, Social, or Behavioral Science requirement is often satisfied by enrolling students in courses offered by the Native American Studies, General Studies, or Human Service programs. A large proportion of program requirements are also satisfied by general education courses that support the Science, Math, Art, English, Native American Studies, and Office Technology departments. In addition, Criminal Justice courses are often taken by students from other programs to satisfy similar requirements. For example, the Introduction to Criminal Justice and Ethics in Criminal Justice courses have been popular electives for students from other majors.

The Criminal Justice program presents individual awards at the annual awards banquet for notable achievement in the program. Examples include awards for continued achievement, most improved student, most promising new student, and outstanding student in both degree programs. The most notable achievement of the program itself is its demonstrated ability to prepare students for employment in the criminal justice system, as evidenced by the fact that most program graduates are currently working in their chosen fields. Recruitment fairs at the college by tribal criminal justice agencies further demonstrate the willingness of these agencies to employ students from the program and their trust in the program to provide qualified and competent candidates.

The greatest obstacle for the program has been limited enrollment. Suggested strategies for addressing the problem, which has been the primary topic of discussion at committee

meetings over the last several years, have included increased exposure on radio, making program brochures available at reservation schools, and participating in informational presentations for area high school students. Limited enrollment has negatively affected the ability of the program to grow and provide additional courses. For example, classes have been canceled and potential adjunct instructors have declined to teach classes due to low enrollment. In 2012, the Criminal Justice track toward a bachelor degree in General Studies was discontinued for the same reason. Not only do these developments impact the viability of the program itself, but the cancellation of the bachelor track and limited availability of other criminal justice courses also reduce the number of courses available to students in other majors, making it more difficult for advisors to consider and schedule adequate alternative elective courses for their students.

Program Planning

Trends

The Criminal Justice Associate of Science (AS) Program curriculum was re-written in the fall of 2007 as a means of broadening and enhancing the narrow, restrictive focus of the existing program on predominantly law enforcement-oriented courses. The thinking was, and continues to be, that although law enforcement is unquestionably a vitally important and integral aspect of the administration of justice, the parameters of criminal justice are rapidly expanding to encompass a wide array of increasingly disparate disciplines, including the practice of law, forensic sciences, crime analysis and statistics, crime scene investigation, criminology, criminal psychology, victimology, advocacy, homeland security, and many more. The current curriculum is based on the belief that students pursuing careers in law enforcement are better served by courses designed to teach critical and creative thinking skills directly applicable to the administration of justice. To complement this approach, the broader and more universal criminal justice curriculum stresses the knowledge, concepts, and skills fundamental to all areas of endeavor within the American Criminal Justice system and related disciplines. As such, the program provides the essential foundational knowledge required for those who may choose to pursue various paths within the Criminal Justice system and allied fields, as well as those who choose to pursue higher levels of education in only tangentially related areas of the social and physical sciences.

The Associate of Applied Science (AAS) Lay Advocate/Paralegal program was proposed to the Curriculum Committee and Board of Directors in 2011 to specifically address the need for qualified lay advocates and paralegals in the Standing Rock and other tribal courts, as well as to

provide the basic knowledge and skills to obtain entry-level employment in the paralegal field. Proposed benefits of the Lay Advocate/Paralegal program to the Standing Rock community include:

- ♦ Creating new employment opportunities for program graduates
- ♦ Providing access to low-cost legal assistance for Standing Rock residents
- ♦ Increasing the quality of legal representation available to the community through more extensive training
- ♦ Helping to relieve the caseload burden of the tribal Public Defender, and
- ♦ Providing a unique and culturally sensitive program of study that might draw students from other reservations to Sitting Bull College

Anecdotal evidence, as well as solid empirical data contained in this report, indicate the program is fulfilling its intended purpose and providing these benefits to varying extents.

The major disappointment for the program has been the failure of the criminal justice track in the General Studies bachelor program, not only for the reasons previously discussed, but also because students who earn their AS or AAS degrees are once again forced to enter unrelated programs or leave the reservation to pursue more advanced educational aspirations. However, the AAS Lay Advocate/Paralegal program has not only expanded the appeal of the program somewhat to attract a wider range of students, but also addresses a need unique to Native American communities. Creation of the program was the direct response to a genuine need for additional and better-trained advocates in the Standing Rock Court, as suggested by the Criminal Justice Advisory Committee.

Legal justification for the program relates to the stipulations in the Standing Rock Sioux Tribe Constitution and federal law that tribal courts are not required to provide counsel for indigent defendants. Although the Standing Rock Tribal court does provide a public defender for criminal defendants, the Standing Rock Tribal Code of Justice allows Lay Advocates to serve as legal counselors in both criminal and civil proceedings. It is also important to note Sub-section (b) of Section 1-601 of the Standing Rock Sioux Tribe Code of Justice (S.R. S.T.C.O.J., 2015) specifies one of the qualifying factors for practicing as a Lay Advocate in the Standing Rock Tribal Court is “. . . the tribal advocate or lay counselor shall have completed a . . . tribal advocacy course offered by . . . Sitting Bull College . . . approved by the Judicial Committee of the Standing Rock Sioux Tribe”. According to information provided by the American Indian Higher Education Consortium, Sitting Bull College and Navajo Technical University are the only two of the 34 accredited tribal colleges in the United States offering degree programs that

qualify tribal members to act as advocates in tribal courts (K. Cardell & D. His Horse is Thunder, personal communication, April 17, 2020).

As previous sections attest, graduates of the Criminal Justice program have been successful in finding employment in various criminal justice agencies on the Standing Rock Reservation. However, the limited population base and an unemployment rate of 79% necessarily means employment possibilities on the Standing Rock Reservation are limited (Standing Rock Sioux Tribe, Community Environmental Profile, 2013).

The national employment outlook for criminal justice-related jobs is encouraging, as are prospects in both North and South Dakota. For example, statistics show the percentage of total job growth in the general category of Legal Occupations between 2016 and 2026 is projected to be 10.0% for the state of North Dakota. The South Dakota Department of Labor and Regulation (2020) reports jobs in Legal occupations will increase by 10.43% and Protective Services by a modest 3.23% between 2016 and 2026.

Table 6, Table 7, and Table 8 below show projected increases in demand for some criminal justice-related job skills at the national level and for North and South Dakota, respectively.

| National Employment Projections, 2018 – 2028 | |
|--|--|
| Occupational Category | Projected Increase |
| Lawyers, Judges, and Related Workers | 5.9% |
| Paralegals and Legal Assistants | 12.0% |
| Social Science Research Assistants | 3.6% |
| Lawyers and Judicial Law Clerks | 6.0% |
| Security Guards and Gaming Surveillance Officers | 3.5% |
| Private Detectives and Investigators | 7.9% |
| Court, Municipal, and License Clerks | 4.4% |
| Lawyers | 6.1% |
| Court Reporters | 7.0% |
| Protective Service Workers | 5.2% |
| Police Officers | 5.0% |
| Police, Fire, and Ambulance Dispatchers | 5.5% |
| Gaming Surveillance Officers and Gaming Investigators | 3.8% |
| Transportation Security Screeners | 1.1% |
| Police and Sheriff's Patrol Officers | 5.0% |
| Forensic Science Technicians | 14.4% |
| Law, Criminal Justice, and Social Work Teachers, Postsecondary | 8.9% |
| Criminal Justice and Law Enforcement Teachers, Postsecondary | 8.1% |
| First-line Supervisors of Police and Detectives | 4.8% |
| Legal Support Workers | 9.0% |
| Judges, Magistrate Judges, and Magistrates | 3.1% |
| Detectives and Criminal Investigators | 2.5% |
| Fish and Game Wardens | 1.7% |
| Table 6 | (United States Department of Labor, Bureau of Labor Statistics., 2019, <i>Employment by detailed occupation</i>) |

| North Dakota Employment Projections, 2016 – 2026 | |
|--|---|
| Occupational Category | Projected Increase |
| Paralegals and Legal Assistants | 16.0% |
| Forensic Science Technicians | 6.7% |
| Emergency Management Directors | 8.3% |
| Court, Municipal, and License Clerks | 9.3% |
| Security Guards | 9.1% |
| Police, Fire, and Ambulance Dispatchers | 12.4% |
| Judges, Magistrate Judges, and Magistrates | 7.8% |
| Lawyers | 7.9% |
| Fish and Game Wardens | 5.9% |
| Social Science Research Assistants | 10.3 |
| Detectives and Criminal Investigators | 4.2% |
| First-Line Supervisors of Police and Detectives | 9.9% |
| Gaming Surveillance Officers and Investigators | 2.3% |
| Probation Officers and Correctional Treatment Specialists | 8.4% |
| Judicial Law Clerks | 5.1% |
| Legal Support Workers, All Others | 7.5% |
| First-Line Supervisors of Protective Service Workers, All Others | 3.7% |
| Police and Sheriffs Patrol Officers | 13.0% |
| Protective Service Workers, All Others | 8.8% |
| Criminal Justice and Law Enforcement Teachers, Postsecondary | 10.0% |
| Table 7 | (Job Service North Dakota, 2020, Labor Market Information Center, Occupational Projections (Long-term) for Multiple Occupations in North Dakota in 2016-2026) |

| South Dakota Employment Projections, 2016 – 2022 | |
|--|---------------------------|
| Occupational Category | Projected Increase |
| Transportation Security Screeners | 1.7% |
| Post-Secondary Criminal Justice and Law Enforcement Teachers | 14.6% |
| Paralegals and Legal Assistants | 20.0% |
| Lawyers | 10.0% |
| Security Guards | 3.7% |
| Court, Municipal, and License Clerks | 2.6% |
| Detectives and Criminal Investigators | 2.8% |
| Judges, Magistrate Judges, and Magistrates | 2.3% |
| Compliance Officers | 6.1% |
| Emergency Management Directors | 4.0% |
| Fish and Game Wardens | 2.5% |
| Gaming Surveillance Officers and Investigators | 1.5% |
| Police and Sheriff's Patrol Officers | 2.9% |
| First-Line Supervisors of Police and Detectives | 2.8% |
| Correctional Officers and Jailers | 2.6% |
| Legal Support Workers, All Others | 6.7% |
| Forensic Science Technicians | 2.9% |

Table 8 (South Dakota Department of Labor and Regulation, 2016, *Employment Projections by Occupations*)

Revised Goals and Objectives Due to Program Review

Based on fourteen years of daily involvement in the SBC Criminal Justice Program, the Program Review provides no real revelations or new insights, but it does serve to reinforce and provide evidence for existing judgments. First and foremost, the information regarding graduate employment and movement into advanced degree programs illustrates the positive impact of the program, not only on students and their families, but also on the community, local criminal justice agencies, and Sitting Bull College itself.

The relatively low and generally static enrollment numbers remain troubling. Limited enrollment limits opportunities for program growth in terms of increased course offerings, additional full-time faculty, and tangential activities and opportunities for students and faculty.

These factors most assuredly have a reciprocal negative impact on prospects for increasing enrollment. Thankfully, however, since the last program review there seems to have been an increased interest in the SBC Criminal Justice program among tribal criminal justice practitioners who have increasingly taken an active role in supporting and advancing both the AS and the AAS programs, perhaps in light of the realization that proactive participation in these programs must inevitably increase the likelihood of providing bright and eager young Native professionals with the potential to positively impact the tribal justice system for years to come.

Additional Resources Needed

Although current needs of both the AS and AAS programs in the Criminal Justice Program are being met, program improvement is always the goal. Consequently, additional instructional resources such as lab materials and study and research resources would be beneficial. Additional instructional personnel could substantially increase learning opportunities for students while increasing the potential for promoting the program. However, the Criminal Justice program faces the same mutually reinforcing obstacles as other single-faculty programs at Sitting Bull College. Limited and static enrollment precludes the possibility of increasing faculty or further developing the program, while limited faculty and inhibited program development in turn limit the programs' attractiveness to more gifted and capable local, as well as geographically distant, students.

More importantly, teaching courses in a logically progressive manner is extremely difficult due to the lack of full-time instructors and/or available adjuncts. Not only does this cause serious scheduling difficulties as a result of the constant tension between cycling through all of the program courses while attempting to meet the needs of students who drop out and return to the program over time for various reasons, but it also may be detrimental for students who are required to sometimes learn more advanced skills and practices before they are given the opportunity to master more fundamental and rudimentary skills and practices. These scheduling inconsistencies also make interpreting assessment data more difficult and uncertain because, even though students are assessed on the basis of the number of program hours successfully completed, those students at the same assessment levels may have very little in common in terms of the program goals and objectives addressed in the courses they have completed.

References

- Academy of Criminal Justice Sciences. (2018). Standards for college/university[and] criminal justice/criminology associate degree programs. Retrieved from https://cdn.ymaws.com/www.acjs.org/resource/resmgr/certification/associate_degree_standards_.pdf.
- Indian Civil Rights Act (1968).
- Labor Market Information Center, Job Service North Dakota, Projections Unit, 2020, Occupational Projections (Long-term) for Multiple Occupations in North Dakota in 2016-2026. Retrieved from <https://www.ndlmi.com/vosnet/analyzer/results.aspx?enc=EPXWjEv0SO+8zdwCS+6+IQ>.
- Navajo Technical University (2020). Retrieved from <http://www.navajotech.edu/academics/associate-of-applied-science>.
- Sitting Bull College. (n.d.). *Enrollment by degree program*.
- Sitting Bull College. (n.d.). *2014-2015 program income*.
- Sitting Bull College. (n.d.). *2015-2016 program income*.
- Sitting Bull College. (n.d.). *2016-2017 program income*.
- Sitting Bull College. (n.d.). *2017-2018 program income*.
- Sitting Bull College. (n.d.). *2018-2019 program income*.
- Sitting Bull College. (n.d.). *Shared data file*.
- Shelley, W. (2012). *Criminal justice writing module*.
- South Dakota Department of Labor and Regulation (2016). *Employment Projections by Occupations*. Retrieved from https://dlr.sd.gov/lmic/menu_projections_occupation.aspx.
- Standing Rock Sioux Tribe. (2013). *Community environmental profile*. Retrieved from <http://www.standingrock.org/communityProfile/>.
- Standing Rock Sioux Tribe. (2013). *Environmental summary*. Retrieved from <http://www.standingrock.org/communityProfile/>.
- Standing Rock Sioux Tribe Code of Justice (2007). Title I, § 1-601 (b).
- U.S Bureau of Labor Statistics, United States Department of Labor. (2019). *Employment by detailed occupation*. Retrieved from <https://www.bls.gov/emp/tables/emp-by-detailed-occupation.htm>.

United States Department of Labor, Bureau of Labor Statistics. (2020). *May 2019 state occupational employment and wage estimates: South Dakota*. Retrieved from http://www.bls.gov/oes/current/oes_sd.htm#33-0000.

Appendices

Appendix A

PRESENT ASSOCIATE OF SCIENCE CRIMINAL JUSTICE (ASCJ) PROGRAM

GENERAL EDUCATION REQUIREMENTS

| | | |
|---|---|-------------------|
| ENGL 110 | Composition I..... | 3 cr. |
| ENGL 120 | Composition II..... | 3 cr. |
| COMM 110 | Speech | 3 cr. |
| MATH 102 | Intermediate Algebra or higher..... | 4 cr. |
| PSYC 100 | First Year Learning Experience..... | 3 cr. |
| SOC 100 | Transitions – Graduation and Beyond..... | 2 cr. |
| NAS 101 | Ochethi Sakowin Language I or | |
| NAS 103 | Introduction to Ochethi Sakowin Language, Culture & History | 4 cr. |
| CSCI 101 | Introduction to Computer Applications..... | 3 cr. |
| HUMANITIES | or SOCIAL & BEHAVIORAL SCIENCE | 3 cr. |
| | Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, or Sociology | |
| HEALTH/PHYSICAL EDUCATION | | 2 cr. |
| | Any two (2) one-hour courses or any one (1) two-hour course | |
| LABORATORY SCIENCE | | 4 cr. |
| | Any four-hour laboratory science course | |
| Total General Education Requirements | | 34 CREDITS |

CORE REQUIREMENTS

| | | |
|--------------------------------|---|-------------------|
| CJ 201 | Introduction to Criminal Justice | 3 cr. |
| CJ 203 | Interviewing & Interrogation | 3 cr. |
| CJ 205 | Indian Law | 3 cr. |
| CJ 215 | Criminal Procedure | 3 cr. |
| CJ 225 | Introduction to American Courts..... | 3 cr. |
| CJ 230 | Criminal Law | 3 cr. |
| CJ 235 | Criminal Evidence | 3 cr. |
| CJ 245 | Survey of Forensic Sciences..... | 3 cr. |
| CJ 252 | Criminology..... | 3 cr. |
| CJ 260/360 | Ethics in Criminal Justice | 3 cr. |
| CJ 297 | Criminal Justice Internship/Capstone Experience | 3 cr. |
| Total Core Requirements | | 33 CREDITS |

CORE REQUIREMENT CRIMINAL JUSTICE ELECTIVES – (Select 1 Course)

| | | |
|---|---|-------------------|
| PSYC 111 | Introduction to Psychology | 3 cr. |
| CJ210 | Legal Research, Writing, and Case Analysis..... | 3 cr. |
| CJ 226 | Criminal Investigations | 3 cr. |
| CJ 253 | Juvenile Justice | 3 cr. |
| CJ 265/365 | Trial Techniques | 3 cr. |
| CJ 270 | Introduction to Corrections | 3 cr. |
| CJ 290 | Criminal Behavioral Analysis..... | 3 cr. |
| Total Criminal Justice Electives | | 3 CREDITS |
| TOTAL DEGREE REQUIREMENTS | | 70 CREDITS |

PROPOSED ASSOCIATE OF SCIENCE
CRIMINAL JUSTICE PROGRAM

GENERAL EDUCATION REQUIREMENTS

| | | |
|---|---|-------------------|
| ENGL 110 | Composition I | 3 cr. |
| ENGL 120 | Composition II | 3 cr. |
| COMM 110 | Speech | 3 cr. |
| MATH 102 | Intermediate Algebra or higher | 4 cr. |
| PSYC 100 | First Year Learning Experience | 3 cr. |
| SOC 120 | Transitions – Graduation and Beyond | 2 cr. |
| NAS 101 | Ocheti Sakowin Language I OR | |
| NAS 103 | Introduction to Ochethi Sakowin Language, Culture, & History | 3 cr. |
| CSCI 101 | Introduction to Computers..... | 3 cr. |
| HUMANITIES or SOCIAL & BEHAVIORAL SCIENCE | | 3 cr. |
| | Select any one (1) course from: Arts, English, History, Humanities, Music, Native American Studies, Philosophy, Anthropology, Criminal Justice, Economics, Geography, Human Services, Political Science, Psychology, or Sociology | |
| HEALTH/PHYSICAL EDUCATION | - Any two (2) one-hour courses or any one (1) two-hour course.. | 2 cr. |
| LABORATORY SCIENCE | - Any four-hour laboratory science course..... | 4 cr. |
| Total General Education Requirements | | 33 CREDITS |

CORE REQUIREMENTS

| | | |
|--------------------------------|--|-------------------|
| CJ 201 | Introduction to Law Enforcement and Corrections | 3 cr. |
| CJ 203 | Interviewing & Interrogation..... | 3 cr. |
| CJ 205 | Indian Law..... | 3 cr. |
| CJ 225 | Introduction to American Courts..... | 3 cr. |
| CJ 231 | Criminal Procedure/Evidence | 3 cr. |
| CJ 230 | Criminal Law | 3 cr. |
| CJ 245 | Survey of Forensic Sciences | 3 cr. |
| CJ 252 | Criminology | 3 cr. |
| CJ 260 | Ethics in Criminal Justice..... | 3 cr. |
| CJ 265 | Trial Techniques | 3 cr. |
| CJ 297 | Criminal Justice Internship/Capstone Experience..... | 3 cr. |
| Total Core Requirements | | 33 CREDITS |

CORE REQUIREMENT CRIMINAL JUSTICE ELECTIVES – (Select 1 Course)

| | | |
|--|---|-------------------|
| CJ206 | Civil Law I/Family Law/Contracts & Torts | 3 cr. |
| CJ210 | Legal Research, Writing, and Case Analysis | 3 cr. |
| CJ 253 | Juvenile Justice | 3 cr. |
| CJ 290 | Criminal Behavioral Analysis | 3 cr. |
| Criminal Justice Elective | | 3 CREDITS |
| TOTAL DEGREE REQUIREMENTS | | 69 CREDITS |

Appendix B

| AS 2 YEAR COMPLETION | | |
|---|---|------------------------|
| Fall Term 1 | | |
| PSYC 100 | First Year Learning Experience | 3 credit hours |
| ENGL 110 | Composition I | 3 credit hours |
| MATH 102 | Intermediate Algebra or higher | 4 credit hours |
| CSCI 101 | Introduction to Computer Applications | 3 credit hours |
| COMM 110 | Speech | 3 credit hours |
| | | 16 credit hours |
| Spring Term 2 | | |
| CJ 201 | Introduction to Criminal Justice | 3 credit hours |
| NAS 101 | Ochethi Sakowin Language I | 4 credit hours |
| ENGL 120 | Composition II | 3 credit hours |
| CJ 225 | Introduction to American Courts | 3 credit hours |
| HPER 106 | First Aid/CPR | 2 credit hours |
| | Humanities or Social/Behavioral Science | 3 credit hours |
| | | 18 credit hours |
| Fall Term 3 | | |
| CJ 205 | Indian Law | 3 credit hours |
| CJ 230 | Criminal Law | 3 credit hours |
| CJ 215 | Criminal Procedure | 3 credit hours |
| CJ 260 | Ethics in Criminal Justice | 3 credit hours |
| CJ 235 | Criminal Evidence | 3 credit hours |
| | Criminal Justice Elective | 3 credit hours |
| | | 18 credit hours |
| Spring Term 4 | | |
| CJ 252 | Criminology | 3 credit hours |
| CJ 203 | Interviewing and Interrogation | 3 credit hours |
| SOC 100 | Transitions – Graduation and Beyond | 2 credit hours |
| CJ 245 | Survey of Forensic Sciences | 3 credit hours |
| CJ 297 | Criminal Justice Internship/Capstone Experience | 3 credit hours |
| | Laboratory Science | 4 credit hours |
| | | 18 credit hours |
| TOTAL DEGREE REQUIREMENTS 70 credits | | |
| <p>NOTE: By design, there are no 100-level Criminal Justice courses. Due to the SBC cohort model, the first semester for most Criminal Justice students is devoted to taking the same General Education courses to acclimate students to the college academic environment and to develop a sense of community among incoming program students.</p> | | |

Appendix C

**PRESENT ASSOCIATE OF APPLIED SCIENCE
LAY ADVOCATE/PARALEGAL PROGRAM**

GENERAL EDUCATION REQUIREMENTS

| | | |
|--|--|-------------------|
| ENG 110 | Composition I..... | 3 cr. |
| COM 110 | Fundamentals of Public Speaking..... | 3 cr. |
| MATH 101 | Pre-Algebra or higher..... | 3 cr. |
| PSYC 100 | 1 st Year Learning Experience..... | 3 cr. |
| SOC.....100 | Transitions – Graduation and Beyond..... | 2 cr. |
| NAS101 or | Ocheti Sakowin Language I | |
| NAS103 | Introduction to Ochethi Sakowin Language, Culture & History..... | 3 cr. |
| CSCI 101 | Introduction to Computer Applications..... | 3 cr. |
| Health/Physical Education – Any two (2) one-hour courses or any one (1) two-hour course .. | | 2 cr. |
| Total General Education | | 23 credits |

GENERAL REQUIREMENTS

| | | |
|--|---|-------------------|
| ENG 120 | Composition II..... | 3 cr. |
| CJ 201 | Introduction to Criminal Justice..... | 3 cr. |
| CJ 203 | Interviewing & Interrogation..... | 3 cr. |
| CJ 205 | Indian Law..... | 3 cr. |
| CJ 208 | Family Law..... | 3 cr. |
| CJ 209 | Will, Probate, and Property Law..... | 3 cr. |
| CJ 210 | Legal Research, Writing, and Case Analysis..... | 3 cr. |
| CJ 215 | Criminal Procedure..... | 3 cr. |
| CJ 225 | Introduction to American Courts..... | 3 cr. |
| CJ 230 | Criminal Law..... | 3 cr. |
| CJ 231 | Contracts and Torts..... | 3 cr. |
| CJ 235 | Criminal Evidence..... | 3 cr. |
| CJ 260/360 | Ethics in Criminal Justice..... | 3 cr. |
| CJ 265/365 | Trial Techniques..... | 3 cr. |
| Total Core Requirements | | 42 credits |
| TOTAL DEGREE REQUIREMENTS | | 65 credits |

**PROPOSED ASSOCIATE OF APPLIED SCIENCE
LAW ADVOCATE/PARALEGAL PROGRAM**

GENERAL EDUCATION REQUIREMENTS

| | | | |
|--|-----|--|-------------------|
| ENGL | 110 | Composition I | 3 cr. |
| COMM | 110 | Fundamentals of Public Speaking | 3 cr. |
| MATH | 101 | Pre-Algebra or higher | 4 cr. |
| PSYC | 100 | 1 st Year Learning Experience | 3 cr. |
| SOC | 120 | Transitions – Graduation and Beyond | 2 cr. |
| NAS | 101 | Ochethi Sakowin Language I OR | |
| NAS | 103 | Introduction to Ochethi Sakowin Language, Culture, & History | 3 cr. |
| CSCI | 101 | Introduction to Computers | 3 cr. |
| Health/Physical Education – Any two (2) one-hour courses or any one (1) two-hour course .. | | | 2 cr. |
| Total General Education Requirements | | | 23 CREDITS |

CORE REQUIREMENTS

| | | | |
|--|------------|--|-------------------|
| ENGL | 120 | English II | 3 cr. |
| CJ | 202 | Introduction to Law Enforcement and Corrections | 3 cr. |
| CJ | 203 | Interviewing & Interrogation | 3 cr. |
| CJ | 205 | Indian Law | 3 cr. |
| CJ | 206 | Civil Law I/ Contracts & Torts | 3 cr. |
| CJ | 207 | Civil Law II/ Will, Probate, and Property Law | 3 cr. |
| CJ | 208 | Family Law | 3 cr. |
| CJ | 211 | Legal Research, Writing, and Case Analysis | 3 cr. |
| CJ | 220 | Criminal Law | 3 cr. |
| CJ | 225 | Introduction to American Courts | 3 cr. |
| CJ | 231 | Evidence and Procedure | 3 cr. |
| CJ | 260 | Legal Ethics | 3 cr. |
| CJ | 265 | Trial Techniques | 3 cr. |
| CJ | 296 | Lay Advocate/Paralegal Internship | 3 cr. |
| Total Core Requirements | | | 42 CREDITS |
| TOTAL DEGREE REQUIREMENTS | | | 65 CREDITS |

Appendix D

| AAS 2 YEAR COMPLETION | | |
|--|--|------------------------|
| Fall Term 1 | | |
| PSYC 100 | First Year Learning Experience | 3 credit hours |
| ENGL 110 | Composition I | 3 credit hours |
| MATH 101 | Pre-Algebra or higher | 3 credit hours |
| CSCI 101 | Introduction to Computer Applications | 3 credit hours |
| COMM 110 | Speech | 3 credit hours |
| | | 15 credit hours |
| Spring Term 2 | | |
| CJ 201 | Introduction to Criminal Justice | 3 credit hours |
| ENGL 120 | Composition II | 3 credit hours |
| NAS 101 | Lakota/Dakota Language I | 4 credit hours |
| CJ 225 | Introduction to American Courts | 3 credit hours |
| HPER 106 | First Aid/CPR | 2 credit hours |
| | | 15 credit hours |
| Fall Term 3 | | |
| CJ 205 | Indian Law | 3 credit hours |
| CJ 210 | Legal Research, Writing, and Case Analysis | 3 credit hours |
| CJ 215 | Criminal Procedure | 3 credit hours |
| CJ 230 | Criminal Law | 3 credit hours |
| CJ 235 | Criminal Evidence | 3 credit hours |
| CJ 260/360 | Ethics in Criminal Justice | 3 credit hours |
| | | 18 credit hours |
| Spring Term 4 | | |
| CJ 203 | Interviewing and Interrogation | 3 credit hours |
| CJ 208 | Family Law | 3 credit hours |
| CJ 209 | Will, Probate, and Property Law | 3 credit hours |
| CJ 231 | Contracts and Torts | 3 credit hours |
| 265/365 | Trial Techniques | 3 credit hours |
| SOC 100 | Transitions – Graduation and Beyond | 2 credit hours |
| | | 17 credit hours |
| TOTAL DEGREE REQUIREMENTS | | 65 credits |
| <p>NOTE: By design, there are no 100-level Criminal Justice or Lay Advocate/Paralegal courses. Due to the SBC cohort model, the first semester for most ASCJ and/or AASLA/P students is devoted to taking the same General Education courses to acclimate students to the college academic environment and to develop a sense of community among incoming program students.</p> | | |

**Criminal Justice
Associate of Science
Program Assessment Plan 2018-2019**

Program Statement: The purpose of the Criminal Justice Program is to provide students with a fundamental understanding of the American criminal justice system that may serve as a foundation for pursuing additional educational and/or occupational opportunities within criminal justice or allied fields.

Faculty Member: Wayne Shelley, Ph.D.

Report date: May 6, 2019

| AS Criminal Justice Program Outcomes | Measurement Tool (Who, what, how, when?) | Measurement Goal (expected results) | Findings (Actual results) | Analysis of Data (What students did and did not learn) | Action or Recommendation | | | | | | | | | | |
|--|--|---|--|--|--------------------------|-------------------|---|-------------|----|---------------|----|-------------|----|---|---|
| <p>Outcome One: Students will demonstrate a working knowledge of the Constitutional and legal foundations of American law.</p> <p>Relevant Courses: CJ201 Introduction to Criminal Justice CJ203 Interviewing and Interrogation CJ205 Indian Law CJ215 Criminal Procedure CJ225 Introduction to American Courts CJ230 Criminal Law CJ235 Criminal Evidence CJ245 Survey of Forensic Sciences CJ252 Criminology CJ260 Ethics in Criminal Justice CJ297 Criminal Justice Internship/Capstone Experience</p> <p>Electives: CJ226 Criminal Investigations CJ253 Juvenile Justice CJ265 Trial Techniques</p> | <p>Students' skills and knowledge are evaluated using a comprehensive exam written by the instructor especially for this purpose and subjectively categorized by the instructor according to the skills and knowledge measured as they relate to each program outcome.</p> <p>For most students, the assessment instrument is administered on the first day of class in the fall semester; for students entering the program in the spring semester, on the first day of class for the spring term. All students graduating from the program are required to complete the assessment instrument a final time upon completion of coursework.</p> <p>Based on the consensus of Assessment Committee members, the direct assessment instrument was re-written over the summer of 2014 and further edited and revised in the spring of 2015. The latest version was first administered to students graduating in the spring of 2015.</p> <p>The Outcome 1 segment of the Assessment Exam consists of thirty (30) questions worth thirty-four (34) points.</p> <p>In addition, beginning in the spring semester of 2015,</p> | <p>The goal is to demonstrate statistically and empirically that, as students progress through the program, their knowledge and skills will progress accordingly. The expectation is that students who have spent a longer time in the program and taken more classes will demonstrate increasingly greater mastery of the expected knowledge and concepts than those just entering the program or with relatively few hours in the program.</p> <p>Ideally, students who have taken and passed all of the courses required for graduation will score at least 70% for Outcome 1.</p> <p>The indirect components of the assessment protocol are intended to provide both a subjective measure of each student's satisfaction with, and assessment of, learning experiences relative to Outcome 1 and provide an</p> | <p>Direct Measure The Outcome 1 score for one student with no credited hours in program was 27.94%.</p> <p>One student with six hours in program scored 67.65%.</p> <p>The mean score for five students with 12 hours in program was 66.18%.</p> <p>The mean score for two students with 18 hours in program was 64.71%.</p> <p>The mean score for two students with 21 hours in program was 88.24%.</p> <p>The one student with 24 hours in program scored 58.82%.</p> <p>The one student with 30 hours in program scored 94.12%.</p> <p>The mean Outcome 1 score for the two Fall 2018 graduates was 75.0%.</p> <p>The mean Outcome 1 score for the two Spring 2019 graduates was 88.24%.</p> <p>The mean Outcome 1 score for the four 2018-19 graduates was 81.62%.</p> <p>The mean Outcome 1 score for all ASCJ graduates who have taken the assessment exam since the Spring, 2015 re-write was 75.0%.</p> <p>Indirect Measures Course Surveys were administered to students who completed four core ASCJ courses in the Fall, 2018 semester, and five core ASCJ courses in the Spring 2019 semester. Outcome 1 states: "Students will demonstrate a working knowledge of the Constitutional and legal foundations of American law.", followed by the statement: "The knowledge and skills I learned in this course have significantly added to my working knowledge of the Constitutional basis of, and the form, function, and limitations of, American law". Students are then asked to rate their response as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).</p> <p>Fall 2018 Outcome 1 CJ201 Introduction to Criminal Justice</p> <table border="1" data-bbox="1016 1203 1387 1365"> <tbody> <tr> <td>N</td> <td>2</td> </tr> <tr> <td>Agree (+1)</td> <td>2</td> </tr> <tr> <td>Mean</td> <td>+1</td> </tr> <tr> <td>Median</td> <td>+1</td> </tr> <tr> <td>Mode</td> <td>+1</td> </tr> </tbody> </table> | N | 2 | Agree (+1) | 2 | Mean | +1 | Median | +1 | Mode | +1 | <p>Direct Measure: As always, the Direct Measure results illustrate the incongruities between time in program and Assessment Examination scores in specific cases. For example, Outcome One scores among the five students with 12 hours in program ranged from 47.06% to 80.88%. Experience evaluating the assessment exam data has proven that, as would be expected, exam results are often a reflection of classes taken relative to the Outcome being measured and individual student abilities and commitment. The latter is illustrated by the fact that three students who earned the AS degree in 2018-19 far surpassed the 70% expectation for Outcome 1 (averaging over 88%), while the fourth student scored a mere 61.76%.</p> <p>Indirect Measures: The data provided by Course and Program surveys indicate generally positive student evaluations relative to realizing the</p> | <p>Having had several years to evaluate the results obtained from the ASCJ Assessment Examination, including over four years with the revised instrument, anecdotal and descriptive statistical evidence seems to indicate the absence of sufficient numbers in student samples may be the primary confounding variable responsible for the unpredictability of examination results, along with the inability to uniformly control the sequence and rate at which students progress through the program.</p> <p>As a means of further exploring this issue, the decision was made to examine the test data on a question-by-question basis in an attempt to identify and understand salient response patterns relative to students' time in program. For example, this process might identify certain questions that most or all students with little or no time in the program consistently answer correctly, indicating those questions have no predictive power in identifying improvement in student's understanding of fundamental principles related to a particular outcome over the course of their time in the program. Those questions might in turn tend to skew test scores upward for students with lesser hours in the program, thus artificially distorting grade trajectories.</p> <p>As noted in the Measurement Tool column of this section, a</p> |
| N | 2 | | | | | | | | | | | | | | |
| Agree (+1) | 2 | | | | | | | | | | | | | | |
| Mean | +1 | | | | | | | | | | | | | | |
| Median | +1 | | | | | | | | | | | | | | |
| Mode | +1 | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|---------------------|---|------|----|--------|-----|------|----|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|---------------------|---|------|----|--------|----|------|----|---|---|---------------------|---|------|----|--------|----|------|----|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|--|
| <p>CJ270 Introduction to Corrections</p> | <p>students filled out short surveys with segments addressing subjective attitudes and perceptions relating to Outcome 1 for each course taken each semester. Graduates also provide a similar rating from a general perspective regarding the program as a whole. The resulting data for each academic year is analyzed and reported in each yearly Assessment Plan.</p> <p>NOTE: As of this writing, it is anticipated the degree plan for the AS Criminal Justice program will be altered significantly before the Fall 2019 semester, pending approval by the Sitting Bull College. Curriculum Committee on May 8, 2019, to incorporate and integrate input from the Sitting Bull College Criminal Justice Advisory Committee and the observations, experience, and considered judgment of the SBC Criminal Justice Department Director (See Addendum at the end of this report).</p> <p>The ASCJ Assessment Examination will be updated accordingly, where necessary relative to the new degree plan, as soon as updated course materials are available for incorporation. The same assessment approaches and protocols will be utilized to reflect the new curriculum and degree plan after being updated.</p> | <p>indication of the student's general understanding of criminal justice skills, knowledge, and processes relative to Outcome 1. Students' suggestions and criticisms for improving curricula and delivery are also solicited.</p> | <p>CJ203 Interviewing and Interrogation</p> <table border="1"> <tr><td>N</td><td>6</td></tr> <tr><td>Agree (+1)</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>4</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ215 Criminal Procedure</p> <table border="1"> <tr><td>N</td><td>6</td></tr> <tr><td>Strongly Agree (+2)</td><td>6</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>/+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ245 Survey of Forensic Sciences</p> <table border="1"> <tr><td>N</td><td>7</td></tr> <tr><td>Agree (+1)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>6</td></tr> <tr><td>Mean</td><td>+1.9</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>Spring 2019 Outcome 1</p> <p>CJ205 Indian Law</p> <table border="1"> <tr><td>N</td><td>7</td></tr> <tr><td>Strongly Agree (+2)</td><td>7</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ235 Criminal Evidence</p> <table border="1"> <tr><td>N</td><td>6</td></tr> <tr><td>Strongly Agree (+2)</td><td>6</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ252 Criminology</p> <table border="1"> <tr><td>N</td><td>7</td></tr> <tr><td>Agree (+2)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>6</td></tr> <tr><td>Mean</td><td>+1.9</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 6 | Agree (+1) | 2 | Strongly Agree (+2) | 4 | Mean | +1.7 | Median | +2 | Mode | +2 | N | 6 | Strongly Agree (+2) | 6 | Mean | +2 | Median | /+2 | Mode | +2 | N | 7 | Agree (+1) | 1 | Strongly Agree (+2) | 6 | Mean | +1.9 | Median | +2 | Mode | +2 | N | 7 | Strongly Agree (+2) | 7 | Mean | +2 | Median | +2 | Mode | +2 | N | 6 | Strongly Agree (+2) | 6 | Mean | +2 | Median | +2 | Mode | +2 | N | 7 | Agree (+2) | 1 | Strongly Agree (+2) | 6 | Mean | +1.9 | Median | +2 | Mode | +2 | <p>Outcome 1 objective in relation to individual courses and the program in general. Available responses range from -2 to +2, with mean scores endorsing the Outcome 1 objective for the four Fall 2018 courses of +1, +1.7, +2, and +1.9. For the five Spring 2019 classes the scores were +2, +2, +1.9, +1.7, and +2.</p> <p>Program assessments submitted by the two fall 2018 and 2 spring 2019 graduates provided a mean +2.0 rating for the ASCJ program as a whole relative to Outcome 1.</p> | <p>proposal to alter the degree plan for the AS Criminal Justice program will be presented to the college Curriculum Committee in a matter of days, with the projected changes to be instituted in the Fall 2019 semester (See Addendum at the end of this report). The updated degree plan is intended to incorporate and integrate input from the Sitting Bull College Criminal Justice Advisory Committee and the observations, experience, and considered judgment of the SBC Criminal Justice Department Director.</p> <p>In consultation with the Criminal Justice Advisory Committee at the Fall 2018 meeting, some essential changes will be made in the program structure, which will inevitably result in re-writing the program assessment exam to reflect those changes. Rather than expend time and effort meticulously analyzing the present instrument, it makes more sense to first revise the degree plan, then proceed accordingly. as soon as updated course materials are available for incorporation. The same assessment approaches and protocols will be utilized to reflect the new curriculum and degree plan after being updated.</p> |
| N | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | /+2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+2) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|----------|---|-------------------|---|----------------------------|---|-------------|------|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|--|--|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|--|--|
| | All assessment instruments will be subject to ongoing re-evaluation and editing. | | <p>CJ260 Ethics in Criminal Justice</p> <table border="1"> <tr><td>N</td><td>9</td></tr> <tr><td>Agree (+2)</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>6</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ297 Criminal Justice Internship/Capstone</p> <table border="1"> <tr><td>N</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>2</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>Program Surveys were administered to the two students who completed program requirements for the ASCJ degree at the end of the Fall, 2018 semester and the two students who completed those requirements at the end of the Spring, 2019 semester. Outcome 1 states: “Students will demonstrate a working knowledge of the Constitutional and legal foundations of American law.”, followed by the statement: “The knowledge and skills I learned in the SBC Criminal Justice program have given me a good working knowledge of the Constitutional basis of, and the form, function, and limitations of, American law”. Students are then asked to rate their response as “Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, or “Strongly Agree”. The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree). Results are charted below.</p> <table border="1"> <tr> <td>Fall 2018 Graduates’ Program Review Outcome 1</td> <td>Fall 2018 Graduates’ Program Review Outcome 1</td> </tr> <tr> <td>N</td><td>2</td> </tr> <tr> <td>Strongly Agree (+2)</td><td>2</td> </tr> <tr> <td>Mean</td><td>+2</td> </tr> <tr> <td>Median</td><td>+2</td> </tr> <tr> <td>Mode</td><td>+2</td> </tr> </table> | N | 9 | Agree (+2) | 3 | Strongly Agree (+2) | 6 | Mean | +1.7 | Median | +2 | Mode | +2 | N | 2 | Strongly Agree (+2) | 2 | Mean | +2 | Median | +2 | Mode | +2 | Fall 2018 Graduates’ Program Review Outcome 1 | Fall 2018 Graduates’ Program Review Outcome 1 | N | 2 | Strongly Agree (+2) | 2 | Mean | +2 | Median | +2 | Mode | +2 | | |
| N | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall 2018 Graduates’ Program Review Outcome 1 | Fall 2018 Graduates’ Program Review Outcome 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| AS Criminal Justice Program Outcomes | Measurement Tool (Who, what, how, when?) | Measurement Goal (expected results) | Findings (Actual results) | Analysis of Data (What students did and did not learn) | Action or Recommendation |
|--|---|---|--|---|--------------------------|
| Outcome Two: Students will demonstrate an understanding of the powers and limitations of Indian law based on federal | Students’ skills and knowledge are evaluated using a comprehensive exam written by the instructor especially for this purpose and subjectively categorized by | See Measurement Outcome 1 above. Although attempts are made to emphasize and/or reinforce various aspects of this | Direct Measure The Outcome 2 score for one student with no credited hours in program was 30.77%. One student with six hours in program scored 61.54%. The mean score for five students with 12 hours in program was 69.23%. The mean score for two students with 18 hours in program was 61.54%. | The most relevant statistic for Outcome 2 is the comparison of mean scores of the nine students who had taken Indian Law at the time of the exam (76.3%) | See Outcome 1 . |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|------------|---|------|----|--------|----|------|----|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|
| <p>law and legal precedent.</p> <p>Relevant Course: CJ205 Indian Law</p> <p>Reinforcing Courses: CJ201 Introduction to Criminal Justice CJ215 Criminal Procedure CJ225 Introduction to American Courts CJ230 Criminal Law CJ235 Criminal Evidence CJ297 Criminal Justice Internship/Capstone Experience</p> <p>Electives: CJ253 Juvenile Justice CJ270 Introduction to Corrections</p> | <p>the instructor according to the skills and knowledge measured as they relate to each program outcome.</p> <p>For most students, the assessment instrument is administered on the first day of class in the fall semester; for students entering the program in the spring semester, on the first day of class for the spring term. All students graduating from the program are required to complete the assessment instrument a final time upon completion of coursework.</p> <p>Based on the consensus of Assessment Committee members, the direct assessment instrument was re-written over the summer of 2014 and further edited and revised in the spring of 2015. The latest version was first administered to students graduating in the spring of 2015.</p> <p>The Outcome 2 segment of the exam consists of twenty-three (23) questions worth twenty-six (26) points.</p> <p>In addition, beginning in the spring semester of 2015, students filled out short surveys with segments addressing subjective attitudes and perceptions relating to Outcome 2 for each course</p> | <p>outcome during most, if not all, courses in the program, most of the knowledge and concepts addressing Outcome 2 can be expected to be mastered during the Indian Law course. Consequently, the most relevant data for this outcome are revealed by comparisons between those students who have taken the Indian Law course and those who have not (regardless of time in program).</p> <p>Ideally, students who have taken and passed all of the courses required for graduation will score at least 70% on Outcome 2.</p> <p>The indirect components of the assessment protocol are intended to provide both a subjective measure of each student's satisfaction with, and assessment of, learning experiences relative to Outcome 2 and provide an indication of the student's general understanding of criminal justice</p> | <p>The mean score for two students with 21 hours in program was 80.77%.</p> <p>The one student with 24 hours in program scored 73.08%.</p> <p>The one student with 30 hours in program scored 66.38%.</p> <p>The mean Outcome 2 score for the two Fall 2018 graduates was 71.16%.</p> <p>The mean Outcome 2 score for the two Spring 2019 graduates was 87.5%.</p> <p>The mean Outcome 2 score for the four 2018-19 graduates was 79.3%.</p> <p>The mean Outcome 2 score for all ASCJ graduates who have taken the assessment exam since the Spring, 2015 re-write was 74.1%.</p> <p>Indirect Measures Course Surveys were administered to students who completed four core ASCJ courses in the Fall, 2018 semester, and five core ASCJ courses in the Spring 2019 semester. Outcome 2 states: "Students will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent." followed by the statement: "The knowledge and skills I learned in this course have significantly added to my understanding of the powers and limitations of Indian law and Tribal governments based on federal law and court rulings and interpretations". Students are again asked to rate their responses as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).</p> <p>Fall 2018 Outcome 2 CJ201 Introduction to Criminal Justice</p> <table border="1" data-bbox="978 834 1352 995"> <tr><td>N</td><td>2</td></tr> <tr><td>Agree (+1)</td><td>2</td></tr> <tr><td>Mean</td><td>+1</td></tr> <tr><td>Median</td><td>+1</td></tr> <tr><td>Mode</td><td>+1</td></tr> </table> <p>CJ203 Interviewing and Interrogation</p> <table border="1" data-bbox="978 1070 1352 1263"> <tr><td>N</td><td>6</td></tr> <tr><td>Agree (+1)</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>4</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ15 Criminal Procedure</p> <table border="1" data-bbox="978 1308 1352 1502"> <tr><td>N</td><td>6</td></tr> <tr><td>Agree (+1)</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>4</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 2 | Agree (+1) | 2 | Mean | +1 | Median | +1 | Mode | +1 | N | 6 | Agree (+1) | 2 | Strongly Agree (+2) | 4 | Mean | +1.7 | Median | +2 | Mode | +2 | N | 6 | Agree (+1) | 2 | Strongly Agree (+2) | 4 | Mean | +1.7 | Median | +2 | Mode | +2 | <p>with the three students who had not (53.8%). Compared to the 79.3% median score of the four 2018-19 graduates who had taken Indian Law, past graduates who have taken the updated Assessment exam had a mean score of 74.1% (ranging from 61.5% to 88.5%).</p> <p>More importantly, three of the four students who fulfilled the requirements for the AS degree in 2018-19 surpassed the 70% expectation for the Assessment examination. The fourth student missed that benchmark by 0.8%.</p> <p>Indirect Measures The data provided by Course and Program surveys again indicate generally positive student evaluations in relation to individual courses and the program in general relative to realizing the Outcome 2 objective. Available responses range from -2 to +2, with mean scores endorsing the Outcome 2 objective for the four Fall 2018 courses of +1, +1.7, +1.7, +and +1.9. For the five Spring 2019 classes the scores were +2, +2, +1.9, +1.9, and +2.</p> |
| N | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

taken each semester. Graduates also provide a similar rating from a general perspective regarding the program as a whole. The resulting data for each academic year is analyzed and reported in each yearly Assessment Plan.

See **NOTE** in Outcome One.

All assessment instruments will be subject to ongoing re-evaluation and editing.

skills, knowledge, and processes relative to **Outcome 2**. Students' suggestions and criticisms for improving curricula and delivery are also solicited.

CJ245 Survey of Forensic Sciences

| | |
|---------------------|------|
| N | 7 |
| Agree (+1) | 1 |
| Strongly Agree (+2) | 6 |
| Mean | +1.9 |
| Median | +2 |
| Mode | +2 |

Spring 2019 Outcome 2

CJ205 Indian Law

| | |
|---------------------|----|
| N | 7 |
| Strongly Agree (+2) | 7 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

CJ235 Criminal Evidence

| | |
|---------------------|----|
| N | 6 |
| Strongly Agree (+2) | 6 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

CJ252 Criminology

| | |
|---------------------|------|
| N | 7 |
| Agree (+2) | 1 |
| Strongly Agree (+2) | 6 |
| Mean | +1.9 |
| Median | +2 |
| Mode | +2 |

CJ260 Ethics in Criminal Justice

| | |
|---------------------|------|
| N | 9 |
| Agree (+2) | 2 |
| Strongly Agree (+2) | 7 |
| Mean | +1.8 |
| Median | +2 |
| Mode | +2 |

CJ297 Criminal Justice Internship/Capstone

| | |
|---------------------|----|
| N | 2 |
| Strongly Agree (+2) | 2 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

The two Fall 2018 and two Spring 2019 graduates all rated the ASCJ program at +2 relative to **Outcome 2**.

It is not surprising the Indian Law, Criminal Evidence, and Internship courses were given the maximum rating for **Outcome 2**. While the reason for the result in Indian Law is obvious, the Criminal Law class emphasizes Tribal court principles and practices (e.g. Federal Rules of Evidence and Criminal Procedure), and interns are immersed in these same principles and practices by virtue of their 135 hours of intensive exposure in various Tribal Criminal Justice agencies.

While it may be questionable whether these small samples accurately represent student sentiment, it is encouraging to note generally favorable **Outcome 2** ratings for all courses surveyed for the 2018-19 school year. All Criminal Justice courses are designed, to greater or lesser extents, to address various aspects of traditional Native American practices of

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------------|----|--|---|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|--|--|
| | | | <p>Program Surveys were administered to the two students who completed program requirements for the ASCJ degree at the end of the Fall, 2018 semester and the two students who completed those requirements at the end of the Spring, 2019 semester. Outcome 2 states: “Students will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent” followed by the statement: “The knowledge and skills I learned in the SBC Criminal Justice program have significantly added to my understanding of the powers and limitations of Indian law and Tribal governments based on federal law and court rulings and interpretations”. Students are again asked to rate their response as “Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, or “Strongly Agree”. The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree)</p> <p>Fall 2018 Graduates’ Program Review Outcome 2</p> <table border="1"> <tr><td>N</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>2</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>Spring 2019 Graduates’ Program Review Outcome 2</p> <table border="1"> <tr><td>N</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>2</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 2 | Strongly Agree (+2) | 2 | Mean | +2 | Median | +2 | Mode | +2 | N | 2 | Strongly Agree (+2) | 2 | Mean | +2 | Median | +2 | Mode | +2 | <p>order maintenance and dispute resolution, along with traditional and contemporary courts and law enforcement practices in Native societies.</p> | |
| N | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | |

| AS Criminal Justice Program Outcomes | Measurement Tool (Who, what, how, when?) | Measurement Goal (expected results) | Findings (Actual results) | Analysis of Data (What students did and did not learn) | Action or Recommendation |
|---|--|---|--|--|------------------------------|
| <p>Outcome Three: Students will demonstrate a basic understanding of the various theories of deviant behavior and society’s responses to such behavior.</p> <p>Relevant Courses: CJ201 Introduction to Criminal Justice CJ203 Interviewing and Interrogation CJ225 Introduction to American Courts CJ230 Criminal Law CJ235 Criminal Evidence</p> | <p>Students’ skills and knowledge are evaluated using a comprehensive exam written by the instructor especially for this purpose and subjectively categorized by the instructor according to the skills and knowledge measured as they relate to each program outcome.</p> <p>For most students, the assessment instrument is administered on the first day of class in the fall semester; for students entering the program in the spring semester, on the first day of class for the spring term. All students graduating from the program are required to</p> | <p>The goal is to demonstrate statistically and empirically that, as students progress through the program, their knowledge and skills will progress accordingly. The expectation is that students who have spent a longer time in the program and taken more classes will demonstrate increasingly greater mastery of the expected knowledge and concepts than those just entering the program or with</p> | <p>Direct Measure The Outcome 3 score for one student with no credited hours in program was 40.91%.</p> <p>One student with six hours in program scored 22.73%.</p> <p>The mean score for five students with 12 hours in program was 55.45%.</p> <p>The mean score for two students with 18 hours in program was 59.09%.</p> <p>The mean score for two students with 21 hours in program was 63.64%.</p> <p>The one student with 24 hours in program scored 50.0%.</p> <p>The one student with 30 hours in program scored 86.36%.</p> <p>The mean Outcome 3 score for the two Fall 2018 graduates was 75.0%.</p> <p>The mean Outcome 3 score for the two Spring 2019 graduates was 79.55%.</p> <p>The mean Outcome 3 score for the four 2018-19 graduates was 77.27%.</p> <p>The mean Outcome 3 score for all ASCJ graduates who have taken the assessment exam since the Spring, 2015 re-write was 73.2%.</p> <p>Indirect Measures Course Surveys were administered to students who completed four core ASCJ courses in the Fall, 2018 semester, and five core ASCJ courses in the Spring 2019 semester. Outcome 3 states: “Students will demonstrate a basic understanding of the various theories of deviant behavior and society’s</p> | <p>Direct Measure While Outcome 3 scores for the 2018-2019 school year may appear to offer the quintessential illustration of the difficulties presented by extremely small sample sizes, closer analysis shows that much of the discrepancies in scores may instead illustrate the importance of having taken specific classes most directly related to the Outcome being measured.</p> <p>In the case of Outcome 3, the CJ252 Criminology class relates most specifically</p> | <p>See Outcome 1.</p> |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|------------|---|------|----|--------|----|------|----|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|------------|---|---------------------|---|------|------|--------|----|------|----|---|
| <p>CJ245 Survey of Forensic Sciences</p> <p>CJ252 Criminology</p> <p>CJ297 Criminal Justice Internship/Capstone Experience</p> <p>Electives:</p> <p>PSY101 Introduction to Psychology</p> <p>CJ226 Criminal Investigations</p> <p>CJ253 Juvenile Justice</p> <p>CJ270 Introduction to Corrections</p> <p>CJ290 Criminal Behavioral Analysis</p> <p>CJ265 Trial Techniques</p> <p>Reinforcing Courses:</p> <p>CJ205 Indian Law</p> <p>CJ215 Criminal Procedure</p> <p>CJ260 Ethics in Criminal Justice</p> | <p>complete the assessment instrument a final time upon completion of coursework.</p> <p>Based on the consensus of Assessment Committee members, the direct assessment instrument was re-written over the summer of 2014 and further edited and revised in the spring of 2015. The latest version was first administered to students graduating in the spring of 2015.</p> <p>The Outcome 3 segment of the exam consists of twenty-two (22) questions worth twenty-two (22) points.</p> <p>In addition, beginning in the spring semester of 2015, students filled out short surveys with segments addressing subjective attitudes and perceptions relating to Outcome 2 for each course taken each semester. Graduates also provide a similar rating from a general perspective regarding the program as a whole. The resulting data for each academic year is analyzed and reported in each yearly Assessment Plan. See NOTE in Outcome One.</p> <p>All assessment instruments will be subject to ongoing re-evaluation and editing.</p> | <p>relatively few hours in the program.</p> <p>Ideally, students who have taken and passed all of the courses required for graduation will score at least 70% for Outcome 3.</p> <p>The indirect components of the assessment protocol are intended to provide both a subjective measure of each student's satisfaction with, and assessment of, learning experiences relative to Outcome 3 and provide an indication of the student's general understanding of criminal justice skills, knowledge, and processes relative to Outcome 3. Students' suggestions and criticisms for improving curricula and delivery are also solicited.</p> | <p>responses to such behavior" followed by the statement: "The knowledge and skills I learned in this course significantly added to my understanding of the various theories about why people might engage in criminal behavior and society's responses to such behavior". Students are again asked to rate their response as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).</p> <p>Fall 2018 Outcome 3</p> <p>CJ201 Introduction to Criminal Justice</p> <table border="1" data-bbox="978 354 1352 516"> <tr><td>N</td><td>2</td></tr> <tr><td>Agree (+1)</td><td>2</td></tr> <tr><td>Mean</td><td>+1</td></tr> <tr><td>Median</td><td>+1</td></tr> <tr><td>Mode</td><td>+1</td></tr> </table> <p>CJ203 Interviewing and Interrogation</p> <table border="1" data-bbox="978 574 1352 769"> <tr><td>N</td><td>6</td></tr> <tr><td>Agree (+1)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>5</td></tr> <tr><td>Mean</td><td>+1.8</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ15 Criminal Procedure</p> <table border="1" data-bbox="978 812 1352 1006"> <tr><td>N</td><td>6</td></tr> <tr><td>Agree (+1)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>5</td></tr> <tr><td>Mean</td><td>+1.8</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ245 Survey of Forensic Sciences</p> <table border="1" data-bbox="978 1049 1352 1243"> <tr><td>N</td><td>7</td></tr> <tr><td>Agree (+1)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>6</td></tr> <tr><td>Mean</td><td>+1.9</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>Spring 2019 Outcome 3</p> <p>CJ205 Indian Law</p> <table border="1" data-bbox="978 1318 1352 1513"> <tr><td>N</td><td>7</td></tr> <tr><td>Agree (+1)</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>5</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 2 | Agree (+1) | 2 | Mean | +1 | Median | +1 | Mode | +1 | N | 6 | Agree (+1) | 1 | Strongly Agree (+2) | 5 | Mean | +1.8 | Median | +2 | Mode | +2 | N | 6 | Agree (+1) | 1 | Strongly Agree (+2) | 5 | Mean | +1.8 | Median | +2 | Mode | +2 | N | 7 | Agree (+1) | 1 | Strongly Agree (+2) | 6 | Mean | +1.9 | Median | +2 | Mode | +2 | N | 7 | Agree (+1) | 2 | Strongly Agree (+2) | 5 | Mean | +1.7 | Median | +2 | Mode | +2 | <p>to theories that attempt to explain why some people are more likely to engage in criminally deviant behavior than others, which exemplifies the knowledge and skills being assessed by this outcome. One of the Spring 2019 graduate's Outcome 3 score went from 68.2% before taking the Criminology class to 86.36% after taking the course. Another student with only 12 hours in program who took the Assessment Exam at the end of the semester after taking the Criminology course scored over 81% on Outcome 3.</p> <p>As an illustration of how the amount of knowledge retained may diminish over time, another of the Spring 2019 graduate's Outcome 3 score went from 81.8% as measured at the beginning of the semester after taking the Criminology class to a 72.7% two semesters later.</p> <p>Three students who earned the AS degree in 2018-19 far exceeded the 70% expectation for Outcome 2 (averaging over 80%), while the</p> |
| N | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

CJ235 Criminal Evidence

| | |
|----------------------------|----|
| N | 6 |
| Strongly Agree (+2) | 6 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

CJ252 Criminology

| | |
|----------------------------|------|
| N | 7 |
| Agree (+2) | 1 |
| Strongly Agree (+2) | 6 |
| Mean | +1.9 |
| Median | +2 |
| Mode | +2 |

CJ260 Ethics in Criminal Justice

| | |
|----------------------------|------|
| N | 9 |
| Agree (+2) | 3 |
| Strongly Agree (+2) | 6 |
| Mean | +1.7 |
| Median | +2 |
| Mode | +2 |

CJ297 Criminal Justice Internship/Capstone

| | |
|----------------------------|----|
| N | 2 |
| Strongly Agree (+2) | 2 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

Program Surveys were administered to the two students who completed program requirements for the ASCJ degree at the end of the Fall, 2018 semester and the two students who completed those requirements at the end of the Spring, 2019 semester. **Outcome 3** states: “Students will demonstrate a basic understanding of the various theories of deviant behavior and society’s responses to such behavior” followed by the statement: “The knowledge and skills I learned in the SBC Criminal Justice program have significantly added to my understanding of the various theories about why people might engage in criminal behavior and society’s responses to such behavior”. Students are again asked to rate their response as “Strongly Disagree”, “Disagree”, “Neutral”, “Agree”, or “Strongly Agree”. The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).

fourth graduate failed to achieve that expectation by nearly two percentage points (68.18%).

Indirect Measures:

The data provided by Course and Program surveys again indicate generally positive student evaluation in relation to individual courses and the program in general relative to realizing the **Outcome 3** objective. Available responses for **Outcome 3** range from -2 to +2, with mean scores endorsing the **Outcome 3** objective of +1, +1.8, +1.8, and +1.9 for the four Fall 2018 classes and +1.7, +2, +1.9, +1.7, and +2 for the five Spring 2019 classes.

The two Fall 2018 and two Spring 2019 graduates all rated the ASCJ program at +2 relative to **Outcome 3**.

| | | | Fall 2018 Graduates' Program Review Outcome 3 <table border="1" data-bbox="981 159 1352 321"> <tr><td>N</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>2</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 2 | Strongly Agree (+2) | 2 | Mean | +2 | Median | +2 | Mode | +2 | Spring 2019 Graduates' Program Review Outcome 3 <table border="1" data-bbox="1518 167 1889 329"> <tr><td>N</td><td>2</td></tr> <tr><td>Strongly Agree (+2)</td><td>2</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 2 | Strongly Agree (+2) | 2 | Mean | +2 | Median | +2 | Mode | +2 | | |
|--|--|---|---|--|---------------------------------|---------------------|---|------|----|--------|----|------|----|---|---|---|---------------------|---|------|----|--------|----|------|----|--|--|
| N | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | |
| AS Criminal Justice Program Outcomes | Measurement Tool (Who, what, how, when?) | Measurement Goal (expected results) | Findings (Actual results) | Analysis of Data (What students did and did not learn) | Action or Recommendation | | | | | | | | | | | | | | | | | | | | | |
| <p><u>COMPOSITE SCORES</u></p> <p>Data for mean composite score (all three goals combined).</p> | <p>Students' skills and knowledge are evaluated using a comprehensive exam written by the instructor especially for this purpose and subjectively categorized by the instructor according to the skills and knowledge measured as they relate to the three program outcomes.</p> <p>For most students, the assessment instrument is administered on the first day of class in the fall semester; for students entering the program in the spring semester, on the first day of class for the spring term. All students graduating from the program are required, as a condition of graduation, to complete the assessment instrument a final time upon completion of coursework.</p> <p>The entire Assessment Examination consists of seventy-six (76) questions</p> | <p>The goal is to demonstrate statistically and empirically that, as students progress through the program, their knowledge and skills will progress accordingly. The expectation is that students who have spent a longer time in the program and taken more classes will demonstrate increasingly greater mastery of the expected knowledge and concepts than those just entering the program or with relatively fewer hours in the program.</p> <p>Ideally, students who have taken and passed all of the courses required for graduation will attain a Composite</p> | <p>Direct Measure</p> <p>The Composite score for one student with no credited hours in program was 32.32%.</p> <p>One student with six hours in program scored 53.66%.</p> <p>The mean Composite score for five students with 12 hours in program was 64.27%.</p> <p>The mean Composite score for two students with 18 hours in program was 62.20%.</p> <p>The mean Composite score for two students with 21 hours in program was 79.27%.</p> <p>The Composite score for one student with 24 hours in program was 60.98%.</p> <p>The Composite score for one student with 30 hours in program was 82.93%.</p> <p>The mean Composite score for the two Fall 2018 graduates was 73.8%.</p> <p>The mean Composite score for the two Spring 2019 graduates was 85.67%.</p> <p>The mean Composite score for the four 2018-19 graduates was 79.7%.</p> <p>The mean Composite score for all ASCJ graduates who have taken the assessment exam since the Spring, 2015 re-write was 74.3%.</p> <p>Indirect Measures</p> <p>Course Surveys were administered to students who completed four core ASCJ courses in the Fall, 2018 semester, and five core ASCJ courses in the Spring 2019 semester. Section 4 of the Course Survey states: "I believe this course has significantly added to the knowledge and skills required for me to pursue a career in Criminal Justice or a related field". Students are again asked to rate their response as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).</p> | <p>Direct Measure</p> <p>The Fall 2018 and Spring 2019 graduates' Composite Scores are interesting in comparison with previous scores. One of the Fall 2018 graduates' Composite Score increased about 5% between testing at 24 hours and graduation, while the other Fall 2018 graduate's score actually dropped by about 1% between 30 hours in program and testing at graduation. For the Spring 2019 graduates, one student's Composite Score rose from 69.5% at 18 hours to 83.5% at graduation, while the other graduate's score increased from 84.2% at 21 hours in program to 87.8% at graduation.</p> <p>Taken as a whole, Course, Program, and Internship survey results for this year are</p> | <p>See Outcome 1.</p> | | | | | | | | | | | | | | | | | | | | | |

worth a total of eighty-two (82) points.

Based on the consensus of Assessment Committee members, the direct assessment instrument was re-written over the summer of 2014 and further edited and revised in the spring of 2015. The latest version was first administered to students graduating in the spring of 2015

The entire exam consists of seventy-six (76) questions worth eighty-two (82) points.

In accordance with Assessment Committee requirements and member recommendations, two new indirect assessment instruments were incorporated into the Criminal Justice assessment protocol in the spring of 2015.

The first is designed to assess individual student attitudes and perceptions regarding how well the curriculum and instruction in each individual class taken contributed to his/her understanding and mastery of individual program outcomes.

The instrument first identifies if the student is an ASCJ major. Students are then asked to select a Likert scale response that best describes their opinions regarding how

score of at least 70%.

The new indirect components of the assessment protocol are intended to provide both a subjective measure of each student's satisfaction with, and assessment of, learning experiences relative to each of the outcomes individually and collectively, and provide an indication of the student's general understanding of criminal justice skills, knowledge, and processes relative to the program in general. In addition, information is solicited relative to students' satisfaction with the program and subjective suggestions and criticisms for improving curricula and delivery.

Fall 2018 Career Knowledge and Skills Question Responses

CJ201 Introduction to Criminal Justice

| | |
|---------------------|----|
| N | 2 |
| Strongly Agree (+2) | 2 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

CJ203 Interviewing and Interrogation

| | |
|---------------------|------|
| N | 6 |
| Agree (+1) | 1 |
| Strongly Agree (+2) | 5 |
| Mean | +1.8 |
| Median | +2 |
| Mode | +2 |

CJ215 Criminal Procedure

| | |
|---------------------|------|
| N | 6 |
| Agree (+1) | 1 |
| Strongly Agree (+2) | 5 |
| Mean | +1.8 |
| Median | +2 |
| Mode | +2 |

CJ245 Survey of Forensic Sciences

| | |
|---------------------|------|
| N | 7 |
| Agree (+1) | 1 |
| Strongly Agree (+2) | 6 |
| Mean | +1.9 |
| Median | +2 |
| Mode | +2 |

Spring 2019 Career Knowledge and Skills Question Responses

CJ205 Indian Law

| | |
|---------------------|------|
| N | 7 |
| Agree (+1) | 1 |
| Strongly Agree (+2) | 6 |
| Mean | +1.9 |
| Median | +2 |
| Mode | +2 |

encouraging, reflecting a general satisfaction among students, graduates, and potential employers with the program as a whole and individual classes relative to preparing students for future gainful employment in criminal justice disciplines.

It is also rewarding to note that, although one of the Fall 2018 graduate's Assessment Exam scores were consistently below the 70% goal for graduates, the **Composite Scores** for the four 2018-2019 graduates exceeded the **Composite Scores** for previous graduates by more than five percentage points in every category except **Outcome 3**, which was slightly more than 4% higher.

Indirect Measures:

The data provided by Course and Program surveys again indicate generally positive student evaluation in relation to individual courses and the program in general relative to realizing the course objectives.

well they believe the course contributed their achievement of each of the program goals within the context of four statements:

1. **Outcome 1.** The knowledge and skills I learned in this course have significantly added to my working knowledge of the Constitutional basis of, and the form, function, and limitations of, American law.
2. **Outcome 2.** The knowledge and skills I learned while in this course have significantly added to my understanding of the powers and limitations of Indian Law and Tribal governments based on federal law and court rulings and interpretations.
3. **Outcome 3.** The knowledge and skills I learned in this course significantly added to my understanding of the various theories about why people might engage in criminal behavior and society's responses to such behavior.
4. I believe this course has significantly

CJ235 Criminal Evidence

| | |
|---------------------|----|
| N | 6 |
| Strongly Agree (+2) | 6 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

CJ252 Criminology

| | |
|---------------------|------|
| N | 7 |
| Agree (+2) | 1 |
| Strongly Agree (+2) | 6 |
| Mean | +1.9 |
| Median | +2 |
| Mode | +2 |

CJ260 Ethics in Criminal Justice

| | |
|---------------------|------|
| N | 9 |
| Agree (+2) | 1 |
| Strongly Agree (+2) | 8 |
| Mean | +1.9 |
| Median | +2 |
| Mode | +2 |

CJ297 Criminal Justice Internship/Capstone

| | |
|---------------------|----|
| N | 2 |
| Strongly Agree (+2) | 2 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

Two additional questions were included in **Section 4** that called for narrative responses. The first asked, "Were there any aspects of this course you particularly disliked?" The second question asked, "Were there any aspects of this course you particularly liked?" Student responses are included for each class.

Fall 2018 Responses

CJ201 Introduction to Criminal Justice

Were there any aspects of this course you particularly disliked?

There were no aspects of this course I disliked.
I feel that this class really went down in students who weren't motivated to try. Particularly, nothing wrong with this class

Were there any aspects of this course you particularly liked?

Tribal government.
Strong, determined and sightful [sic] of students. A lot of progress has been made throughout this course, and hopefully more will follow

| | | | | | |
|--|--|--|--|--|--|
| | <p>added to the knowledge and skills required for me to pursue a career in Criminal Justice or a related field.</p> <p>Available responses include: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.</p> <p>Students are then asked if there were specific aspects of the course the student particularly liked or disliked and suggestions for improvement are solicited.</p> <p>The second indirect assessment instrument is designed to assess individual students' attitudes and perceptions regarding how well the Criminal Justice program curriculum and instruction as a whole contributed to their understanding and mastery of individual program outcomes.</p> <p>The instrument first identifies which courses each student has taken, or is currently taking, in an attempt to gauge their significance in understanding the three program outcomes. Students are then asked to select a Likert scale response that best describes their opinions regarding how well the students believe the program contributed their</p> | | <p>CJ203 Interviewing and Interrogation Were there any aspects of this course you particularly disliked? I enjoyed the whole entire course! No, I like this class very much. Wayne is a great instructor! Nothing to be disliked No dislikes No, liked it all none</p> <p>Were there any aspects of this course you particularly liked? No improvement needed. The testing process The class is really strong, strong atmosphere, good people, great instructor Helpful powerpoints, good information on topics Yes, take home tests & study guides seem to be most helpful When going over notes we would stop and discuss what we just went over</p> <p>CJ215 Criminal Procedure Were there any aspects of this course you particularly disliked? Nothing, really! I particularly don't dislike this class There was nothing that I disliked. Everything was explained clearly. I think if we do more reading on our own after class as in continueing [sic] the chapter coming back to the next class taking a test on that chapter we will cover more ground in the book. No, I like everything about it. This class was a bit more difficult than some of my other courses. Wayne is an excellent instructor and got me through it! Nothing I disliked</p> <p>Were there any aspects of this course you particularly liked? Strong conversations, and educational. This class is more informational than other classes, they don't teach like this class does Learning the Constitutional Law and Learning your rights as a United States citizen. I think the way its explained, its layed [sic] out to the person on what and how your protected by the Constitution. Protection against the law certain areas. Yes, the take homes tests seem the most helpful to me. The entire class was interesting. The constitution is just a little hard to keep straight Crim Procedures: Constitutional law Good information about each topic, very helpful powerpoints</p> <p>CJ245 Survey of Forensic Sciences Were there any aspects of this course you particularly disliked? No – I enjoyed every aspect of this class. No, this class is well structured. No. (2) I myself need to manage my course load.</p> <p>Were there any aspects of this course you particularly liked? I think this and all of Wayne's classes are great!</p> | | |
|--|--|--|--|--|--|

| | | | | | |
|--|---|--|---|--|--|
| | <p>achievement of each of the program goals. An additional question asks students to assess how well the program has prepared them for a career in Criminal Justice or a related field. The respective statements are:</p> <ol style="list-style-type: none"> Outcome 1. The knowledge and skills I learned while in the SBC Criminal Justice program have given me a good working knowledge of the Constitutional basis of, and the form, function, and limitations of, American law. Outcome 2. The knowledge and skills I learned while in the SBC Criminal Justice program have given me a good understanding of the powers and limitations of Indian law and Tribal governments based on federal law and court rulings and interpretations. Outcome 3. The knowledge and skills I learned while in the SBC Criminal Justice program have given me a good understanding of the various theories about why people might engage in criminal | | <p>Hands on assignments. Testing structure. I enjoy this class. I liked the reading Yes, all of it. The hands on and class projects Yes. The hands on section of the...class. More time for labs.</p> <p><u>Spring 2019 Responses</u> CJ205 Indian Law Were there any aspects of this course you particularly disliked? No. (2) No, everything was perfect!</p> <p>Were there any aspects of this course you particularly liked? The focus on Tribal/Indian law was intriguing and helpful. Plus the stress on educating America on why Indian law should be learned/required was empowering. Indian law is not my favorite class. I honestly do not think there is anything that could improve it. No Power Point, class discussion, handouts Yes, class discussions on topics. Please consider offering a Criminal Justice B.A. program here at Sitting Bull College. I enjoy the legal [sic] aspects that applies to this generation of Natives. I enjoy the past legal cases that can be applied in argumentation [sic] of Native Treaty and contract law today. This class has caused a "new curiosity" in Treaty Law/contract law/reality law if and when I go to Law School, my final goal. I enjoy this program and the classes that follow. I know more than when I started. I believe every student should take Law classes.</p> <p>CJ235 Criminal Evidence Were there any aspects of this course you particularly disliked? No! None N/A (2)</p> <p>Were there any aspects of this course you particularly liked? Power Points/Lecture/discussions/class presentations The cases that the reading went through Criminal Evidence is my favorite class. I learned a great deal in this class that I can apply to any job that I hope to get. Yes, class discussions on topics. Takes time to help us understand. My suggestion is SBC consider making B.A. program. Like going over different cases and having discussions on them. Hearing the different opinions people had. Discussions in general and having it relate or being able to relate to the opinions given. I enjoy the Constitutional Law(s) that applies to the court room setting and applies to U.S. citizens rights by Law.</p> <p>CJ252 Criminology</p> | | |
|--|---|--|---|--|--|

| | | | | | |
|--|---|--|---|--|--|
| | <p>behavior and society's responses to such behavior.</p> <p>4. I believe the SBC Criminal Justice Program has given me a good understanding of the knowledge and skills required to pursue a career in Criminal Justice or a related field.</p> <p>Available responses include: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.</p> <p>Students are then asked if there are specific aspects of the SBC Criminal Justice program the student particularly liked or disliked and solicits suggestions for improvement.</p> <p>See NOTE in Outcome One.</p> <p>All assessment instruments will be subject to ongoing re-evaluation and editing.</p> | | <p>Were there any aspects of this course you particularly disliked? No (3) N/A (2) Not enough students, who don't show up for class.</p> <p>Were there any aspects of this course you particularly liked? Maybe go to a trip to a lab or visit the tribal house Yes, all classes I took this semester N/A I enjoyed studying these concepts of Law. It has motivated me to pursue to study Indian Law in Law School once I get at that level. Yes. Going to District court in Bismarck. Money for healthier food. Yes</p> <p>CJ260 Ethics in Criminal Justice Were there any aspects of this course you particularly disliked? Nothing really (2) N/A (2) No (2) none</p> <p>Were there any aspects of this course you particularly liked? Great vibes, good people willing to learn Great class! Having discussions in class, going over the moral and ethics on what previous people have done. How prior experiences is what usually is a...cause for what they did Yes, class discussions. Please look into offering a B.A. program for SBC Discussions, Power Point I enjoyed the philosophy concepts of this ethic class. This class makes a person think about the way they should really live their life! Enjoyed it</p> <p>CJ297 Criminal Justice Internship/Capstone Experience Were there any aspects of this course you particularly disliked? I did not dislike any aspects of the course</p> <p>Were there any aspects of this course you particularly liked? I enjoy all of Dr. Shelley's classes. I see no need for improvement.</p> <p>Program graduates are also required to take a Program Survey a final time upon fulfilling the requirements for the AS program. The Program Survey is intended to gather information from graduates concerning how well the program as a whole addresses the three program outcomes. Structured similarly to the Course Surveys, the Program Survey asks questions related to each of the program goals, and students are requested to rate their responses as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree). Fall 2018 and Spring 2019 students' responses are shown below.</p> | | |
|--|---|--|---|--|--|

The **Outcome 1** prompt is “The knowledge and skills I learned while in the SBC Criminal Justice program have given me a good working knowledge of the Constitutional basis of, and the form, function, and limitations of, American law”.

Fall 2018/Spring 2019 Graduate Program Survey Responses

Outcome 1

| | |
|----------------------------|----|
| N | 4 |
| Strongly Agree (+2) | 4 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

The **Outcome 2** prompt is “The knowledge and skills I learned while in the SBC Criminal Justice program have given me a good understanding of the powers and limitations of Indian law and Tribal governments based on federal law and court rulings and interpretations”.

Outcome 2

| | |
|----------------------------|----|
| N | 4 |
| Strongly Agree (+2) | 4 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

The **Outcome 3** prompt is “The knowledge and skills I learned while in the SBC Criminal Justice program have given me a good understanding of the various theories about why people might engage in criminal behavior and society’s responses to such behavior”.

Outcome 3

| | |
|----------------------------|----|
| N | 4 |
| Strongly Agree (+2) | 4 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

Graduates are then asked to gauge their agreement with a final statement using the same Likert scale. The statement is: “I believe the SBC Criminal Justice program has given me a good understanding of the various knowledge and skills required to pursue a career in Criminal Justice or a related field”.

Program Benefit Statement

| | |
|----------------------------|----|
| N | 4 |
| Strongly Agree (+2) | 4 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

At the end of the Program Assessment, graduates are asked to respond to two questions. Fall 2018/Spring 2019 graduates’ responses are shown below.

Question 1: Were there any aspects of the SBC Criminal Justice Program you particularly disliked? Please explain fully and feel free to make suggestions for future improvement.

Graduate Question 1 Responses:

No, loved it.
Nothing – not one thing about it that I disliked!
Nothing I disliked
No

Question 2: Were there any aspects of the SBC Criminal Justice Program you particularly liked? Please explain fully and feel free to make suggestions for how those aspects might be improved event more.

Graduate Question 2 Responses:

The classes were fine and trips to courts were cool.
Informative powerpoints and lectures.
Yes, the encouragement to talk & ask questions in class
The Criminal Justice Program changed my life! I have never felt so good about anything I have accomplished. I certainly could not have asked for a better instructor! Thanks for everything you taught me Wayne!

The final indirect instrument was first administered for the Fall, 2015 semester and is intended to solicit information from ASCJ intern site supervisors regarding the knowledge and skills of students nearing completion of program requirements for graduation in relation to the ASCJ program outcomes and other relevant criteria.

As required under the ASCJ degree plan, all graduates are required to serve an internship with a Criminal Justice agency of their choosing. One Fall, 2018 ASCJ graduate chose to intern with the Standing Rock BIA police and the other graduate’s internship was divided between the Standing BIA department of corrections and the Standing Rock Juvenile Services agency.

One Spring 2019 graduate chose to intern with the Standing Rock Game, Fish, and Wildlife department and the other interned in the Standing Rock Tribal Court.

All four of the 2018-2019 were offered employment with their respective agencies.

Survey results are included here from three of the four site supervisors; the fourth is not available due to the fourth intern’s site supervisor being transferred before the survey could be filled out. The statements to be rated and the respective Site Supervisors’ ratings are shown below.

Outcome 1: Students will demonstrate a working knowledge of the constitutional and legal foundations of American Law.

Statement 1: The intern demonstrated a working knowledge of the Constitutional basis of, and the form, function, and limitations of, American law.

| | |
|---|-------|
| GFW Site Supervisor | Agree |
| Court Site Supervisor | Agree |
| Juvenile/Corrections Site Supervisor | Agree |

Outcome 2: Students will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent.

Statement 2: The intern demonstrated an understanding of the powers and limitations of Indian law based on federal law and legal precedent.

| | |
|---|-------|
| GFW Site Supervisor | Agree |
| Court Site Supervisor | Agree |
| Juvenile/Corrections Site Supervisor | Agree |

Outcome 3: Students will demonstrate a basic understanding of the various theories of deviant behavior and society's responses to such behavior.

Statement 3: The intern demonstrated a basic understanding of the various theories of deviant behavior and society's responses to such behavior.

| | |
|---|---------|
| GFW Site Supervisor | Neutral |
| Court Site Supervisor | Agree |
| Juvenile/Corrections Site Supervisor | Agree |

Additional statements and their ratings relevant to the student interns' attitudes and behaviors, with their rating criteria, are shown below.

The intern conducted him/herself in a professional manner.

| | |
|---|----------------|
| GFW Site Supervisor | Strongly Agree |
| Court Site Supervisor | Strongly Agree |
| Juvenile/Corrections Site Supervisor | Agree |

I would rate the Intern's familiarity with criminal justice concepts:

| | |
|---|---------------|
| GFW Site Supervisor | Excellent |
| Court Site Supervisor | Excellent |
| Juvenile/Corrections Site Supervisor | Above Average |

I would rate the Intern's familiarity with criminal justice practices:

| | |
|---|---------------|
| GFW Site Supervisor | Excellent |
| Court Site Supervisor | Excellent |
| Juvenile/Corrections Site Supervisor | Above Average |

Rate the degree to which the Intern met your expectations in terms of criminal justice knowledge and skills:

| | |
|---|----------------|
| GFW Site Supervisor | Far Above |
| Court Site Supervisor | Far Above |
| Juvenile/Corrections Site Supervisor | Somewhat Above |

The intern, as a result of his/her education and Internship experience, is adequately prepared to enter the criminal justice system as an entry level employee.

| | |
|---|----------------|
| GFW Site Supervisor | Strongly Agree |
| Court Site Supervisor | Strongly Agree |
| Juvenile/Corrections Site Supervisor | Agree |

I and/or my agency would be willing to host an Intern from the SBC Criminal Justice Program in the future.

| | | | | | | | | | | | |
|---|----------------|--|--|----------------------------|----------------|------------------------------|----------------|---|-------|--|--|
| | | | <table border="1"> <tr> <td>GFW Site Supervisor</td> <td>Strongly Agree</td> </tr> <tr> <td>Court Site Supervisor</td> <td>Strongly Agree</td> </tr> <tr> <td>Juvenile/Corrections Site Supervisor</td> <td>Agree</td> </tr> </table> <p>Comments/observations/recommendations: Game, Fish, and Wildlife Site Supervisor: No response. Standing Rock Court Site Supervisor: “We have hired the intern already to work on coordinating a trial advocacy training!” Juvenile Services/Corrections Site Supervisor: No response. All four graduates were offered employment with their respective internship agencies. One recently accepted a job with the Standing Rock Court, the application of one graduate to the BIA police is being processed, a third graduate has been offered employment with both the Tribal Game, Fish, and Wildlife agency and the Standing Rock Court, and the fourth declined an offer from Corrections/Juvenile Services to pursue a Bachelor’s degree in criminal justice.</p> | GFW Site Supervisor | Strongly Agree | Court Site Supervisor | Strongly Agree | Juvenile/Corrections Site Supervisor | Agree | | |
| GFW Site Supervisor | Strongly Agree | | | | | | | | | | |
| Court Site Supervisor | Strongly Agree | | | | | | | | | | |
| Juvenile/Corrections Site Supervisor | Agree | | | | | | | | | | |

Appendix F

**Lay Advocate/Paralegal
Associate of Applied Science
Program Assessment Plan 2018-2019**

Program Statement: The purpose of the AAS Lay Advocate/Paralegal program is to provide the necessary skills, knowledge, and ethical foundation to prepare graduates to practice as lay advocates in Tribal Courts in conformance with all constitutional, legal, procedural, and cultural values and traditions.

Faculty Member: Wayne Shelley, Ph.D.

Report date: May 6, 2019

| AS Criminal Justice Program Outcomes | Measurement Tool (Who, what, how, when?) | Measurement Goal (expected results) | Findings (Actual results) | Analysis of Data (What students did and did not learn) | Action or Recommendation | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--------------------------|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|---------------------|---|------|----|--------|----|------|----|--|--|
| <p>Outcome One: Students will demonstrate a working knowledge of the Constitutional and legal foundations of American law.</p> <p>Relevant Courses: CJ201 Introduction to Criminal Justice CJ203 Interviewing and Interrogation CJ205 Indian Law CJ208 Family Law CJ209 Will, Probate, and Property Law CJ215 Criminal Procedure CJ225 Introduction to American Courts CJ230 Criminal Law CJ231 Contracts and Torts CJ235 Criminal Evidence CJ260 Ethics in Criminal Justice</p> <p>Reinforcing Courses: CJ210 Legal Research, Writing, and Case Analysis</p> | <p>Students' skills and knowledge are evaluated using a comprehensive exam written by the instructor especially for this purpose and subjectively categorized by the instructor according to the skills and knowledge measured as they relate to each program outcome.</p> <p>For most students, the assessment instrument is administered on the first day of class in the fall semester; for students entering the program in the spring semester, on the first day of class for the spring term. All students graduating from the program are required to complete the assessment instrument a final time upon completion of coursework.</p> <p>The Outcome 1 segment of the exam consists of thirty (30) questions worth thirty-four (34) points.</p> <p>Based on the consensus of Assessment Committee members, the assessment instrument was re-written over the summer of 2014 and further edited and revised in the spring of 2015. Because there were no program courses offered in the spring 2015 semester, the latest version of the instrument was first administered in the fall of 2015.</p> | <p>The goal is to demonstrate statistically and empirically that, as students progress through the program, their knowledge and skills will progress accordingly. The expectation is that students who have spent a longer time in the program and taken more classes will demonstrate increasingly greater mastery of the expected knowledge and concepts than those just entering the program or with relatively few hours in the program.</p> <p>Ideally, students who have taken and passed all of the courses required for graduation will score at least 70% for Outcome 1.</p> <p>The indirect components of the assessment protocol are intended to provide</p> | <p>Direct Measure The Outcome 1 score for one student with 18 hours in program was 97.1%. The mean score for three students with 21 hours in program was 74.5%. The one student with 27 hours in program scored 70.6%.</p> <p>Indirect Measures Course Surveys were administered to three students who completed one core AAS LA/P course in the Fall, 2018 semester, and 8 students who completed five core AAS LA/P courses in the Spring 2019 semester. Outcome 1 states: "Students will demonstrate a working knowledge of the Constitutional and legal foundations of American law.", followed by the statement: "The knowledge and skills I learned in this course have significantly added to my working knowledge of the Constitutional basis of, and the form, function, and limitations of, American law". Students are then asked to rate their response as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).</p> <p>Fall 2018 Outcome 1 CJ215 Criminal Procedure</p> <table border="1" data-bbox="1016 836 1387 1031"> <tr><td>N</td><td>3</td></tr> <tr><td>Agree (+1)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>Spring 2019 Outcome 1 CJ205 Indian Law</p> <table border="1" data-bbox="1016 1107 1387 1269"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 3 | Agree (+1) | 1 | Strongly Agree (+2) | 3 | Mean | +1.7 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | <p>Direct Measure: Direct Measure results often manifest incongruities between time in program and Assessment Examination scores. For example, Outcome One scores among the three students with 21 hours in program ranged from 48.8% to 68.5%. As has been discussed many times, data has consistently shown exam results are often a reflection of classes taken and individual student abilities and commitment relative to the Outcome being measured.</p> <p>Indirect Measures: The data provided by Course and Program surveys indicate generally positive student evaluations relative to realizing the Outcome 1 objective in relation to individual courses and the program in general. Available responses range from -2 to +2, with the mean score endorsing the Outcome 1 objective for the one Fall 2018 course of +1.7. For Spring 2019, all five classes, were rated with the maximum available score of +2.</p> | <p>Having had several years to evaluate the results obtained from the AAS LA/P Assessment Examination, including over four years with the revised instrument, anecdotal and descriptive statistical evidence seems to indicate the absence of sufficient numbers in student samples may be the primary confounding variable responsible for the unpredictability of examination results, along with the inability to uniformly control the sequence and rate at which students progress through the program.</p> <p>As a means of further exploring this issue, the decision was made to examine the test data on a question-by-question basis in an attempt to identify and understand salient response patterns relative to students' time in program. For example, this process might identify certain questions that most or all students with little or no time in the program consistently answer correctly, indicating those questions have no predictive power in identifying improvement in student's understanding of fundamental principles related to a particular outcome over the course of their time in the program. Those questions might in turn tend to skew test scores upward for students with lesser hours in the</p> |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|---|--|--|---|---|---------------------|---|------|----|--------|----|------|----|---|---|---------------------|---|------|----|--------|----|------|----|---|---|---------------------|---|------|----|--------|----|------|----|---|---|---------------------|---|------|----|--------|----|------|----|--|--|
| <p>CJ265 Trial Techniques</p> | <p>In addition, beginning in the spring semester of 2015, students filled out short surveys with segments addressing subjective attitudes and perceptions relating to Outcome 1 for each course taken each semester. Graduates also provide a similar rating from a general perspective regarding the program as a whole. The resulting data for each academic year will be analyzed and reported in each yearly Assessment Plan.</p> <p>NOTE: As of this writing, it is anticipated the degree plan for the AAS Lay Advocate/Paralegal program will be altered significantly before the Fall 2019 semester, pending approval by the Sitting Bull College. Curriculum Committee on May 8, 2019, to incorporate and integrate input from the Sitting Bull College Criminal Justice Advisory Committee and the observations, experience, and considered judgment of the SBC Criminal Justice Department Director (See Addendum at the end of this report).</p> <p>The AS LA/P Assessment Examination will be updated accordingly, where necessary relative to the new degree plan, as soon as updated.</p> | <p>both a subjective measure of each student's satisfaction with, and assessment of, learning experiences relative to Outcome 1 and provide an indication of the student's general understanding of criminal justice skills, knowledge, and processes relative to Outcome 1. In addition, information is solicited relative to students' satisfaction with the program and subjective suggestions and criticisms for improving curricula and delivery.</p> | <p>CJ235 Criminal Evidence</p> <table border="1"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ260 Ethics in Criminal Justice</p> <table border="1"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ208 Family Law</p> <table border="1"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ265 Trial Techniques</p> <table border="1"> <tr><td>N</td><td>4</td></tr> <tr><td>Strongly Agree (+2)</td><td>4</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 4 | Strongly Agree (+2) | 4 | Mean | +2 | Median | +2 | Mode | +2 | | <p>program, thus artificially distorting grade trajectories.</p> <p>As noted in the Measurement Tool column of this section, a proposal to alter the degree plan for the AAS Lay Advocate/Paralegal program will be presented to the college Curriculum Committee in a matter of days, with the projected changes to be instituted in the Fall 2019 semester (See Addendum at the end of this report). The updated degree plan is intended to incorporate and integrate input from the Sitting Bull College Criminal Justice Advisory Committee and the observations, experience, and considered judgment of the SBC Criminal Justice Department Director.</p> <p>In consultation with the Criminal Justice Advisory Committee at the Fall 2018 meeting, some essential changes will be made in the program structure, which will inevitably result in re-writing the program assessment exam to reflect those changes. Rather than expend time and effort meticulously analyzing the present instrument, it makes more sense to first revise the degree plan, then proceed accordingly, as soon as updated course materials are available for incorporation. The same assessment approaches and protocols will be utilized to reflect the new curriculum and degree plan after being updated.</p> |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| AS Criminal Justice Program Outcomes | Measurement Tool (Who, what, how, when?) | Measurement Goal (expected results) | Findings (Actual results) | Analysis of Data (What students did and did not learn) | Action or Recommendation | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|-----------------------------|-------------------|---|----------------------------|---|-------------|------|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|---|------------------------------|
| <p>Outcome Two: Students will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent.</p> <p>Relevant Course: CJ205 Indian Law</p> <p>Reinforcing Courses: CJ201 Introduction to Criminal Justice CJ208 Family Law CJ209 Will, Probate, and Property Law CJ210 Legal Research, Writing, and Case Analysis CJ215 Criminal Procedure CJ225 Introduction to American Courts CJ230 Criminal Law CJ231 Contracts and Torts CJ235 Criminal Evidence</p> | <p>Students' skills and knowledge are evaluated using a comprehensive exam written by the instructor especially for this purpose and subjectively categorized by the instructor according to the skills and knowledge measured as they relate to each program outcome.</p> <p>For most students, the assessment instrument is administered on the first day of class in the fall semester; for students entering the program in the spring semester, on the first day of class for the spring term. All students graduating from the program are required to complete the assessment instrument a final time upon completion of coursework.</p> <p>Based on the consensus of Assessment Committee members, the direct assessment instrument was re-written over the summer of 2014 and further edited and revised in the spring of 2015. The latest version was first administered to</p> | <p>See Measurement Outcome 1 above.</p> <p>Although attempts are made to emphasize and/or reinforce various aspects of this outcome during most, if not all, courses in the program, most of the knowledge and concepts addressing Outcome 2 can be expected to be mastered during the Indian Law course. Consequently, the most relevant data for this outcome are revealed by comparisons between those students who have taken the Indian Law course and those who have not (regardless of time in program).</p> <p>Ideally, students who have taken and passed all of the courses required for graduation will</p> | <p>Direct Measure The Outcome 2 score for one student with 18 hours in program was 88.5%. The mean score for three students with 21 hours in program was 70.5%. The one student with 27 hours in program scored 73.1%.</p> <p>Indirect Measures Course Surveys were administered to three students who completed one core AAS LA/P course in the Fall, 2018 semester, and 8 students who completed five core AAS LA/P courses in the Spring 2019 semester. Outcome 2 states: "Students will demonstrate an understanding of the powers and limitations of Indian law based on federal law and legal precedent." followed by the statement: "The knowledge and skills I learned in this course have significantly added to my understanding of the powers and limitations of Indian law and Tribal governments based on federal law and court rulings and interpretations". Students are again asked to rate their responses as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).</p> <p>Fall 2018 Outcome 2 CJ215 Criminal Procedure</p> <table border="1" data-bbox="981 987 1352 1182"> <tr><td>N</td><td>3</td></tr> <tr><td>Agree (+1)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>2</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>Spring 2019 Outcome 2 CJ205 Indian Law</p> <table border="1" data-bbox="981 1255 1352 1417"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 3 | Agree (+1) | 1 | Strongly Agree (+2) | 2 | Mean | +1.7 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | <p>The most relevant statistic for Outcome 2 would generally be the comparison of mean scores of the four students who had taken Indian Law at the time of the exam (75.0%) with the one student who had not (73.1%). However, this is another of those cases where previous experience may have as much or more influence on outcome scores than mere in—class instruction. The student with 27 hours in program has already fulfilled his internship requirement in the Standing Rock Tribal Court. Due to a unique set of circumstances at the time, this student was actually serving as the assistant prosecuting attorney and even assumed the role of the head prosecutor in his absence on numerous occasions. On completion of his internship, this student was offered a full-time job as the Tribal assistant prosecutor, but turned it down to pursue his ultimate goal of attending law school.</p> <p>Indirect Measures The data provided by Course and Program surveys again indicate generally positive student evaluations in relation to individual courses relative to realizing the Outcome 2 objective. Available responses range from -2 to +2, As with the scores for Outcome 1, the mean score endorsing the Outcome 2 objective for the one Fall 2018 course of +1.7. For Spring 2019, all five classes, were rated with the maximum available score of +2..</p> | <p>See Outcome 1.</p> |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|--|--|
| <p>CJ260 Ethics in Criminal Justice</p> <p>CJ265 Trial Techniques</p> | <p>students graduating in the spring of 2015.</p> <p>The Outcome 2 segment of the exam consists of twenty-three (23) questions worth twenty-six (26) points.</p> <p>In addition, beginning in the spring semester of 2015, students filled out short surveys with segments addressing subjective attitudes and perceptions relating to Outcome 2 for each course taken each semester. Graduates also provide a similar rating from a general perspective regarding the program as a whole. The resulting data for each academic year is analyzed and reported in each yearly Assessment Plan.</p> <p>See NOTE in Outcome One.</p> <p>All assessment instruments will be subject to ongoing re-evaluation and editing.</p> | <p>score at least 70% on Outcome 2.</p> <p>The indirect components of the assessment protocol are intended to provide both a subjective measure of each student's satisfaction with, and assessment of, learning experiences relative to Outcome 2 and provide an indication of the student's general understanding of criminal justice skills, knowledge, and processes relative to Outcome 2. Students' suggestions and criticisms for improving curricula and delivery are also solicited.</p> | <p>CJ235 Criminal Evidence</p> <table border="1" data-bbox="981 349 1352 508"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ260 Ethics in Criminal Justice</p> <table border="1" data-bbox="981 557 1352 716"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ208 Family Law</p> <table border="1" data-bbox="981 764 1352 924"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ265 Trial Techniques</p> <table border="1" data-bbox="981 972 1352 1131"> <tr><td>N</td><td>4</td></tr> <tr><td>Strongly Agree (+2)</td><td>4</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 4 | Strongly Agree (+2) | 4 | Mean | +2 | Median | +2 | Mode | +2 | <p>While it may be questionable whether these small samples accurately represent student sentiment, it is encouraging to note generally favorable Outcome 2 ratings for all courses surveyed for both the Fall 2018 and Spring 2019 semesters. All Lay Advocate/Paralegal courses are designed, to greater or lesser extents, to address various aspects of traditional Native American practices of order maintenance and dispute resolution, along with traditional and contemporary court and law enforcement practices in Native societies.</p> | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| AS Criminal Justice Program Outcomes | Measurement Tool (Who, what, how, when?) | Measurement Goal (expected results) | Findings (Actual results) | Analysis of Data (What students did and did not learn) | Action or Recommendation | | | | | | | | | | | | | | | | | | | | | | |
|---|--|---|---|---|-----------------------------|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|---------------------|---|------|----|--------|----|------|----|---|------------------------------|
| <p>Outcome Three: Students will demonstrate a foundational understanding of civil and criminal law sufficient to obtain entry-level employment as a paralegal or to represent Tribal constituents as a lay advocate in Tribal courts.</p> <p>Relevant Courses: CJ201 Introduction to Criminal Justice CJ205 Indian Law CJ203 Interviewing and Interrogation CJ208 Family Law CJ209 Will, Probate, and Property Law CJ210 Legal Research, Writing, and Case Analysis CJ215 Criminal Procedure CJ225 Introduction to American Courts CJ230 Criminal Law CJ231 Contracts and Torts</p> | <p>Students' skills and knowledge are evaluated using a comprehensive exam written by the instructor especially for this purpose and subjectively categorized by the instructor according to the skills and knowledge measured as they relate to the three program outcomes.</p> <p>For most students, the assessment instrument is administered on the first day of class in the fall semester; for students entering the program in the spring semester, on the first day of class for the spring term. All students graduating from the program are required to complete the assessment instrument a final time upon completion of coursework.</p> <p>The Outcome 3 segment of the exam consists of sixty-two (62) questions worth sixty-seven (67) points.</p> <p>Based on the consensus of Assessment Committee members, the assessment instrument was re-written over the summer of 2014 and further edited and</p> | <p>The goal is to demonstrate statistically and empirically that, as students progress through the program, their knowledge and skills will progress accordingly. The expectation is that students who have spent a longer time in the program and taken more classes will demonstrate increasingly greater mastery of the expected knowledge and concepts than those just entering the program or with relatively few hours in the program.</p> <p>Ideally, students who have taken and passed all of the courses required for graduation will score at least 70% for Outcome 3.</p> <p>The new indirect components of the assessment protocol are intended to provide both a subjective measure of each student's satisfaction with,</p> | <p>Direct Measure The Outcome 3 score for one student with 18 hours in program was 46.3%. The mean score for three students with 21 hours in program was 42.3%. The one student with 27 hours in program scored 52.2%.</p> <p>Indirect Measures Course Surveys were administered to three students who completed one core AAS LA/P course in the Fall, 2018 semester, and 8 students who completed five core AAS LA/P courses in the Spring 2019 semester. Outcome 3 states: "Students will demonstrate a foundational understanding of civil and criminal law sufficient to obtain entry-level employment as a paralegal or to represent Tribal constituents as a lay advocate in Tribal courts" followed by the statement: "The knowledge and skills I learned in this course significantly added to my understanding of the various theories about why people might engage in criminal behavior and society's responses to such behavior and/or has contributed to my foundational understanding of civil and criminal law sufficient to obtain entry level employment as a paralegal or to represent Tribal constituents as a lay advocate in Tribal courts.". Students are again asked to rate their response as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).</p> <p>Fall 2018 Outcome 3 CJ215 Criminal Procedure</p> <table border="1" data-bbox="981 959 1352 1154"> <tr><td>N</td><td>3</td></tr> <tr><td>Agree (+1)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>2</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>Spring 2019 Outcome 3 CJ205 Indian Law</p> <table border="1" data-bbox="981 1227 1352 1390"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 3 | Agree (+1) | 1 | Strongly Agree (+2) | 2 | Mean | +1.7 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | <p>Direct Measure As explained in the following Indirect Measures section, all of the courses evaluated for the Fall 2018 and Spring 2019 semesters, except the Family Law Class and the Trial Techniques class, are common to both the ASCJ and AAS LA/P degree plans. And, since Outcome 3 in both programs addresses different highly specialized areas of knowledge, although all of the students who took the surveys for these classes are double-majors in both programs, it may be argues the Direct Measure scores are relatively low in comparison to the time in program because there is more information to be learned and the classes important to mastering these skills have not yet been taken.</p> <p>Indirect Measures Unlike Outcome 1 and Outcome 2, which are common to both the ASCJ and AAS LA/P degree plans, Outcome 3 solicits student opinions over two broad areas of knowledge and practice, depending on whether the student is enrolled in the ASCJ program, the AAS LA/P program, or is a double major enrolled and pursuing degrees in both programs.</p> <p>The first area of knowledge, "...understanding ... various theories about why people might engage in criminal behavior and society's responses to such behavior" specifically relates to necessary knowledge and skills required for earning the ASCJ degree. The second area of knowledge, "... [a] foundational understanding of civil and criminal law</p> | <p>See Outcome 1.</p> |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|----------|---|----------------------------|---|-------------|----|---------------|----|-------------|----|--|--|
| <p>CJ235 Criminal Evidence</p> <p>CJ360 Ethics in Criminal Justice</p> <p>CJ365 Trial Techniques</p> | <p>revised in the spring of 2015. Because there were no program courses offered in the spring 2015 semester, the latest version of the instrument was first administered in the fall of 2015. The instrument will be subject to ongoing re-evaluation and editing.</p> <p>Also beginning in the spring semester of 2015, students filled out short surveys with segments addressing subjective attitudes and perceptions relating to Outcome 3, both from a general perspective regarding the program as a whole and for each course taken each semester. Those data will be analyzed and reported in each Assessment Plan.</p> <p>See NOTE in Outcome One.</p> <p>All assessment instruments will be subject to ongoing re-evaluation and editing.</p> | <p>and assessment of, learning experiences relative to Outcome 3 and provide an indication of the student's general understanding of lay advocate/paralegal skills, knowledge, and processes relative to Outcome 3. In addition, information is solicited relative to students' satisfaction with the program and subjective suggestions and criticisms for improving curricula and delivery.</p> | <p>CJ235 Criminal Evidence</p> <table border="1" data-bbox="981 191 1352 354"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ260 Ethics in Criminal Justice</p> <table border="1" data-bbox="981 399 1352 561"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ208 Family Law</p> <table border="1" data-bbox="981 607 1352 769"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p>CJ265 Trial Techniques</p> <table border="1" data-bbox="981 815 1352 977"> <tr><td>N</td><td>4</td></tr> <tr><td>Strongly Agree (+2)</td><td>4</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | N | 4 | Strongly Agree (+2) | 4 | Mean | +2 | Median | +2 | Mode | +2 | <p>sufficient to obtain entry level employment as a paralegal or to represent Tribal constituents as a lay advocate in Tribal courts.” relates more specifically to the knowledge and skills necessary to earn the AAS LA/P degree. However, since several of the courses offered in the AS program are also of value to AAS students, and since many Criminal Justice students double major in both degree programs, both queries apply for Outcome 3 in courses common to both degree plans. As the response scores for Outcome 3 demonstrate, the classes common to both programs are rated extremely high by students in both programs.</p> <p>The data provided by Course surveys again indicate generally positive student evaluations in relation to individual courses and the program in general relative to realizing Outcome 3 objectives. Available responses for Outcome 3 range from -2 to +2, with a mean score of +1.7 endorsing the Outcome 3 objective of +2 for the single Fall 2018 class. The five Spring 2019 courses again attained composite scores of +2.</p> | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| AS Criminal Justice Program Outcomes | Measurement Tool (Who, what, how, when?) | Measurement Goal (expected results) | Findings (Actual results) | Analysis of Data (What students did and did not learn) | Action or Recommendation | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|--|--|-----------------------------|------------|---|---------------------|---|------|------|--------|----|------|----|---|---|---------------------|---|------|----|--------|----|------|----|--|------------------------------|
| <p><u>COMPOSITE SCORES</u></p> <p>Data for mean composite score (all three goals combined).</p> | <p>Students' skills and knowledge are evaluated using a comprehensive exam written by the instructor especially for this purpose and subjectively categorized by the instructor according to the skills and knowledge measured as they relate to the three program outcomes.</p> <p>For most students, the assessment instrument is administered on the first day of class in the fall semester; for students entering the program in the spring semester, on the first day of class for the spring term. All students graduating from the program are required, as a condition of graduation, to complete the assessment instrument a final time upon completion of coursework.</p> <p>Based on the consensus of Assessment Committee members, the direct assessment instrument was re-written over the summer of 2014 and further edited and revised in the spring of 2015. The latest version was first administered to students graduating in the spring of 2015</p> <p>The entire Assessment Examination consists of 116</p> | <p>The goal is to demonstrate statistically and empirically that, as students progress through the program, their knowledge and skills will progress accordingly. The expectation is that students who have spent a longer time in the program and taken more classes will demonstrate increasingly greater mastery of the expected knowledge and concepts than those just entering the program or with relatively fewer hours in the program.</p> <p>Ideally, students who have taken and passed all of the courses required for graduation will attain a Composite score of at least 70%.</p> <p>The new indirect components of the assessment</p> | <p>Direct Measure The Composite score for one student with 18 hours in program was 68.5%.</p> <p>The mean score for three students with 21 hours in program was 56.7%.</p> <p>The one student with 27 hours in program scored 61.4%.</p> <p>Indirect Measures Course Surveys were administered to three students who completed one core AAS LA/P course in the Fall, 2018 semester, and 4 students who completed five core AAS LA/P courses in the Spring 2019 semester. Section 4 of the Course Survey states: "I believe this course has significantly added to the knowledge and skills required for me to pursue a career in Criminal Justice or a related field" and/or "I believe this course has added to my understanding of civil and criminal law to the extent that I will be able to obtain entry-level employment as a paralegal or to represent Tribal constituents as a Lay Advocate in Tribal courts". Students are again asked to rate their responses as "Strongly Disagree", "Disagree", "Neutral", "Agree", or "Strongly Agree". The responses are valued -2, -1, 0, +1, and +2 respectively and mean scores can range from -2 (all respondents strongly disagree) to +2 (all respondents strongly agree).</p> <p><u>Fall 2018 Career Knowledge and Skills Question Responses</u></p> <p>CJ215 Criminal Procedure</p> <table border="1" data-bbox="981 841 1352 1036"> <tr><td>N</td><td>3</td></tr> <tr><td>Agree (+1)</td><td>1</td></tr> <tr><td>Strongly Agree (+2)</td><td>2</td></tr> <tr><td>Mean</td><td>+1.7</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> <p><u>Spring 2019 Career Knowledge and Skills Question Responses</u></p> <p>CJ205 Indian Law</p> <table border="1" data-bbox="981 1112 1352 1274"> <tr><td>N</td><td>3</td></tr> <tr><td>Strongly Agree (+2)</td><td>3</td></tr> <tr><td>Mean</td><td>+2</td></tr> <tr><td>Median</td><td>+2</td></tr> <tr><td>Mode</td><td>+2</td></tr> </table> | N | 3 | Agree (+1) | 1 | Strongly Agree (+2) | 2 | Mean | +1.7 | Median | +2 | Mode | +2 | N | 3 | Strongly Agree (+2) | 3 | Mean | +2 | Median | +2 | Mode | +2 | <p>Direct Measure Assessment Exam scores for the five current Lay Advocate/Paralegal students are generally consistent with, and possibly even higher, than for past program students. All are positioned favorably to achieve the 70% benchmark set for graduates in the program.</p> <p>Indirect Measures Taken as a whole, Course survey results for the 2018-2019 school year are encouraging, reflecting a general satisfaction and engagement among students with individual classes and the program as a whole relative to preparing students for future gainful employment in sundry criminal justice disciplines.</p> | <p>See Outcome 1.</p> |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Agree (+1) | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +1.7 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| N | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Strongly Agree (+2) | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mean | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Median | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mode | +2 | | | | | | | | | | | | | | | | | | | | | | | | | | |

questions worth a total of 127 points.

In accordance with Assessment Committee requirements and member recommendations, two new indirect assessment instruments were incorporated into the AAS LA/P assessment protocol in the spring of 2015.

The first is designed to assess individual student attitudes and perceptions regarding how well the curriculum and instruction in each individual class taken contributed to students' understanding and mastery of individual program outcomes. The instrument first identifies if the student is an AAS LA/P major. Students are then asked to select a Likert scale response that best describes their opinions regarding how well they believe the course contributed to their achievement of each of the program goals within the context of three statements:

5. **Outcome 1.** The knowledge and skills I learned in this course have significantly added to my working knowledge of the Constitutional basis of, and the form, function, and limitations of, American law.

6. **Outcome 2.** The knowledge and skills I learned while in this course

protocol are intended to provide both a subjective measure of each student's satisfaction with, and assessment of, learning experiences relative to each of the outcomes individually and collectively, and provide an indication of the student's general understanding of criminal justice skills, knowledge, and processes relative to the program in general. In addition, information is solicited relative to students' satisfaction with the program and subjective suggestions and criticisms for improving curricula and delivery.

CJ235 Criminal Evidence

| | |
|----------------------------|----|
| N | 3 |
| Strongly Agree (+2) | 3 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

CJ260 Ethics in Criminal Justice

| | |
|----------------------------|----|
| N | 3 |
| Strongly Agree (+2) | 3 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

CJ208 Family Law

| | |
|----------------------------|----|
| N | 3 |
| Strongly Agree (+2) | 3 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

CJ265 Trial Techniques

| | |
|----------------------------|----|
| N | 4 |
| Strongly Agree (+2) | 4 |
| Mean | +2 |
| Median | +2 |
| Mode | +2 |

Two additional questions were included in **Section 4** that called for narrative responses.

Fall 2018 Responses

CJ215 Criminal Procedure

Were there any aspects of this course you particularly disliked?

Nothing, really! I particularly don't dislike this class

No, I like everything about it.

Nothing I disliked

Were there any aspects of this course you particularly liked?

Strong conversations, and educational. This class is more informational than other classes, they don't teach like this class does

The entire class was interesting. The constitution is just a little hard to keep straight

Good information about each topic, very helpful powerpoints

| | | | | | |
|--|---|--|---|--|--|
| | <p>have significantly added to my understanding of the powers and limitations of Indian Law and Tribal governments based on federal law and court rulings and interpretations.</p> <p>7. Outcome 3. The knowledge and skills I learned while in this course have significantly added to my understanding of civil and criminal law to the extent that I will be able to obtain entry-level employment as a paralegal or to represent Tribal constituents as a Lay Advocate in Tribal courts.</p> <p>Available responses include: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.</p> <p>Students are then asked if there were specific aspects of the course the student particularly liked or disliked and suggestions for improvement are solicited.</p> <p>The second indirect assessment instrument is designed to assess individual students' attitudes and perceptions regarding how well the Lay Advocate/Paralegal program curriculum and instruction as a whole contributed to their understanding and mastery of individual program outcomes.</p> | | <p><u>Spring 2019 Responses</u> CJ205 Indian Law Were there any aspects of this course you particularly disliked? No. (2) No, everything was perfect!</p> <p>Were there any aspects of this course you particularly liked? The focus on Tribal/Indian law was intriguing and helpful. Plus the stress on educating America on why Indian law should be learned/required was empowering. Yes, class discussions on topics. Takes time to help us understand. Please consider offering a Criminal Justice B.A program here at Sitting Bull College. I enjoy this program and the classes that follow. I know more than when I started. I believe every student should take Law classes.</p> <p>CJ235 Criminal Evidence Were there any aspects of this course you particularly disliked? No! N/A (2)</p> <p>Were there any aspects of this course you particularly liked? Criminal Evidence is my favorite class. I learned a great deal in this class that I can apply to any job that I hope to get. Yes, class discussions on topics. Takes time to help us understand. My suggestion is SBC consider making B.A. program. Like going over different cases and having discussions on them. Hearing the different opinions people had. Discussions in general and having it relate or being able to relate to the opinions given.</p> <p>CJ260 Ethics in Criminal Justice Were there any aspects of this course you particularly disliked? Nothing really (2) none</p> <p>Were there any aspects of this course you particularly liked? Great vibes, good people willing to learn. I enjoyed the philosophy concepts of this ethic class. Great class! Yes, class discussions. Please look into offering a B.A. program for SBC</p> <p>CJ208 Family Law Were there any aspects of this course you particularly disliked? None Not on any part of the instructor, we got moved out of our regular classroom to another, to another. The college have better way of assigning classrooms</p> <p>Were there any aspects of this course you particularly liked?</p> | | |
|--|---|--|---|--|--|

| | | | | | |
|--|--|--|--|--|--|
| | <p>The instrument first identifies which courses each student has taken, or is currently taking, in an attempt to gauge their significance in understanding the three program outcomes. Students are then asked to select a Likert scale response that best describes their opinions regarding how well the students believe the program contributed to their achievement of each of the program goals. An additional question asks students to assess how well the program has prepared them for a career as a Lay Advocate/Paralegal or in a related field.</p> <p>Available responses include: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree.</p> <p>Students are then asked if there are specific aspects of the SBC Lay Advocate/Paralegal program the student particularly liked or disliked and solicits suggestions for improvement.</p> <p>See NOTE in Outcome One.</p> <p>All assessment instruments will be subject to ongoing re-evaluation and editing.</p> | | <p>Power Points, In class discussions Class discussions and extra credit I loved everything Vicki taught she explained everything Real life assignments, cases.</p> <p>CJ265 Trial Techniques Were there any aspects of this course you particularly disliked? Class for the semester was very good. No, I love it. No I liked everything taught in class.</p> <p>Were there any aspects of this course you particularly liked? Very real, lifelike situations No, I love it all. I loved everything about it and learning the techniques in trial I liked everything</p> | | |
|--|--|--|--|--|--|