



Program Assessment Report

Program: (College of) Public Safety Administration, BAS

Option: Public Safety Admin

Report Year: 2018-19

Drafted by Rosanne Beck on Aug 5, 2019

Overall Introduction

In support of the mission of St. Petersburg College, faculty committees established thirteen value statements. Three of these value statements are:

- Student Focus: We believe students are the heart of SPC! All SPC resources, decisions, and efforts are aligned to transform students' lives to empower them to finish what they start!
- Academic Excellence: We promote academic excellence through interactive, innovative, and inquiry-centered teaching and learning.
- Culture of Inquiry: We encourage a data-driven environment that allows for open, honest dialogue about who we are, what we do, and how we continue to improve student success.

It is the intent of St. Petersburg College to incorporate continuous improvement practices in all areas. Assessment reports provide comparisons of present and past results which are used to identify topics where improvement is possible. SPC has traditionally used past results as a vital tool in achieving its commitment to continuous improvement.

Program Learning Outcomes

#1: To develop the knowledge, skills, and abilities necessary for students to assume various leadership roles within the field of public safety administration.

I. Use of Past Results

Results of the 2012-13 Assessment Report:

Method 1: The average score of the Research Mini-Project 1 across the four class sections was 96.8%. As the rubric was utilized in Research Mini-Projects 1, 2, 3, and 4, breakdowns by program learning outcome were not available. It is clear that students perform very well with regards to writing ability, structure and organization of papers, however it is difficult to determine performance by outcome as the competencies are not currently aligned in this way. The one area students could improve upon is that of References, Sources, guidelines, and APA formatting.

Method 2: The average score of the Journal across the four class sections was 96.9%. As the rubric is generalized across all program learning outcomes (goals) and measures the aggregate performance of the 4 program goals measured as a whole; and not broken down by each specific PLO, it does not measure specific students performance aligned directly to each one. However, it is a suitable measure for the competencies that are expected for all 4 PLOs; Analysis, Reflection, Organization, and Mechanics. This rubric needs to be revised to align directly to each one separately. The students performed well in all the areas.

Method 3: The Data for the questions on the Qualifying Exam was examined by analyzing scores on each question. There were only 2 questions on which students scored less than 70%. Question 12, with an overall 59% score, aligns to the Public Safety Admin curriculum in the course PAD 4046 Managing Conflict in Public Organizations, specifically course MLO #3 - "The student will demonstrate an understanding of behavioral skills needed to become an effective conflict manager." Upon reflection, it was discovered, this course was recently added to the Public Safety Administration Curriculum and first taught in the Fall of 2012 so it is likely several students completely this exam did not take this course. It is recommended that the question be thrown out and replaced by one from a core course everyone in the Capstone has completed. Item 12 from the exam: We define which of the following as times or situations when what is understood by one person is different than what is understood by others. Question 13, with an overall score of 6%, aligns to the Public Safety Admin curriculum in the course Program Planning and Evaluation, specifically MLO #2- "The student will demonstrate an understanding of the interdependent components of the needs assessment process." The recommendation is to reword this question, since the possible selections are similar and nearly all the responses were 'all of the above'. Item 13 from the exam: A systematic approach to training needs includes?

Results of the 2015-16 Assessment Report:

Mini-Project #1's average student score was 93.6% this shows the students are being very well prepared for leadership roles in their chosen fields. The average score for the Capstone Journal was 97.6% again showing a high level of skill being demonstrated by the graduates. Our qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between 5 and 6%. This reflects the high level of knowledge our working professional student base brings to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized three assessments in the Capstone Course, PAD 4878, to confirm students' demonstration of program learning outcomes. Each student selected one of the four program goals to focus their Capstone Research Project on. The assignments included a Capstone Research Project, the Qualifying Capstone Exam, and Capstone Journal. This section reports the scores for the Capstone Research Project in which students selected PLO #1. The Capstone Journal in which students reported on how they accomplished each of the four program goals is reported as one comprehensive score. The scores from the first section of the Qualifying Capstone Exam reflecting questions related to PLO #1 are also reported in this section. All Capstone students were assessed on all three of the methods.

Date(s) of Administration: 2016-17, 2017-18, 2018-19

Method 1: Capstone Research Project - Students selected one of the four program goals to focus their Capstone Research Project on. Students who selected PLO #1 are reported in this section. PLO #1 - To develop the knowledge, skills, and abilities necessary for students to assume various leadership roles within the field of public safety administration. The question students must address for PLO #1 is: How are public safety agencies preparing their employees with the knowledge, skills and abilities necessary to assume future leadership roles? Students conduct a thorough literature review to explore the different methods used by public safety agencies (Law Enforcement, Fire, EMS, Homeland Security, Military Police, etc.) for preparing their employees for future leadership roles and succession planning. Students also select one public safety agency to profile in detail their methods for developing their future leaders and succession planning.

Assessment Instrument: Capstone Research Project Grading Rubric: The Capstone Research Project is assessed utilizing a 4-point scale rubric consisting of five competency areas, all of which align to PLO #1. The four Performance Levels are Superior Contribution (100%), Proficient Contribution (75%), Sufficient Contribution (50%), and Insufficient Contribution (25%). The four Performance Levels are utilized to measure the student's success in five Categories of Competency. The five Categories of Competency each were assigned a weight of 20% towards the overall grade. Category of Competency #1 – Organization and Structure – examined the student's ability to provide an organized and sequential presentation, main idea, hypothesis, research question, supporting details and logical relationships between topics and subtopics. Category of Competency #2 – Quality of the Information – examined the student's ability to demonstrate critical thinking skills and a scholarly presentation. Category of Competency #3 – Understanding of Concepts and Issues Related to the Topic – examined the student's ability to demonstrate creativity in the application of concepts, issues and reading materials provided through the course and the student's own research. Category of Competency #4 – References, Sources, Guidelines and Use of APA – examined the student's ability to use references, sources and APA guidelines that contribute to the integrity of the student's work product. Category of Competency #5 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the five Categories of Competencies to determine the student's performance level as Superior, Proficient, Sufficient or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Research Project assignment. In completing this assignment, the students demonstrate their knowledge of PLO #1.

Population: All students enrolled in the PAD 4878 Capstone Course are assessed on the Capstone Research Project.

Method 2: The second method is the examination of scores from the first section of the Qualifying Exam compared to the scores on the Capstone Exam. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #1, the first section of the test is aligned and includes 16 questions relating to PLO#1. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Admin program.

Assessment Instrument: The exam is a multiple choice test where each question contains a single correct response; all questions are assigned a value of four points and the entire test is worth 160 points. Section 1 of the test aligns to PLO #1 and is worth 64 points.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Qualifying Capstone Exams.

Method 3: The third method is the examination of scores from the Capstone Journal. Each student writes about how they accomplished all four program goals. One score is calculated for the journal. The maximum score possible is 300 points.

Assessment Instrument: Capstone Journal Grading Rubric: The Capstone Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas: Analysis, Reflection, Organization and Mechanics. The five Performance Levels are Exemplary (100%), Proficient Contribution (75%), Developing Contribution (50%), Emerging Contribution (25%), and Insufficient Contribution (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. The Category of Competency #1 - Analysis - examined the student's ability to use specific inductive or deductive reasoning to make inferences regarding premises; address implications and consequences, and identifies facts and relevant information correctly. The Category of Competency #2 - Reflection - examined the student's ability to identify strengths and weaknesses in the student's own thinking, recognize personal assumptions, values and perspectives compared to other students' perspectives and evaluate them in the context of an alternate point of view. The Category of Competency #3 - Organization - examined the student's arrangement of content with evident and/or subtle transitions. The Category of Competency #4 - Mechanics - examined the student's ability to present complete sentences, correct spelling and appropriate grammar. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Journal assignment. In completing this assignment, the students demonstrate their knowledge of PLO #1.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Capstone Journal.

III. Criteria for Success

Method 1: The required score for the Capstone Research Project is a minimum of 70% on the entire rubric.

Method 2: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

Method 3: The required score for the Capstone Journal is a minimum of 70% on the entire rubric.

IV. Summary of Assessment Findings

Results via Face-to-Face

Sections are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1: Capstone Research Project

2016-18 Capstone Research Project Scores	
N Students	106 (45%) of the 235 students selected PLO #1
Average Score	99.6%

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO#1

2016-18 Qualifying/Capstone Exam Data			
Question	Foundations Score (N=348)	Capstone Score (N=250)	Difference (+ -)
Q1	89%	95%	+6
Q2	94%	98%	+4

Q3	66%	87%	+21
Q4	88%	94%	+6
Q5	71%	80%	+9
Q6	95%	91%	-4
Q7	84%	92%	+8
Q8	98%	98%	+0
Q9	99%	99%	+0
Q10	61%	85%	+24
Q11	88%	91%	+3
Q12	71%	71%	+0
Q13	35%	2%	-33
Q14	87%	97%	+10
Q15	88%	84%	-4
Q16	86%	87%	+1
Section Average	81%	84%	+3
Min*	77%	82%	+5
Max*	87%	87%	+0

*Scores reflect the minimum & maximum average from all sections

Method 3: Capstone Journal

2016-18 Capstone Journal Scores	
Average Score	99.09%

V. Discussion and Analysis of Assessment Findings

The Capstone Research Project and Capstone Journal allows for student to make multiple submissions to receive corrective feedback and an opportunity to enhance their final product for both the Capstone Research Project and Capstone Journal. This is conducted similar to a thesis committee in which the student's first submission is not the final submission. Therefore, scores for the Capstone Research Project and Capstone Journal are both very high, 99.6% and 99.0%, respectively. For the Qualifying exam, all questions show gain scores, with the exception of Questions 6, 8, 9, 13 and 15 that will be revised by the upper division faculty.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Action Detail - Revise Qualifying Exam questions that did not have positive increases in gain scores.](#)
- Afienko, Beck, Rasor-Cordero / Aug 2020

Budget / Planning Implications:

None

#2: Accurately evaluate response methods related to rapidly changing environments and communities.

I. Use of Past Results

Results of the 2012-13 Assessment Report:

Method 1: The average score of the Research Mini-Project 2 across the four class sections was 94.3%. There was one student who did not complete the project, likely contributing to a little lower score than that for PLO#1 Research Mini-Project. As the rubric was utilized in Research Mini-Projects 1, 2, 3, and 4, breakdowns by program learning outcomes were not available. It is clear that students perform very well with regards to writing ability, structure and organization of papers, however it is difficult to determine performance by outcome as the competencies are not currently aligned in this way. The one area students could improve upon is that of References, Sources, guidelines, and APA formatting.

Method 2: The average score of the Journal across the four class sections was 96.9%. Again, as the rubric is generalized across all program learning outcomes (goals) and measures the aggregate performance of the 4 program goals measured as a whole; and not broken down by each specific PLO, it does not measure specific students' performance aligned directly to each one. However, it is a suitable measure for the competencies that are expected for all 4 PLOs; Analysis, Reflection, Organization, and Mechanics. This rubric needs to be revised to align directly to each one separately. The students performed well in all the areas.

Method 3: The Data for the questions on the Qualifying Exam aligned with PLO #2 was examined by analyzing scores on each question. There were only 1 question on which students scored less than 70% scoring 36%. The question was aligned with MAN3301 - Public Personnel Management Course Learning Outcome #2, The student will demonstrate an understanding of the environmental factors which have an impact on organization human resource management. It is recommended the curriculum be reviewed in MAN3301 to determine if this information is available to students.

Results of the 2015-16 Assessment Report:

Mini-Project #2's average student score was 94.6% this shows the students are being very well prepared for managing change in their organizations. This project shows a high level of skill being demonstrated by the graduates. Our qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between 12 and 14%. This reflects the high level of knowledge our working professional student base brings to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized three assessments in the Capstone Course, PAD 4878, to confirm students' demonstration of program learning outcomes. Each student selected one of the four program goals to focus their Capstone Research Project on. The assignments included a Capstone Research Project, the Qualifying Capstone Exam, and Capstone Journal. This section reports the scores for the Capstone Research Project in which students selected PLO #2. The Capstone Journal in which students reported on how they accomplished each of the four program goals is reported as one comprehensive score. The scores from the second section of the Qualifying Capstone Exam reflecting questions related to PLO #2 are also reported in this section. All Capstone students were assessed on all three of the methods.

Date(s) of Administration: 2016-17, 2017-18, 2018-19

Method 1: Capstone Research Project - Students selected one of the four program goals to focus their Capstone Research Project on. Students who selected PLO #2 are reported in this section. PLO #2 - To prepare their students to respond to the rapidly changing environments within the field of public safety administration. The question students must address for PLO #2 is: How are public safety agencies preparing their employees to respond to the rapidly changing environments within the field of public safety administration? Students conduct a thorough literature review to explore the different methods used by public safety agencies (Law Enforcement, Fire, EMS, Homeland Security, Military Police, etc.) for preparing their employees to rapidly respond to changing environments within the field of public safety. Students select one public safety agency to profile in detail examining

their methods for preparing their employees to respond to rapidly changing environments.

Assessment Instrument: Capstone Research Project Grading Rubric: The Capstone Research Project is assessed utilizing a 4-point scale rubric consisting of five competency areas, all of which align to PLO #2. The four Performance Levels are Superior Contribution (100%), Proficient Contribution (75%), Sufficient Contribution (50%), and Insufficient Contribution (25%). The four Performance Levels are utilized to measure the student's success in five Categories of Competency. The five Categories of Competency each were assigned a weight of 20% towards the overall grade. Category of Competency #1 – Organization and Structure – examined the student's ability to provide an organized and sequential presentation, main idea, hypothesis, research question, supporting details and logical relationships between topics and subtopics. Category of Competency #2 – Quality of the Information – examined the student's ability to demonstrate critical thinking skills and a scholarly presentation. Category of Competency #3 – Understanding of Concepts and Issues Related to the Topic – examined the student's ability to demonstrate creativity in the application of concepts, issues and reading materials provided through the course and the student's own research. Category of Competency #4 – References, Sources, Guidelines and Use of APA – examined the student's ability to use references, sources and APA guidelines that contribute to the integrity of the student's work product. Category of Competency #5 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the five Categories of Competencies to determine the student's performance level as Superior, Proficient, Sufficient or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Research Project assignment. In completing this assignment, the students demonstrate their knowledge of PLO #2.

Population: All students enrolled in the PAD 4878 Capstone Course are assessed on the Capstone Research Project.

Method 2: The second method is the examination of scores from the second section of the Qualifying/Capstone Exam. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #2, the second section of the test is aligned and includes 9 questions relating to PLO#2. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Administration Program.

Assessment Instrument: The exam is a multiple choice test where each question contains a single correct response; all questions are assigned a value of four points and the entire test is worth 160 points. Section 2 of the test aligns to PLO #2 and is worth 36 points.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Qualifying/Capstone Exam.

Method 3: The third method is the examination of scores from the Capstone Journal. Each student writes about how they accomplished all four program goals. One score is calculated for the journal. The maximum score possible is 300 points.

Assessment Instrument: Capstone Journal Grading Rubric: The Capstone Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas: Analysis, Reflection, Organization and Mechanics. The five Performance Levels are Exemplary (100%), Proficient Contribution (75%), Developing Contribution (50%), Emerging Contribution (25%), and Insufficient Contribution (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. The Category of Competency #1 - Analysis - examined the student's ability to use specific inductive or deductive reasoning to make inferences regarding premises; address implications and consequences, and identifies facts and relevant information correctly. The Category of Competency #2 - Reflection - examined the student's ability to identify strengths and weaknesses in the student's own thinking, recognize personal assumptions, values and perspectives compared to other students' perspectives and evaluate them in the context of an alternate point of view. The Category of Competency #3 - Organization - examined the student's arrangement of content with evident and/or subtle transitions. The Category of Competency #4 - Mechanics - examined the student's ability to present complete sentences, correct spelling and appropriate grammar. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Journal assignment. In completing this assignment, the students demonstrate their knowledge of PLO #2.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Capstone Journal.

III. Criteria for Success

Method 1: The required score for the Capstone Research Project is a minimum of 70% on the entire rubric.

Method 2: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

Method 3: The required score for the Capstone Journal is a minimum of 70% on the entire rubric.

IV. Summary of Assessment Findings

Results via Face-to-Face

Sections are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1: Capstone Research Project

2016-18 Capstone Research Project Scores	
N Students	42 (18%) of the 235 students selected PLO #2
Average Score	98.2%

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO #2

2016-18 Qualifying/Capstone Exam Data			
Question	Foundations Score (N=348)	Capstone Score (N=250)	Difference (+-)
Q17	1%	30%	+29
Q18	66%	64%	-2
Q19	68%	82%	+14
Q20	64%	68%	+4
Q21	61%	67%	+6
Q22	49%	82%	+33
Q23	99%	100%	+1
Q24	74%	88%	+14
Q25	92%	96%	+4
Section Average	64%	75%	+11
Min*	58%	68%	+10
Max*	72%	84%	+12

*Scores reflect the minimum & maximum average from all sections

Method 3: Capstone Journal

2016-18 Capstone Journal Scores	
Average Score	99.09%

V. Discussion and Analysis of Assessment Findings

The Capstone Research Project and Capstone Journal allow for students to make multiple submissions to receive corrective feedback and an opportunity to enhance their final product for both the Capstone Research Project and Capstone Journal. This is conducted similar to a thesis committee in which the student's first submission is not the final submission. Therefore, scores for the Capstone Research Project and Capstone Journal are both very high, 98.2% and 99.0%, respectively.

For the Qualifying exam, all questions show gain scores, with the exception of Question 18 that will be revised by the upper division faculty.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Action Detail - Revise Qualifying Exam questions that did not have positive increases in gain scores.](#)
- Afienko, Beck, Rasor-Cordero / Aug 2020

Budget / Planning Implications:

None

#3: Summarize ethical and legal decision making processes in public safety administration using higher order critical thinking skills.

I. Use of Past Results

Results of the 2012-13 Assessment Report:

Method 1: The average score of the Research Mini-Project #3 across the four class sections was 98%, the highest of all the scores for the Research Mini-Projects. The rubric was utilized in Research Mini-Projects 1, 2, 3, and 4, breakdowns by program learning outcome were not available. It is clear that students perform very well with regards to writing ability, structure and organization of papers, however it is difficult to determine performance by outcome as the competencies are not currently aligned in this way. The one area students could improve upon is that of References, Sources, guidelines, and APA formatting.

Method 2: The average score of the Journal across the four class sections was 96.9%. Again, as the rubric is generalized across all program learning outcomes (goals) and measures the aggregate performance of the 4 program goals measured as a whole; and not broken down by each specific PLO, it does not measure specific students' performance aligned directly to each one. However, it is a suitable measure for the competencies that are expected for all 4 PLOs; Analysis, Reflection, Organization, and Mechanics. This rubric needs to be revised to align directly to each one separately. The students performed well in all the areas.

Method 3: Qualifying Exam Section 3 questions were noticeably lower than Sections 1 and 2 exam scores. Since there were 26 students scoring less than 70%, this is a problem since as of Fall 2013, students must achieve at least a 70% on each respective section of the test in order to pass. Question 28 had an aggregate score of 54%. Question 28 is aligned with MAN 3301- Public Personnel Management's Major Learning Outcome #9 - The student will demonstrate an understanding of employee and labor relations. It is recommended the question be reworded perhaps because of the word EXCEPT confuses the students. Question 34 is aligned to one of the course major learning outcomes in PAD 4046, Managing Conflict in Public Organizations, which states that The student will describe the basic dynamics of conflict and how it affects an organization. It is recommended this question also be reworded for clarity.

Results of the 2015-16 Assessment Report:

Mini-Project #3's average student score was 96.5% this shows the students are being very well prepared for critical thinking and writing tasks in their respective organizations. This project shows a high level of skill being demonstrated by the graduates. Our qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between 5 and 8%. This reflects the high level of knowledge our working professional student base brings

to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized three assessments in the Capstone Course, PAD 4878, to confirm students' demonstration of program learning outcomes. Each student selected one of the four program goals to focus their Capstone Research Project on. The assignments included a Capstone Research Project, the Qualifying Capstone Exam, and Capstone Journal. This section reports the scores for the Capstone Research Project in which students selected PLO #3. The Capstone Journal in which students reported on how they accomplished each of the four program goals is reported as one comprehensive score. The scores from the third section of the Qualifying Capstone Exam reflecting questions related to PLO #3 are also reported in this section. All Capstone students were assessed on all three of the methods.

Date(s) of Administration: 2016-17, 2017-18, 2018-19

Method 1: Capstone Research Project - Students select one of the four program goals to focus their Capstone Research Project on. Students who selected PLO #3 are reported in this section. PLO #3 - To develop the student's ability to apply ethical and legal decision-making to public safety administration issues. Students conduct a thorough literature review to explore the different methods used by public safety agencies (Law Enforcement, Fire, EMS, Homeland Security, Military Police, etc.) for preparing their employees to make ethical and legal decision-making in public safety administration issues. Students also select one public safety agency to profile in detail their methods for developing their employees' ethical and legal decision-making.

Assessment Instrument: The Capstone Research Project is assessed utilizing a 4-point scale rubric consisting of five competency areas, all of which align to PLO #3. The four Performance Levels are Superior Contribution (100%), Proficient Contribution (75%), Sufficient Contribution (50%), and Insufficient Contribution (25%). The four Performance Levels are utilized to measure the student's success in five Categories of Competency. The five Categories of Competency each were assigned a weight of 20% towards the overall grade. Category of Competency #1 – Organization and Structure – examined the student's ability to provide an organized and sequential presentation, main idea, hypothesis, research question, supporting details and logical relationships between topics and subtopics. Category of Competency #2 – Quality of the Information – examined the student's ability to demonstrate critical thinking skills and a scholarly presentation. Category of Competency #3 – Understanding of Concepts and Issues Related to the Topic – examined the student's ability to demonstrate creativity in the application of concepts, issues and reading materials provided through the course and the student's own research. Category of Competency #4 – References, Sources, Guidelines and Use of APA – examined the student's ability to use references, sources and APA guidelines that contribute to the integrity of the student's work product. Category of Competency #5 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the five Categories of Competencies to determine the student's performance level as Superior, Proficient, Sufficient or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Research Project assignment. In completing this assignment, the students demonstrate their knowledge of PLO #3.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Capstone Research Project.

Method 2: The second method is the examination of scores from the third section of the Qualifying/Capstone Exams. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #3, the third section of the test is aligned and includes 9 questions relating to PLO#3. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Administration program.

Assessment Instrument: The exam is a multiple choice test where each question contains a single correct response; all questions are assigned a value of four points and the entire test is worth 160 points. Section 3 of the test aligns to PLO #3 and is worth 36 points.

Population: All students enrolled in the PAD 4878 Capstone Course are assessed on the Qualifying/Capstone Exams.

Method 3: The third method is the examination of scores from the Capstone Journal. Each student writes about how they accomplished all four program goals. One score is calculated for the journal. The maximum score possible is 300 points.

Assessment Instrument: Capstone Journal Grading Rubric: The Capstone Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas: Analysis, Reflection, Organization and Mechanics. The five Performance Levels are Exemplary (100%), Proficient Contribution (75%), Developing Contribution (50%), Emerging Contribution (25%), and Insufficient Contribution (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. The Category of Competency #1 - Analysis - examined the student's ability to use specific inductive or deductive reasoning to make inferences regarding premises; address implications and consequences, and identifies facts and relevant information correctly. The Category of Competency #2 - Reflection - examined the student's ability to identify strengths and weaknesses in the student's own thinking, recognize personal assumptions, values and perspectives compared to other students' perspectives and evaluate them in the context of an alternate point of view. The Category of Competency #3 -

Organization - examined the student's arrangement of content with evident and/or subtle transitions. The Category of Competency #4 - Mechanics - examined the student's ability to present complete sentences, correct spelling and appropriate grammar. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Journal assignment. In completing this assignment, the students demonstrate their knowledge of PLO #3.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Capstone Journal.

III. Criteria for Success

Method 1: The required score for the Capstone Research Project is a minimum of 70% on the entire rubric.

Method 2: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

Method 3: The required score for the Capstone Journal is a minimum of 70% on the entire rubric.

IV. Summary of Assessment Findings

Results via Face-to-Face

Sections are taught exclusively online, there are no face-to-face sections.

Results via Distance Education (Online, Blended, etc)

Method 1: Capstone Research Project

2016-18 Capstone Research Project Scores	
N Students	38 (16%) of the 235 students selected PLO #3
Average Score	97.2%

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO #3

2016-18 Qualifying/Capstone Exam Data			
Question	Foundations Score (N=348)	Capstone Score (N=250)	Difference (+-)
Q26	64%	85%	+21
Q27	59%	59%	+0
Q28	68%	59%	-9
Q29	77%	90%	+13
Q30	63%	89%	+26
Q31	63%	87%	+24

Q32	73%	91%	+18
Q33	79%	91%	+12
Q34	95%	44%	-51
Section Average	71%	77%	+6
Min*	67%	69%	+2
Max*	90%	83%	-7

*Scores reflect the minimum & maximum average from all sections

Method 3: Capstone Journal

2016-18 Capstone Journal Scores	
Average Score	99.09%

V. Discussion and Analysis of Assessment Findings

The Capstone Research Project and Capstone Journal allow for students to make multiple submissions to receive corrective feedback and an opportunity to enhance their final product for both the Capstone Research Project and Capstone Journal. This is conducted similar to a thesis committee in which the student's first submission is not the final submission. Therefore, scores for the Capstone Research Project and Capstone Journal are both very high, 97.2% and 99.0%, respectively.

For the Qualifying exam, all questions show gain scores, with the exception of Questions 27, 28, and 34 that will be revised by the upper division faculty.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Action Detail - Revise Qualifying Exam questions that did not have positive increases in gain scores.](#)
- Afienko, Beck, Rasor-Cordero / Aug 2020

Budget / Planning Implications:

None

#4: Analyze effective communication and problem solving practices for application to various public safety administration scenarios.

I. Use of Past Results

Results of the 2012-13 Assessment Report:

Method 1: The average score of the Research Mini-Project 4 across the four class sections was 94.9%. As the rubric was utilized in Research Mini-Projects 1, 2, 3, and 4, breakdowns by program learning outcomes were not available. It is clear that students perform very well with regards to writing ability, structure and organization of papers, however it is difficult to determine performance by outcomes as the competencies are not currently aligned in this way. The one area students could improve upon is that of References, Sources, guidelines, and APA formatting.

Method 2: The average score of the Journal across the four class sections was 96.9%. Again, as the rubric is

generalized across all program learning outcomes (goals) and measures the aggregate performance of the 4 program goals measured as a whole; and not broken down by each specific PLO, it does not measure specific students' performance aligned directly to each one. However, it is a suitable measure for the competencies that are expected for all 4 PLOs; Analysis, Reflection, Organization, and Mechanics. This rubric needs to be revised to align directly to each one separately. The students performed well in all the areas.

Method 3: The Data for the questions on the Qualifying Exam that align with PLO#4 show a minimum scores of 51%, and maximum score of 98% with the average score of 85%. The average score of Section 4 of the qualifying exam was 85% across all class sections. Seventeen students scored below a 70% on Section 4; but 15 of those were close with a score of 67%. Still, this is troubling since as of Fall 2013 it will be required that a passing score of 70% will be required for each separate section of the exam. There was one question in Section 4 that averaged a lower score than 70% - question 38. The question aligned with Course Learning Objective #3 from PAD 3820 - Foundations of Public Safety Administration. The correct response to question 38 was not included and skewed the scores of the exam. This question has been revised and now reflects the correct answer

Results of the 2015-16 Assessment Report:

Mini-Project #4's average student score was 97.6% this shows the students are being very well prepared for problem solving in their chosen fields. Our Qualifying exam vs. Capstone exam scores demonstrated a net gain of knowledge between 6 and 12%. This reflects the high level of knowledge our working professional student base brings to the program. We believe the assessments employed do an excellent job of measuring the student's capabilities.

II. Methodology

Means of Assessment: The Public Safety Admin, BAS program utilized three assessments in the Capstone Course, PAD 4878, to confirm students' demonstration of program learning outcomes. Each student selected one of the four program goals to focus their Capstone Research Project on. The assignments included a Capstone Research Project, the Qualifying Capstone Exam, and Capstone Journal. This section reports the scores for the Capstone Research Project in which students selected PLO #4. The Capstone Journal in which students reported on how they accomplished each of the four program goals is reported as one comprehensive score. The scores from the fourth section of the Qualifying Capstone Exam reflecting questions related to PLO #4 are also reported in this section. All Capstone students were assessed on all three of the methods.

Date(s) of Administration: 2016-17, 2017-18, 2018-19

Method 1: Capstone Research Project - Students selected one of the four program goals to focus their Capstone Research Project on. Students who selected PLO #4 are reported in this section. PLO #4 - To enhance students' ability to effectively communicate and problem solve within various public safety administration environments. The question students must address for PLO #4 is: How are public safety agencies preparing their employees to effectively communicate and problem solve within various public safety administration environments? Students conduct a thorough literature review to explore the different methods used by public safety agencies (Law Enforcement, Fire, EMS, Homeland Security, Military Police, etc.) for preparing their employees to effectively communicate and problem solve within various public safety administration environments. Students also select one public safety agency to profile in detail their methods for developing their employees communication and problem solving skills.

Assessment Instrument: The Capstone Research Project is assessed utilizing a 4-point scale rubric consisting of five competency areas, all of which align to PLO #4. The four Performance Levels are Superior Contribution (100%), Proficient Contribution (75%), Sufficient Contribution (50%), and Insufficient Contribution (25%). The four Performance Levels are utilized to measure the student's success in five Categories of Competency. The five Categories of Competency each were assigned a weight of 20% towards the overall grade. Category of Competency #1 – Organization and Structure – examined the student's ability to provide an organized and sequential presentation, main idea, hypothesis, research question, supporting details and logical relationships between topics and subtopics. Category of Competency #2 – Quality of the Information – examined the student's ability to demonstrate critical thinking skills and a scholarly presentation. Category of Competency #3 – Understanding of Concepts and Issues Related to the Topic – examined the student's ability to demonstrate creativity in the application of concepts, issues and reading materials provided through the course and the student's own research. Category of Competency #4 – References, Sources, Guidelines and Use of APA – examined the student's ability to use references, sources and APA guidelines that contribute to the integrity of the student's work product. Category of Competency #5 – Mechanics – examined the student's ability to utilize correct spelling, grammar and punctuation. The grading methodology enabled the professor to assess the student's ability in each of the five Categories of Competencies to determine the student's performance level as Superior, Proficient, Sufficient or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Research Project assignment. In completing this assignment, the students demonstrate their knowledge of PLO #4.

Population: All students enrolled in the PAD 4878 Capstone Course are assessed on the Capstone Research Project.

Method 2: The second method is the examination of scores from the fourth section of the Qualifying/Capstone Exam. The exam consists of 40 questions and is split into four sections where each section aligns to the PLOs. For PLO #4, the fourth section of the test is aligned and includes 6 questions relating to PLO#4. All questions on the exam are also aligned to major learning outcomes from courses throughout the Public Safety Admin program.

Assessment Instrument: The exam is a multiple choice test where each question contains a single correct response; all questions are assigned a value of four points and the entire test is worth 160 points. Section 4 of the test aligns to PLO #4 and is worth 24 points.

Population: All students enrolled in the PAD 4878 Capstone Course are assessed on the Qualifying/Capstone Exams.

Method 3: The third method is the examination of scores from the Capstone Journal. Each student writes about how they accomplished all four program goals. One score is calculated for the journal. The maximum score possible is 300 points.

Assessment Instrument: Capstone Journal Grading Rubric: The Capstone Journal is assessed utilizing a 5-point scale rubric consisting of four competency areas: Analysis, Reflection, Organization and Mechanics. The five Performance Levels are Exemplary (100%), Proficient Contribution (75%), Developing Contribution (50%), Emerging Contribution (25%), and Insufficient Contribution (0%). The five Performance Levels are utilized to measure the student's success in four Categories of Competency. The four Categories of Competency each were assigned a weight of 25% towards the overall grade. The Category of Competency #1 - Analysis - examined the student's ability to use specific inductive or deductive reasoning to make inferences regarding premises; address implications and consequences, and identifies facts and relevant information correctly. The Category of Competency #2 - Reflection - examined the student's ability to identify strengths and weaknesses in the student's own thinking, recognize personal assumptions, values and perspectives compared to other students' perspectives and evaluate them in the context of an alternate point of view. The Category of Competency #3 - Organization - examined the student's arrangement of content with evident and/or subtle transitions. The Category of Competency #4 - Mechanics - examined the student's ability to present complete sentences, correct spelling and appropriate grammar. The grading methodology enabled the professor to assess the student's ability in each of the four Categories of Competencies to determine the student's performance level as Exemplary, Proficient, Developing, Emerging or Insufficient. Each Category of Competency contributed to the overall grade the student received for the Capstone Journal assignment. In completing this assignment, the students demonstrate their knowledge of PLO #4.

Population: All students enrolled in the PAD 4878 capstone course are assessed on the Capstone Journal.

III. Criteria for Success

Method 1: The required score for the Capstone Research Project is a minimum of 70% on the entire rubric.

Method 2: The required score for the Capstone Exam is a minimum of 70% on the entire test; in addition, students must also achieve a 70% on each respective section of the test.

Method 3: The required score for the Capstone Journal is a minimum of 70% on the entire rubric.

IV. Summary of Assessment Findings

Results via Face-to-Face

Sections are taught exclusively online, there are no face-to-face sections.

Results via Distance Delivery (Online, Blended, etc)

Method 1: Capstone Research Project

2016-18 Capstone Research Project Scores	
N Students	49 (21%) of the 235 students selected PLO #4
Average Score	95.7%

Method 2: Qualifying/Capstone Exam

Item Analysis Table for PLO #4

2016-18 Qualifying/Capstone Exam Data

Question	Foundations Score (N=348)	Capstone Score (N=250)	Difference (+-)
Q35	98%	98%	+0
Q36	76%	88%	+12
Q37	95%	97%	+2
Q38	39%	88%	+49
Q39	81%	88%	+7
Q40	97%	100%	+3
Section Average	81%	93%	+12
Min*	76%	90%	+14
Max*	92%	99%	+7

*Scores reflect the minimum & maximum average from all sections

Method 3: Capstone Journal

2016-18 Capstone Journal Scores	
Average Score	99.09%

V. Discussion and Analysis of Assessment Findings

The Capstone Research Project and Capstone Journal allows for student to make multiple submissions to receive corrective feedback and an opportunity to enhance their final product for both the Capstone Research Project and Capstone Journal. This is conducted similar to a thesis committee in which the student's first submission is not the final submission. Therefore, scores for the Capstone Research Project and Capstone Journal are both very high, 95.7% and 99.0%, respectively. For the Qualifying exam, all questions show gain scores, with the exception of Question 35 that will be revised by the upper division faculty.

VI. Action Plan and Timetable for Implementation

Based on the analysis of the results the following Action Plan Items have been selected for implementation:

- [Action Detail - Revise Qualifying Exam questions that did not have positive increases in gain scores.](#)
- Afienko, Beck, Rasor-Cordero / Aug 2020

Budget / Planning Implications:

None

Action Plan

Category	Action Plan Detail / Implications	For PLO	Responsible Party / Due Date
D. Improve Assessment Methodology			
D9. Other			
	Action Detail - Revise Qualifying Exam questions that did not have positive increases in gain scores.	#1, #2, #3, #4	Afienko, Beck, Rasor-Cordero Aug 2020
	Budget / Planning Implications: None		

Evaluation of the Impact of Action Plan Items on Program Quality

By revising the questions in the Qualifying Exam that did not have positive gain scores, faculty will clarify questions and ensure the questions are linked to content in the particular course.

Approvals

Program Administrators:

Brian Frank - Dean, College of Public Safety
Carol Rasor - Faculty
Kenneth Afienko - Associate Professor
Rosanne Beck - Faculty, 12 Month

Approved by Rosanne Beck - Faculty, 12 Month on Aug 5, 2019

Educational Outcomes Coordinators:

Amy Eggers - Coord, Accredtn&BaccAssessment
Magaly Tymms - Assessment Director

Approved by Amy Eggers - Coord, Accredtn&BaccAssessment on Aug 9, 2019

Dean:

Brian Frank - Dean

Approved by Brian Frank - Dean on Oct 23, 2019

Senior Vice President:

Sabrina Crawford - AVP, Institutional Eff Acad Srv

Approved by Sabrina Crawford - AVP, Institutional Eff Acad Srv on Dec 4, 2019