Discipline	Course Number	Title
Criminal Justice	208	CJT 208 03/06/2019-Criminal Evidence and Procedure
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Public Service Careers	Ruth Walsh
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize and sequence the stages of the Court component of the criminal justice system, as well as explain the purpose of each stage.

-   Assessment Plan

    o   Assessment Tool: Objective and short essay test

    o   Assessment Date: Fall 2019

    o   Course section(s)/other population: All sections

    o   Number students to be assessed: All students

    o   How the assessment will be scored: Answer key and departmentally-developed rubric

- o Standard of success to be used for this assessment: 75% of students will score 73% or higher

- o Who will score and analyze the data: Faculty and Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
18	17

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student did not take test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section was offered (on campus).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given 15 terms related to the various stages of the Criminal Justice process and asked to sequence the stages in chronological order. They were awarded 2 points for each stage correctly sequenced. They were also asked to write a brief description of what occurred at each stage. A grading rubric was used to score each description up to maximum of 5 points per term. The maximum score was 105 points.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

A score of 73% was considered successful; thus a student would need to have earned 76 points in order to meet this standard. 11 of the 17 students scored 76

points or more while 9 scored less than 76 points. The standard of success was not met as only approximately 65% of the students scored 73% or better.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students largely did well in sequencing the parts of the CJ system. And for the most part they had a general idea of what occurred at each point in the process.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students failed to specifically describe parts of the CJ system. Although the directions asked the students to "describe in detail" what occurred at each part (ie - "Arraignment") many students either had inadequate knowledge or did not take the time to be detailed in their answers.

Outcome 2: Identify and classify evidence into main categories and explain the process for admitting each type of evidence.

- Assessment Plan

    o Assessment Tool: Objective and short essay tests

    o Assessment Date: Fall 2019

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer key and departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of students will score 73% or higher

    o Who will score and analyze the data: Faculty and Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed

18	15

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

> One student failed to show up for classes. Two did not take the test due to absence.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

> Only one section offered (on campus).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> Students were given an objective test consisting of 30 "fill in" questions accompanied by a word bank. All questions addressed the types of evidence. An answer key was used to score the responses. Each correct answer was awarded 3 points. A final brief "essay" asked the students to correctly sequence and describe the actual mechanism for admitting a piece of physical evidence. This question was worth up to 10 points.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: No
>
> 11 of the 15 students who completed the test achieved a score of 73% or better. This equates to 73% success rate. The standard of success was not met, although close.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Although the standard of success was not met for this outcome, many students did do very well. Eleven of 15 students scored 80% or higher 5 of the students scored 90 or above and 6 students scored 80 or above. The remaining students failed the assessment. But considering that 11/15 students (73%) did "good" or "excellent" in the assessment, I feel students are understanding the laws of admissibility.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> After reviewing the original assessment prior to completing this report, no single area of weakness could be identified. Although students were informed in advance of the test what would be required, perhaps this is an area where a practice test would assist student learning.

Outcome 3: Apply the rules of criminal procedure to proffered evidence in a criminal trial.

- Assessment Plan

    o Assessment Tool: Issue identification (short essay) tests

    o Assessment Date: Fall 2019

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of students will score 73% or higher

    o Who will score and analyze the data: Faculty and Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
18	17

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

> There were four tests used to assess the success rate of this outcome. Separate issue/ application exams were given for the topics of hearsay, privilege, search and seizure and character evidence. Not all students took each test, due to absences. However, the success rate was calculated based on those students who completed the test.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section was offered (on campus).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

4 separate issue/ application tests were given, one for each topic as it was completed. Tests were given in hearsay, character evidence, search and seizure and privilege. Each test consisted of approximately 15 brief scenarios where students were asked to decide if the evidence would be admitted and then explain their answer. A maximum of 7 points was generally awarded for each correct answer, based on a scoring rubric. A score of 73% or above was considered a success".

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

A maximum of 7 points was generally awarded for each correct answer, based on a scoring rubric. A score of 73% or above was considered a success". The results were: Hearsay - 8/13 students were successful (62%) Character Evidence - 12/15 students were successful (80%) Privilege - 13/15 students were successful (87%) Search and Seizure 7/15 students were successful (47%) It appears that overall, there was only a 69% success rate for this outcome.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well in several areas, including Privilege and Character Evidence. Privilege is a relatively clear area; however, Character Evidence is not. In these two areas students are provided with an outline and at least one practice exam before the actual test, to help students clarify their level of understanding.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students have a difficult time with Hearsay and Search and Seizure. Both are complicated concepts. For instance, students need to be able to recognize hearsay and then ascertain whether one of the 20+ exceptions to the rule may apply.

Again, students are provided with an outline and a practice test prior to the actual assessment. However, the application of these concepts requires both memorization and analysis.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

   N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

   The assessment process merely validated what we have known all along - that this course is incredibly difficult both due to the amount of information as well as the skills required to completely understand the material.   However, we were surprised when confronted with the success rate for the first two outcomes as it was assumed that this information was basic and preliminary to the real "meat" of the course in outcome 3.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

   It is important to share this information with our part-time faculty in order to collaborate on some new strategies. Although some of the material does require rote memorization we cannot expect that the student will just do the work on their own. We need to develop innovative ways to assist them. Regarding the more substantive material, we have noticed for years that students who have completed CJT 160 (Constitutional Law) seem to do better in this course.

4.
   Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Pre-requisite	Require CJT 160 (Constitutional Law) as a pre-requisite.	Much class time is consumed with explaining the reasons for various evidentiary rules. And many times we find ourselves teaching a	2020

		"mini" Consitutional Law class. For instance, in explaining a "motion to suppress" we may find ourselves explaining why illegally seized evidence should not be admitted into evidence. And since anecdotal evidence indicates students with prior exposure to Constitutional law seem to have a greater success rate, we plan to introduce CJT 160 (Constitutional Law) as a pre-requisite for this course.	

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[CJT 208 data](#)

Faculty/Preparer:	Ruth Walsh	**Date:** 04/05/2019
Department Chair:	Ruth Walsh	**Date:** 04/07/2019
Dean:	Brandon Tucker	**Date:** 04/16/2019
Assessment Committee Chair:	Shawn Deron	**Date:** 04/29/2019