

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** ADJ-203 Criminal Law

**Date:** Spring 2011

**Course/Program Team:** Jeffrey Morgan and Carl Creeden

### **Expected Learning Outcomes:**

1. An understanding of the general concepts of criminal law, including intent, conduct, and the law of defenses and mitigation
2. An understanding of the structure of Maryland's courts and their jurisdictional limitations
3. An ability to examine and analyze criminal procedural requirements including search and seizure, self-incrimination, and probable cause for arrest
4. Comprehension of the investigative and adjudicatory phases of the criminal trial process

### **Assessment** (How do or will students demonstrate achievement of each outcome?)

The assessment of outcomes occurs through multiple-choice, fill-in-the-blank, and scenario based questions

Outcome #1 has nineteen (19) questions assessing the student's understanding

Outcome #2 has eight (8) questions assessing students' knowledge

Outcome #3 uses twelve (12) questions to ascertain if student is able to apply their understanding regarding Constitutional procedural safeguards.

Outcome #4 has eight (8) questions to assess students' comprehension

Student must get 70% of the responses correct for each outcome in order to demonstrate success in meeting the outcome

### **Validation** (What methods have you used or will you use to validate your assessment?)

The decision to use these questions to assess the course outcomes was determined through discussions with both a prosecutor and defense attorney, magistrate from a neighboring jurisdiction, prior criminal justice professor at HCC and two (2) test banks from similar criminal law/procedure texts.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

The result of the analysis is disappointing.

Outcome #1	62% of the students passed
Outcome #2	no one passed
Outcome #3	46% of the students passed
Outcome #4	62% of the students passed

Several items should be noted in this first ever analysis of the course outcomes. These items may or may not have affected the student's ability in passing the outcome but should be taken into consideration before next time the course is taught.

1. For Outcomes 1, 3, and 4 many of the students missed passing the outcome by only one question. Getting one more question correct would have had a profound effect on the percentage of passing students.
2. The student responses for Outcome #2 were not specifically directed toward the Maryland Court System. The responses would have been appropriate if the terminology and procedure being tested were from a national perspective.
3. This was an evening class where many of the students might already be mentally fatigued from their work prior to sitting for a quiz/examination.
4. This section was taught by an adjunct (practicing defense counsel).

**Follow-up** (How have you used or how will you use the data to improve student learning?)

This is the first assessment of the outcomes due to a refining of both prior outcomes, which were vague and the corresponding questions.

The course is scheduled for Fall 2011. An additional analysis of the outcomes will be completed at the end of the semester and added to the results from Spring 2011 to aid in determining what if any changes must be initiated.

Based on this first analysis I will in all probability query students more frequent in their overall knowledge of certain areas to ensure that students are comfortable with the material. Outcome #3 will be easier to correct using scenarios so students will be able to determine if they are able to "apply" their understanding of the specific legal issues to something they might encounter in the field.

In the case of Outcome #2 while students were able to think about court systems generally from a national perspective I will need to shift my focus on spending more time with Maryland Court System.

**Budget Justification** (What resources are necessary to improve student learning?)

Nothing additional needed at this point.