

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-101 Introduction to Criminal Justice **Date:** May 9, 2017

Course/Program Team: Andrew B. Kramer

Expected Learning Outcomes:

1. The student will be able to identify the components of the American criminal justice system.
2. The student will be able to identify and explain the relationship of the Bill of Rights to the American criminal justice system.
3. The student will be able to describe and discuss current issues and trends in the 3 components of the criminal justice system: police courts and corrections.

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

- Outcome 1 is assessed through 1 multiple-choice question in Quiz 1 and 1 multiple choice question on the course mid-term exam. Notably, Outcome 1 merely asks the student to “identify” the components of the criminal justice system. Outcome 3, below, asks the student to use higher levels of thought, analysis and evaluation to apply and discuss these components.
- Outcome 2 is assessed through 2 multiple choice questions in Quiz 1; and 4 multiple choice questions on the mid-term exam.
- Outcome 3 is assessed through a series of analytical essays students must complete in the course final exam on each of the 3 components of the criminal justice system and in which they must demonstrate understanding of prevailing views and definitions of important trends and concepts in each.

Students are expected to answer no less than 1 of the 2 multiple choice questions assessing Outcome 1 for success in that Outcome.

Students are expected to achieve 80% of the multiple choice selections and essay prompts to be considered to have gained mastery in Outcomes 2 & 3.

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

The decision to use these questions to assess the two outcomes was through discussions with the other ADJ instructor at HCC and drawing on my own experience, and questions propounded to students in a course of the same name I taught at Kaplan University, using items suggested by the publisher’s test bank.

Results (What do your assessment data show? If you have not yet assessed student achievement

of your learning outcomes, when is assessment planned?)

The combined ADJ-101 classes for **Fall 2016 and Spring 2017** had the following results:

Outcome 1 – Fall & Spring: All students sitting the relevant quizzes and exams in which this outcome was assessed achieved at least minimum standards required to be considered as having gained mastery of this outcome having answered either of the 2 questions in the 2 assessments above-mentioned.

Outcome 2 – Most students sitting the relevant quizzes and exams in which this outcome was assessed answered correctly a minimum standard of 80% of the questions directed at this outcome. 74 out of 86 students, or approximately 86% of those attempting the multiple choice questions successfully passed this outcome.

Fall/16 : 46 of 53 students or approximately 88% of those attempting the relevant multiple choice questions successfully passed this outcome.

Spring/17: 28 of 33 students or approximately 86% of those attempting the relevant multiple choice questions successfully passed this outcome.

Outcome 3 – Fall & Spring: Most students who took the final exam in both fall and spring answered in a way indicating mastery of this outcome.

Fall/16: 42 of 53 students or approximately 80% of those sitting the exam achieved mastery in this outcome

Spring/17: 27 of 33 students or approximately 83% of those sitting the exam achieved mastery of this outcome.

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

Outcome 1: The students have continued to do well with Outcome #1 largely due to the simplicity of the requisite understanding of the material. As mentioned, the outcome only requires “identification” of the components of the criminal justice system. .

Outcome 2: Based on the analysis, students are meeting Outcome #2. They have become more adept at understanding how the Bill of Rights fits within the criminal justice system and the variety of ways in which it affects various operational levels within the criminal justice system. Additionally, through both formal assessments and in-class learning activities, students must apply the principles of the Bill of Rights to specific fact patterns and to evaluate the results of that application.

Outcome 3: Students are demonstrating overall success (and semester-over-semester improvement) in meeting this outcome. The final exam asks them to choose to answer 3 essay prompts that challenge them to apply relevant principles of each component of the criminal justice system, exceeding the expectations of Outcome 1 of merely identifying them. I will continue to tailor the essay prompts to ensure clarity and the targeting of responses that demonstrate understanding of the principles.

Budget Justification (What resources are necessary to improve student learning?)
Nothing additional needed at this point.