

## 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  
(2 Sections Taught)

**Date:** SP 18

### Course/Program Team:

Andrew B. Kramer, Lead Faculty (ADJ 101-01)  
Section Information: 24 students enrolled; FTF morning class

Meredith Dominick, Secondary (ADJ 101-02)  
Section Information: 4 students enrolled; FTF evening class

### Expected Learning Outcomes:

1. The student will be able to describe the components of the American Criminal Justice System.
2. The student will be able to describe and discuss 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?)

#### ASSESSMENT NOTE:

*In SP 18, 2 sections of ADJ 101 were taught, with each instructor having identified separate items on which the outcomes were assessed. Due to the late addition of the second faculty member this semester, the outcomes were not assessed on the basis of identical, coordinated items or exams. The assessment data listed herein is a compilation of the data across both course sections, averaged together to arrive at a single percentage of student success in each outcome.*

*Next semester (FA 18), all outcomes will be assessed on the basis of identical items in coordinated assessments used by both instructors.*

**Across both sections**, the assessment of outcomes occurred through selected multiple-choice, short answer, and essay assignments/questions included in both quizzes, exams and/or as stand-alone assignments. Additional learning activities also generate results. These include group-work that generated both written and oral report-outs.

**Outcome #1** has the following items on which its assessment is based:

- Two (2) multiple choice questions
- One (1) essay from the final exam in which students are called upon to evaluate the 3 components of the criminal justice system (Police, Courts, Corrections);
- One (1) required essay assignment in which students explore the pros and cons of plea bargaining as a process that crosses all 3 of the above-mentioned components of the criminal justice system.

**Outcome #2** has six (6) multiple choice questions over 4 exams on which its assessment is based

**Outcome #3** has three (3) written essays in which the student is:

- a) Given the choice of writing on two of the three components of the criminal justice system: police, courts and corrections;
- b) Required to write a paper on the pros and cons of plea bargaining in which its impact on each of the 3 components of the criminal justice system (police, courts and corrections) is covered.

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

For objective items (multiple choice/fill-in-blank), students must enter a correct response. For other types of items (short answer, essay and/or discussion/group work report-outs, students must achieve a minimum of 75% of the total possible point value of the item of the responses in order to demonstrate satisfactory mastery of a specific outcome.

The items chosen to assess mastery across the course SLOs were selected on the basis of:

- i) Publisher test banks
- ii) Collaboration with co-faculty
- iii) Experience teaching prior iterations of the course and relevant item creation therein
- iv) Practical experience as a prosecutor, having dealt with aspects of criminal law in the context of law enforcement.

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

**Outcome #1** 97% of the students achieved mastery

**Outcome #2** 87% of the students achieved mastery

**Outcome #3** 87% of the students achieved mastery

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

The results across all 3 outcomes are positive and suggest that both instructors have identified appropriate and relevant assessment items for each. At the same time, the results indicate that students are assimilating the material and are able to respond successfully to both objective and subjective assessments in important areas of criminal justice. Moreover, both instructors on the ADJ teaching team were able to coordinate to revise the student learning outcomes prior to this semester.

However, as mentioned, the late, unanticipated onboarding of Professor Dominick into the academic (non-Police Academy) course schedule made timely collaboration on coordinating SLOA data a challenge. Despite the challenge, each instructor was able to identify relevant test and assessment items to measure student success in the three outcomes. Consequently, this COG is an effective snapshot of overall student success in this course for SP 18, as measured against agreed-upon student learning outcomes.

The course goal for ADJ 101 is to ensure for FA 18 that Professors Dominick and Kramer, as a teaching team, coordinate and merge those items/assignments that will be used to capture SLOA data, as well as the specific exams, tests, quizzes from which that data will be extracted. This process will be completed in advance of the start of FA 18 semester. As this is the first semester in which ADJ 101 was a true team-taught course, this is an important goal to meet by next academic year.