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:** SP '18

Instructor: Andrew B. Kramer

Expected Learning Outcomes:

1. **Understand** the general concepts of criminal law, including intent, conduct, and the law of crimes and defenses.
2. **Ability to apply** concepts and principles in criminal law to various factual scenarios in order to analyze and predict outcomes
3. **Examine and analyze** the elements of particular crimes and to distinguish between misdemeanors, felonies, and violent felonies.

Assessment (How do or will students demonstrate achievement of each outcome?)
The assessment of outcomes occurs through selected multiple-choice, short answer and matching questions included in both quizzes and exams. Additional learning activities also generate results. These include group-work that generated both written and oral report-outs with associated class discussion thereon.

Outcome #1 has two (2) quiz questions on which its assessment is based.

Outcome #2 has one (1) item on which its assessment is based: group presentation requiring that a legal principle be applied to a factual scenario to predict a law enforcement outcome:

Outcome #3 has three (3) quiz items on which its assessment is based

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 Police Academy/ADJ 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   90% of the students achieved mastery

Outcome #3   92% of the students achieved mastery

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

SP '18 was the 2nd semester in which I taught ADJ 203 with revised SLO No. 2, as above. Similarly, this is the 2nd semester in which the course made use of a new, more student-friendly textbook. The principal revisions in the course and my approach to teaching it have stemmed primarily from the requirement that students be able to articulate - in both oral and written communication - relevant principles of law and the application of those principles to factual scenarios in order to predict outcomes. I am very pleased with this new outcome and also with the results of students' mastery thereof. My observations, similar to those made in the COG for ADJ 206, are that students do not find this process of organizing thoughts easy to grasp. However, I have found that the repetition of similarly constructed learning activities in which students are required to identify relevant legal principles and apply them to divergent fact patterns has brought with it much success, as demonstrated in the data.

As mentioned in the FA '17 COG for this course, this will call on students to engage in higher levels of evaluation and analysis, and to develop critical thinking skills required in the field of law enforcement. Student evaluations also indicate that students enjoy such activities and their ability to engage in the same sort of problem-solving as law enforcement professionals.

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

The proposed HCC Mock Courtroom will allow students a hands-on perspective in the application of law to facts in the context of police testimony in criminal cases. This will be of great potential utility to students as they move into traditional law enforcement positions.