

## 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-206  
Criminal Procedure for Criminal Justice

**Date:** SP '18

**Instructor:** Andrew B. Kramer

### Expected Learning Outcomes:

- 1) Recognize the basic purposes of the constitutional amendments / legal requirements that directly relate to law enforcement and the adjudication of criminal cases, from arrest through sentencing.
- 2) Describe and experience the various parts of a criminal trial and the roles of the major participants.
- 3) Understand the impact of constitutional case law and interpretation on both the gathering and admissibility of evidence in a criminal trial
- 4) Evaluate the effectiveness of criminal procedure case law in addressing contemporary issues

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

In this course, the assessment of outcomes occurs through selected multiple choice, true-false, short answer, short essay questions included in quizzes, exams and other learning activities. These include items that require that students apply relevant legal constitutional principles to diverse factual scenarios in an effort to predict outcomes.

Outcome #1 has one (2) items (1 quiz & 1 final exam) on which its assessment is based.

Outcome #2 not assessed in SP '18

Outcome #3 has one (2) items (1 quiz & 1 final exam) on which its assessment is based

Outcome #4 has one (2) items (1 quiz and 1 final exam) 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/true-false), 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 70% 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 outcomes were selected on the basis of:

- i) In-textbook discussion questions
- ii) Experience teaching prior iterations of the course and relevant item creation therein
- iii) Practical experience as a prosecutor, having dealt with aspects of criminal procedure 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 75% of the students achieved mastery**

**Outcome #2 Not assessed this semester due to time limitations (see “follow-up” below)**

**Outcome #3 95% of the students achieved mastery**

**Outcome # 4 85% of the students achieved mastery**

### **Summary & Follow-up**

Spring '18 was my first semester teaching ADJ 206. By way of background, this class was added as a required course for both ADJ programs (AA and AAS). Overall, the students performed well and achieved satisfactory mastery of all measured outcomes, given the level of difficulty found in the material. Set forth below are my observations for future semesters:

- Outcome #2 (see above) was not assessed due to time constraints. As this was my first semester teaching this class, it was clear that, given the difficulty level of the material, I was not able to achieve the ambitious schedule listed in the syllabus topical outline. As a result, I will amend the formal scope of this course by eliminating outcome #2 and limiting it to a “time permitting” basis.
- Other outcomes: The level of difficulty in this class likely exceeded that of other ADJ classes with which students had experience at HCC. Yet, by the end of the semester, students had risen to the occasion. They were initially challenged by the required assessment task of having to identify a relevant constitutional principle or definition of law and, then, to apply it to a given fact pattern to predict an outcome regarding admissibility of evidence. Yet, with practice, they became more proficient at this unique manner of problem solving assessments. Improvement was seen in mastery from the time of the first quiz to the time of the final exam, both assessments having generated items used in this process. From this the following follow-ups are noted:
  - i) Allow students repeated drills, both in class and as homework, in which they are afforded opportunities to practice the application of law to facts to predict outcomes. This would

have been beneficial to them this semester as this was clearly a task to which they were unaccustomed.

- ii) Assist students in their ability to paraphrase, reduce to writing and effectively express the legal principles they are required to apply. Next semester, I will spend more time ensuring that students can both assimilate and repeat, both orally and in writing, the constitutional principles taught in the class. This will assist them in achieving greater success in assessments. Again, this can be accomplished by drills in which this activity is required.
- iii) Incorporate more practicum-related learning activities, e.g. courtroom, in which students can make oral arguments in favor or against specific outcomes by making use of the constitutional/legal principles they must apply to factual scenarios. When this was tried this semester, students' level of engagement and enthusiasm was discernibly increased. Such activities will also help reinforce the skills sought to be improved in numbers (i) and (ii), above.

**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.