Discipline	Course Number	Title
Criminal Justice	209	CJT 209 08/02/2021- Criminal Law
College	Division	Department
Advanced Technologies and Public Service Careers	Advanced Technologies and Public Service Careers	Public Service Careers
Faculty Preparer		Ruth Walsh
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

   No

2. Briefly describe the results of previous assessment report(s).

   3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the major mechanisms for creating criminal liability in our society.

- Assessment Plan
    - Assessment Tool: Departmentally-developed objective test.
    - Assessment Date: Fall 2013
    - Course section(s)/other population: All sections
    - Number students to be assessed: All students
    - How the assessment will be scored: Tests will be scored using an answer key.

- o Standard of success to be used for this assessment: 75% of students will score 70% or better.

- o Who will score and analyze the data: Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
		2021

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
25	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Several students withdrew from the course or dropped the course throughout the semester.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one online section was offered and therefore only one section was assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A 20-question multiple-choice quiz was administered. Six of the questions directly assessed outcome #1. In order to meet the standard of success, 17 of the 22 students would need to correctly answer 5 of the 6 questions. This would equate to 77% of the students scoring 83% or better. (Because of the limited number of questions, it was impossible to get closer to the standard of success.)

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

15 of the 22 students correctly answered 5/6 questions correctly, equating to 68% of the students, not the 75% required. However, another 5 students (22%) answered 4/6 questions correctly. Although 4/6 equates to only 66.6% (not the

required 70%) it does indicate that had the pool of questions been greater, the standard of success might have been met. An item analysis also indicate the majority of students did well on most questions other than question #5.

Question #1 - 19/22 answered correctly (86%)

Question #4 - 21/22 answered correctly (95%)

Question #5 - 11/22 answered correctly (50%)

Question #6 - 21/22 answered correctly (95%)

Question #16 - 16/22 answered correctly (73%)

Question #17 - 20/22 answered correctly (91%)

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall the students did well on this test with the exception of question #5.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

In reviewing question #5 the wording needs to be more specific. In a multiple-choice question, students were asked if "in general," laws were uniform throughout the nation. I can see how that question could be interpreted in different ways. Had that question not been asked, the standard of success would have been met. It appears the information related to this outcome is being taught and understood by students.

Outcome 2: Recognize the basic components of each of the major crimes.

- Assessment Plan

    o Assessment Tool: Departmentally-developed multiple choice quiz.

    o Assessment Date: Fall 2013

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

- o Who will score and analyze the data: Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
		2021

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
25	16

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Students withdrew or failed to continue class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one online section of this course was offered. All students in class were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A final "Issue Identification" exam was given. The main focus of the exam was to test the student's ability to evaluate a situation, determine if there was criminal liability and then select the correct crime from a code book. A point system was used to evaluate the exam based on a rubric. Although 75% was not distinguishable, a minimum of 524 points out of 750 (70%) was considered to be a passing score.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

8 of the 16 students scored 524 points or more on this exam. This equates to 50% of the students having completed the test with a passing score (70%) or better. The

standard of success was not met. The main factor contributing to the low percentage was that students were instructed to obtain a copy of the Michigan Penal Code repeatedly throughout the semester as the book was essential throughout the semester, but particularly necessary to pass the final exam. Several students did not do this, thinking they could look up the necessary laws online. Since this was a timed test and they were using their computers, this was not possible. As a result, it would have been impossible to have passed the exam.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Usually, most students pass the exam used to assess outcome #2. However, few passed in this round of assessment. Therefore, I see few "areas of strength in student achievement" for this outcome based on this assessment.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Assignments were "tweaked" during COVID in order to force students to review Michigan crimes throughout the semester. Students were asked to outline crimes from each module. I think the necessity of purchasing the text, as well as learning the statutes could be reinforced by one or more objective tests before the final exam.

Outcome 3: Identify the elements of the major defenses to a crime.

- Assessment Plan

    o Assessment Tool: Departmentally-developed multiple choice questions

    o Assessment Date: Fall 2013

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

    o Who will score and analyze the data: Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)

		2021

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
25	20

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Several students either withdrew or stopped coming to class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one online section was offered this semester.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given 15 short scenarios. They were asked to indicate whether the defendant could successfully assert a defense to a criminal act and if so, to select the correct defense. They were given 20 points for successfully identifying the correct defense from a list of defenses, and an additional 10 points for justifying why that defense was appropriate.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No
Each of the 15 questions was worth a maximum of 30 points, for a total of 450 points. In order to meet the standard of success (75% scoring 75% or higher), a student would need to have obtained 340 of the 450 points. Only 3 of the 20 students scored 340 points or more.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Not quite half of the students demonstrated proficiency in identifying defenses to crimes. However, the assessment method did require students to do more than merely identify elements of defenses. The students demonstrated they were able to evaluate a situation and determine whether there was a valid defense to criminal liability, based on their knowledge of the elements of the defenses.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Although a short practice test was available for students to attempt before the actual test, students have suggested they would like more questions. A more extensive "practice" test will be developed. Students will also be asked to outline the elements of some defenses.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

> N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

> In reviewing this assessment, I believe the online version of this course needs to be reworked. Many of the assignments involved briefing criminal cases. Students would attempt these briefs without doing the concomitant readings. Much time was spent reading and briefing the cases to the exclusion of the required readings. (Many briefs have already been eliminated and replaced with required outlines of crimes.)
>
> Also, the Student Learning Outcomes need to be more specific and reflect the actual expectations faculty have for the students. "Identifying" and "Recognizing" need to be supplemented with "Applying" and "Analyzing".

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

> The Department Chair will collaborate with other faculty who teach this course, as well as with CiTL personnel to rework the online version.

4.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Outcomes will be changed to reflect	This is a 200-level course (which transfers as a 300-	2021

	the expectation for the course.	level course to some colleges) and students are being asked to do more than "identify" and "recognize."	
Course Assignments	Students will be asked to complete fewer case briefs. They will be asked to summarize some cases (as opposed to briefing them). Students will be given more assignments regarding elements of crimes and elements of defenses.	The ability to brief cases is important, but the focus of the class is on learning the law and defenses to criminal liability. This is best supported by refocusing on these areas and encouraging students to commit their time to learning laws and defenses.	2021
Other: standards of success	Review and update the standards of success for all assessment tools.	The current assessment demonstrated a misalignment between the standards of success and the assessment tools.	2021

5. Is there anything that you would like to mention that was not already captured?

> 6.

III. Attached Files

Student Perf per Outcome
Crim Law Rubric

Faculty/Preparer: Ruth Walsh **Date:** 08/04/2021
Department Chair: Ruth Walsh **Date:** 08/04/2021
Dean: Jimmie Baber **Date:** 08/06/2021
Assessment Committee Chair: Shawn Deron **Date:** 11/10/2021