



FALL 2014 Course SLO Assessment Report - 4-Column

El Camino College

El Camino: Course SLOs (IND) - Administration of Justice

Course SLOs 1 and ctu.unitid = 743	Assessment Methods & Standard and Target for Success / Tasks	Results	Action & Follow-Up
<p>ECC: AJ 103 - Criminal Law I - SLO #1 Definition of Crime - Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to describe what a crime is and what the legal requirements are for any crime statute.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Short Answer essay - Describe what a crime is and what the legal requirements are for any statute. What makes a crime?</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: rubric for scoring this question was: 3 points if student's answer was completely correct 2 points if the student's answer most mostly correct 1 point if the student partially answered the question correctly, missing most 0 points if the student was unable to answer correctly any part of the question. Target was for 75% of the students would answer this question correctly or mostly correct with few errors.</p>	<p>12/10/2014 - 15 final exams each were randomly selected from the two sections that were assessed. 19, or 63.33% of the students correctly answered the entire question; 11, or 36.66% answers were mostly correct. No students fell below the target for this question</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: R Lewis</p>	<p>09/01/2017 - The curriculum for this course is constantly revised. Court cases, case law, statutory law, and even societal influences drive these revisions. The Course Outline of Record will be updated to reflect these revisions during the CTE Two-year Course Review.</p> <hr/> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>03/30/2016 - Continue to monitor test scores for student success and outcomes.</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/>
<p>ECC: AJ 103 - Criminal Law I - SLO #2 Felonies & Misdemeanors - Successful students in AJ 103, after reading text material, participating in discussions and completion of written assignments, will be able to research and locate any of the major felonies and misdemeanor crimes as discussed in class.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students were required to research, locate and describe the 8 Part I crimes as published by the FBI in its national Uniform Crime Report. The students were then required to list each crime, describe the crime and give an example of the crime.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: The target was 75% success rate, meaning that at least 75 % of the students would completely answer the question or would answer most of it. As with SLO #1, the rubric was: 3 points for completely answering the question 2 points for answering most of it 1 point if the student failed to answer most of the question 0 points if the student was unable to answer any part of the question</p>	<p>12/10/2014 - Students were allowed to use personal electronic devices to research the various Part I crimes or a hard copy California Penal Code.</p> <p>The results: 90 % of the students met the standard. 53.33 % of the students correctly answered the entire question. 36.66 % of the students answered correctly most of the question. 10% of the students answered only a part of the question.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: R Lewis</p>	<p>09/01/2017 - The curriculum for this course is constantly revised as the field of Criminal Law is dynamic. Court cases, case law, statutory law, and even societal influences drive these revisions. The Course Outline of Record will be updated to reflect these revisions during the CTE Two-year Course Review.</p> <hr/> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>04/02/2016 - Continue to monitor test scores for student success and outcomes.</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/>
<p>ECC: AJ 103 - Criminal Law I - SLO #3 Corpus Delecti - Successful students in AJ 103, after reading text material, participating in discussions</p>	<p>Assessment Method Description: A hypothetical crime scenario was presented to the students. The students were asked to read the</p>	<p>03/10/2015 - 66.66% of the students whose exams where assessed were scored either a 3 or a 2. 20% were scored a 1, and 13.33 % of the students were given a</p>	

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<p>and completion of written assignments, will be able to read any criminal statute, list and describe that statute's elements, and list and describe the corpus delicti of the respective crime as written in the statute.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>scenario, and based on the facts presented, identify the primary crime, a Part I offense, in the scenario, list the elements for said crime, and explain the crime's corpus delicti.</p> <p>Assessment Method: Essay/Written Assignment</p> <p>Standard and Target for Success: The target was 75% of the students being able to correctly identify the crime, list that crimes elements and explain the corpus delicti.</p> <p>The rubric: 3 points for answering all parts of the question correctly 2 points for answering most of the question correctly 1 point of the student only answered the question partially or the answer was mostly incorrect. 0 points if the student was unable to answer any part of the question.</p>	<p>zero. It has been noted by this reviewer over time, that when questions are presented that require analysis , and when answers require conclusions based upon that analysis, students tend to have more difficulty and that was the case in the results for this SLO. Corpus Delicti concepts have been difficult for students to master. They easily memorize the elements of this concept but struggle to apply its principles in hypothetical scenarios. I have discussed this problem with colleagues and we are in agreement to keep increasing focus on this concept and develop additional lesson strategies to improve understanding.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: R Lewis</p>	<p>09/01/2017 - The curriculum for this course is constantly revised as the field of Criminal Law is dynamic. Court cases, case law, statutory law, and even societal influences drive these revisions. The Course Outline of Record will be updated to reflect these revisions during the CTE Two-year Course Review.</p> <hr/> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>04/02/2016 - Continue to monitor test scores for student success and outcomes.</p> <hr/> <p>Action Category: Teaching Strategies</p> <hr/>
<p>ECC: AJ 115 - Community and Human Relations - SLO #1 Identify Potential Conflict Issues - Upon completion of a course of study in multicultural law enforcement the student will be able to identify and explain key issues that pose potential conflict between diverse communities and the courts, police, and corrections.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p>Input Date: 03/31/2014</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students participate in weekly Discussion Boards in the Etudes Learning Management System (in both classroom based and online courses). The discussion board prompt concerns key issues that have the potential to cause conflict between diverse communities and the courts, police, and corrections. The students post a response to the prompt. In addition, the students discuss the issues among themselves and with the instructor. The discussions are graded on a rubric.</p> <p>Assessment Method: Homework Problems</p> <p>Standard and Target for Success: The standard for success is 70% of the students earning 80% (8 out of 10 points) or more on the rubric.</p> <p>Related Documents: Discussion Board Assessment Example AJ 115.pdf</p>	<p>10/14/2014 - This was a single section course during the Fall 2014 semester with 41 enrolled student. The discussion board prompt selected for assessment concerned the State of Arizona enforcement of immigration laws. The average score was 81% based on the rubric.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: M.C. Fields</p> <p>Reviewer's Comments: The standard was met. This type of assignment generates higher level critical thinking and analysis of these types of issues.</p>	<p>05/04/2017 - This curriculum was revised to meet C-ID standards beginning with the Summer 2014 semester. A CTE two-year course review will occur in Spring 2017</p> <hr/> <p>Action Category: SLO/PLO Assessment Process</p> <hr/>
<p>ECC: AJ 115 - Community and Human Relations - SLO #2 Identify Strategies in a Multicultural Society - Upon completion of a course of study in multicultural law enforcement the student will be able to identify and describe strategies for the administration of justice in a multicultural society.</p>	<p>Assessment Method Description: This course requires a term paper on a subject of the students choosing related to the SLO. This course has a wide variety of possible topics to choose from. The purpose of this term paper is twofold: To allow the student to explore a topic related to this course at a deeper level than is provided by</p>	<p>10/28/2015 - This was a single section course during the Fall 2014 semester with 41 enrolled students. Seven students failed to submit the assignment and received a score of zero (0). Of the 34 students who submitted term papers for grading the average score was 80% based on the rubric.</p> <p>Standard Met? : Yes</p>	<p>01/19/2015 - Some of the students who failed to submit the assignment later dropped out of the course. Future plans include assigning this assessment earlier in the semester to ensure a higher level of completion.</p>

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<p>Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p>Input Date: 03/31/2014</p> <p>Course SLO Status: Active</p>	<p>the text and other course instructional resources. So you, the student, can demonstrate the ability to effectively communicate in writing using academic standards expected of a college student.</p> <p>The specifics of the paper:</p> <p>The term paper is required to be 800-1000 words in length. I count words not pages but this is 3-5 pages not including cover page and reference pages. No abstract is required but if you want the practice you and most certainly do one. Use Times New Roman 12 pt font, double spaced.</p> <p>Must use APA (preferred) or MLA format. APA is the format you will be using throughout your college education if you stay in the social sciences (which AJ is) however the lower division English courses (ENG 84, ENG A) both teach MLA. The Perdue Online Writing Lab (OWL) is a great resource for APA or MLA. https://owl.english.purdue.edu/owl/</p> <p>The paper must use a minimum of five reliable resources. The OWL can help you determine if your source is academically reliable. For the most part blogs and Wikipedia should not be used as primary sources however they may lead you to other reliable sources (do some forensics on the reference list). The textbook is a great resource as are the references at the end of each chapter.</p> <p>The paper is submitted through Turnitin.com</p> <p>A rough draft of the paper is due on the date listed in Turnitin.com on the date listed. The draft is not graded, I just want to make sure you are on track to complete the assignment. If you would like feedback on the draft please send me a private message stating so after you have submitted it.</p> <p>The final copy shall be submitted no later than the due date listed in Etudes.</p> <p>Possible Topics</p> <p>The changing demographic of multicultural communities</p> <p>Identifying cultural groups and community leaders</p> <p>Developing community partnerships</p> <p>Issues in improving law enforcement in multicultural communities</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: M.C. Fields</p> <p>Reviewer's Comments: The standard was met. Some of the students who failed to submit the assignment later dropped out of the course. Future plans include assigning this assessment earlier in the semester to ensure a higher level of completion.</p>	<p>Action Category: Teaching Strategies</p>

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	<p>What are the economic, social and political concerns of (specific) group?</p> <p>What type of training should be offered to law enforcement in order for the (insert specific name here) community to be better understood?</p> <p>Which leaders and institutions should law enforcement know about if questions or the need for referrals arise?</p> <p>Stereotypes and Suspicions</p> <p>Women, minority groups, LGBT etc. in law enforcement</p> <p>The historical perspectives of women and minorities in law enforcement.</p> <p>The ongoing challenges of recruitment trends with respect to women and minorities in law enforcement agencies.</p> <p>The importance of retention and promotion of minorities and women in law enforcement careers.</p> <p>The police subculture and role discussed in terms of its existence (what it is) and how it affects behavior and image, both internal and external to the organization.</p> <p>Refugee resettlement or service organizations</p> <p>Community-based organizations and advocates</p> <p>Describe the peace officer's role in working with multicultural communities and interagency efforts in response to global and regional events.</p> <p>Explain how curtailing litigation against law enforcement agencies is a key challenge.</p> <p>The need for law enforcement to adapt to innovations and advanced technology</p> <p>This list is not all inclusive. It is only a small sample of what you might want to write about. All of these were taken directly from the textbook.</p> <p>Assessment Method: Term/Research Paper</p> <p>Standard and Target for Success: The term paper is graded on the attached rubric. The standard for success is 75% of the students earning 75% or more on the rubric.</p>		
<p>ECC: AJ 115 - Community and Human Relations - SLO #3 History and Evolution of Multiculturalism in the U.S. - Upon completion of a course of study in multicultural law enforcement the student will be able to explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural society.</p>	<p>Assessment Method Description: During the course of the semester the students are provided a number of short answer essay questions related to the history and evolution of multiculturalism in the United States and challenges during the administration of justice to diverse populations.</p> <p>Assessment Method:</p>	<p>10/14/2014 - This was a single section online course during the Fall 2014 semester with 41 enrolled students. The assessment instrument was a short answer essay question concerning the historical treatment of Native Americans by the criminal justice system. The average score was 83% based on the rubric.</p> <p>Standard Met? : Yes</p>	<p>05/05/2017 - This curriculum was revised to meet C-ID standards beginning with the Summer 2014 semester. A CTE two-year course review will occur in Spring 2017</p> <p>Action Category:</p>

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Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017) Input Date: 03/31/2014 Course SLO Status: Active	Essay/Written Assignment Standard and Target for Success: The standard for success is 75% of the students earning an 80% or better on the short answer essay questions. Related Documents: Representative short answer essay question for assessment of AJ 115 SLO 3.pdf	Semester and Year Assessment Conducted: 2013-14 (Summer 2014) Faculty Assessment Leader: M.C. Fields Reviewer's Comments: This assignment is an effective way to assess student learning of the subject matter.	SLO/PLO Assessment Process
ECC: AJ 131 - Legal Aspects of Evidence - SLO #1 Probable Cause - Successful students in AJ 131, having read text material, participated in class discussions and group assignments, and after completing various writing assignments during the course, will be able to write and explain the 4th Amendment concept of probable cause, and will be able to contrast that with the appellate court decisions on the concepts of reasonable suspicion and consensual encounter. Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: Final Exam, multiple choice questions with 7 questions pertaining to SLO #1 embedded in the exam out of a total of 17 questions. Assessment Method: Essay/Written Assignment Standard and Target for Success: 70% of students taking final exam will register correct answers for SLO#1	09/05/2014 - 19 final exams from Spring 2014 semester, AJ 131, were assessed. Given the 7 embedded questions, there were 133 possible answers. Of that number, there were 89 correct answers, or a total of 66.9%. Standard Met? : No Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: Ray Lewis Faculty Contributing to Assessment: none Reviewer's Comments: This SLO statement was revised from the previous assessment and method of assessment was also revised. Therefore, a new standard was selected. Based upon this standard the target was not met. In my review of the exam results, certain questions were noted to have a higher number of incorrect answers. This may be the results of the way these questions were structured. My plan is to review the exam en toto, and make revisions as necessary .	08/31/2015 - In my review of the exam results, certain questions were noted to have a higher number of incorrect answers. This may be the results of the way these questions were structured. My plan is to review the exam en toto, and make revisions as necessary . Action Category: Curriculum Changes
ECC: AJ 131 - Legal Aspects of Evidence - SLO #2 Rules of Evidence - After reading a hypothetical fact situation, successful AJ 131 students will be able to locate and identify legal issues and apply the correct rule of evidence to those issues. Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: 10 questions pertaining to SLO #2 were embedded in the final exam Assessment Method: Exam/Test/Quiz Standard and Target for Success: 70%	09/05/2014 - Students were required to read a hypothetical fact situation, analyze the situation and then answer 10 questions that pertained to this SLO. Of the 19 exams assessed, there were a possible 190 answers. The assessment showed that of that number, there were 108 correct responses, or 57% correct answers. Standard Met? : No Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: Ray Lewis Faculty Contributing to Assessment:	08/31/2015 - A review of the exam questions will be conducted and revisions made in order to clarify the question. Action Category: Curriculum Changes

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		<p>None</p> <p>Reviewer's Comments: At first glance, this was a surprising results. However, the students were required to read a fact situation that contained multiple rules of evidence. The students needed to, as they read, identify situations that required the application of an evidence rule and then find the corresponding question on the exam. This is daunting task. Having said that, I think that as stated for SLO #1, a review of the exam questions might result in some revisions to make the questions more clear.</p>	
<p>ECC: AJ 131 - Legal Aspects of Evidence - SLO #3 Legal Brief from Published Case Decision - After receiving instruction in legal research, successful AJ 131 students will be able to locate a case decision in a published law book or online website, read said decision and prepare a legal brief using proper format.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Examine graded legal papers submitted to determine a) whether the student successfully located a case decision in a published law book or online source and b) whether submitted a paper that contained proper information in the correct format.</p> <p>Assessment Method: Term/Research Paper</p> <p>Standard and Target for Success: 75%</p>	<p>09/05/2014 - 21 students out of 28 who finished the course through research, were able to locate case decisions through the sources provided to them and submitted acceptable papers contained the required information and using correct format.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: Ray Lewis</p> <p>Faculty Contributing to Assessment: None</p> <p>Reviewer's Comments: I was pleased with the results of this SLO. Students followed instructions for the most part and 75% of them were able to submit acceptable papers and used proper format as was required of them. No additional action required for this SLO.</p>	<p>09/05/2016 - Although the students met the target for success, our curriculum is continually reviewed to ensure it is current and relevant. The next comprehensive course review is scheduled for Fall 2016</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>ECC: AJ 133 - Fingerprint Classification and Investigation - SLO #1 Fingerprint Fundamentals - Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to describe and explain basic fingerprint definitions and describe the major fingerprint patterns using correct terminology.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students will be able to recognize fingerprint patterns and demonstrate an ability to identify different ridge characteristics and terminology of fingerprints</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Target for success is 75% of students earning 80% on the examination.</p>	<p>12/04/2014 - Twenty-five students took the examination. Eighteen (72%) students passed with a B or higher.</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Reviewer's Comments: The results were just below the target standard. With the small sample size this was not a significant finding.</p>	

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<p>ECC: AJ 133 - Fingerprint Classification and Investigation - SLO #2 Identification by Fingerprints - Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to compare and document latent prints with known prints and form an opinion of identification.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Student will develop a print using fingerprint powders and compare the developed latent print to several known fingerprint cards and form an opinion of identification.</p> <p>Assessment Method: Presentation/Skill Demonstration</p> <p>Standard and Target for Success: This exam is pass/fail only. Target for success is 100% which is the industry standard. Students not meeting the standard are re-mediated until the standard is met.</p>	<p>12/04/2014 - Twenty-three (23) students completed the examination with 100% accuracy. Ten students passed the first attempt. Three students missed only one of the batteries. Students were re-mediated until they all met the 100 % standard.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: L. Schuetze</p> <p>Faculty Contributing to Assessment: M. Fields</p> <p>Reviewer's Comments: The 100% standard is what is required in the field. Any mis-identification could lead to a false arrest.</p>	
<p>ECC: AJ 133 - Fingerprint Classification and Investigation - SLO #3 Lifting Fingerprints - Given instruction, demonstration and practice, students enrolled in AJ 133 will be able to use fingerprint powder, fingerprint brush, card and lifting tape, process a potential site for latent fingerprints, develop a print, lift it and place it on a print card.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students will demonstrate an ability to develop, lift, and document latent prints.</p> <p>Assessment Method: Laboratory Project/Report</p> <p>Standard and Target for Success: Standard for success is 75% of students earning a score of 80% on the assessment.</p>	<p>12/04/2014 - Twenty-one students completed this assignment with 95% scoring an 80% or above on the assessment.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: L. Schuetze</p> <p>Faculty Contributing to Assessment: M. Fields</p>	
<p>ECC: AJ 170 - Laws Arrest, Search and Seizure - SLO #1 The 4th Amendment - Search and Seizure Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to explain several parts of the 4th Amendment including its stated probable cause requirement for warrants for search and seizure, and will be able correctly apply the 4th Amendment in a factual situation.</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p>	<p>Assessment Method Description: Students are administered a 40 question final examination with scenario based questions which require critical thinking and analysis of those scenarios. A total of 10 questions from the examination were pre-selected (five questions for each SLO) for this assessment.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: The standard target for success is 80% of the students scoring 70% or better on the examination.</p>	<p>12/10/2014 - The final examination for this course was used to assess Student Learning Outcomes #1 and #3. The test included multiple choice and dichotomous answer choices. A total of 10 questions from the examination were pre-selected (five questions for each SLO) for this assessment. A total of 34 students completed the examination during the Fall 2014 semester. The results were as follows:</p> <p>SLO #1 81.1% of the students scored a 70% or above on the questions assessed.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Faculty Assessment Leader: Mark Arnold</p> <p>Faculty Contributing to Assessment:</p>	<p>04/02/2016 - Continue to monitor test scores for student success and outcomes.</p> <p>Action Category: Teaching Strategies</p>

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		Mark C. Fields Reviewer's Comments: Full-time faculty responsible for AJ Program administration and assessment discussed the assessment results with the faculty instructing this course to ensure course curriculum was current and SLO was relevant. This discussion led to a pending revision of SLO #2 for this course.	
ECC: AJ 170 - Laws Arrest, Search and Seizure - SLO #2 Search and Seizure Supreme Court Decisions - Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to analyze the Miranda decision and related case laws. Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017) Input Date: 11/29/2013 Course SLO Status: Active	Assessment Method Description: Students are administered a 40 question final examination with scenario based questions which require critical thinking and analysis of those scenarios. A total of 10 questions from the examination were pre-selected (five questions for each SLO) for this assessment. Assessment Method: Essay/Written Assignment Standard and Target for Success: The standard target for success is 80% of the students scoring 70% or better on the examination.	12/10/2014 - The final examination for this course was used to assess Student Learning Outcomes. The test included multiple choice and dichotomous answer choices. A total of 5 questions from the examination were pre-selected for this assessment. A total of 34 students completed the examination during the Fall 2014 semester. The results were as follows: SLO #1 81.1% of the students scored a 70% or above on the questions assessed. Standard Met? : Yes Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: Mark Arnold Faculty Contributing to Assessment: Mark C. Fields	04/02/2016 - Continue to monitor test scores for student success and outcomes. Action Category: Teaching Strategies
ECC: AJ 170 - Laws Arrest, Search and Seizure - SLO #3 Exclusionary Rule - Students receiving instruction in AJ 170 and who have read handouts, completed written assignments involving factual situations and the application of the constitutional rules of search and seizure, and have participated in classroom discussions will be able to explain the exclusionary rule, its historical development and how it is applied to challenge searches and seizures conducted by law enforcement agencies. Course SLO Assessment Cycle: 2014-15 (Fall 2014) 2017-18 (Fall 2017) Input Date: 11/17/2014 Course SLO Status: Active	Assessment Method Description: Students are administered a 40 question final examination with scenario based questions which required critical thinking and analysis of those scenarios. A total of 10 questions from the examination were pre-selected (five questions for each SLO) for this assessment. Assessment Method: Essay/Written Assignment Standard and Target for Success: The standard target for success is 80% of the students scoring 70% or better on the examination. Related Documents: Fall 2014 Assessment Results.pdf	12/10/2014 - The final examination for this course was used to assess Student Learning Outcomes #1 and #3. The test included multiple choice and dichotomous answer choices. A total of 10 questions from the examination were pre-selected (five questions for each SLO) for this assessment. A total of 34 students completed the examination during the Fall 2014 semester. The results were as follows: SLO #3 72.3 % of the students scored a 70% or above on the questions assessed. Standard Met? : No Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Faculty Assessment Leader: Mark Arnold Faculty Contributing to Assessment: Mark C. Fields	

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		Reviewer's Comments: Curriculum and course delivery methods will be assessed to determine what, if any, changes need to be made to meet SLO target standards. Full-time faculty responsible for AJ Program administration and assessment discussed the assessment results with the faculty instructing this course to ensure course curriculum was current and SLO was relevant. This discussion led to a pending revision of SLO #2 for this course.	