

Assessment: Course Four Column

Spring/Summer 2018



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

ECC: AJ 100: Intro to Admin of Justice

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Crime Causation Theories - Given instructions provided and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to be able to interpret a behavioral profile and be able to identify at least three crime causation theories that explain such behavior.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Case Study - After lecture, facilitated discussion, and in-class exercises; the student views a video and reads related handouts involving Richard Ramirez, AKA The Night Stalker. The student prepares a 200-300 word essay identifying at least three of the crime causation theories that may apply to this case.</p> <p>Standard and Target for Success: It is expected that 80% of the students will score 75% (7.5 out of 10) on the rubric.</p> <p>Related Documents: Answer Rubric Crime Causation SLO #3.pdf</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>A total of 50 students were assessed during this period 44 (88%) met the standard established by the rubric. Nine students (18%) scored 100%. (06/14/2019)</p> <p>% of Success for this SLO: 88</p> <p>Faculty Assessment Leader: D. Mason</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>The population size for AJ 100 Spring 2014 was 201 students for this the assessment. Results of the assessment were 80% of the students scoring 7.7 on the rubric. The standard was met however the results indicated increased instructional time may be needed on this topic. This will be adjusted starting in the Fall 2014 semester. (02/16/2014)</p>	<p>Action: Continue to use various cases, a mixture of past cases along with cases related to domestic and international terrorism to add to the crime causation theory for students to discuss in class and offered as a basis for future case studies. (06/14/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Solicit feedback from other administration of justice faculty and our industry partners to identify additional teaching strategies. (01/30/2020)</p> <hr/> <p>Action: The curriculum for this course is constantly revised as the field of Administration of Justice is a dynamic one. 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</p>

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		<p>Faculty Assessment Leader: Mark C. Fields</p> <p>Faculty Contributing to Assessment: K. Swobodski, J. Skipper</p> <p>Related Documents:</p> <p>AJ 100 - Crime Causation SLO #3.pdf</p>	<p>Two-year Course Review. (09/05/2016)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: The standard was exceeded with 90% of the students were scoring more than 8.1 on the rubric. (09/11/2018)</p>
	<p>Exam/Test/Quiz - A quiz that tested the students ability to discern the different crime causation theories was administered.</p> <p>Standard and Target for Success: Based on percentage, 85% of students will score 75% or better.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>This SLO was assessed used a multiple choice, T/F, short answer essay examination related differential reinforcement theory, strain theory, social learning theory, control theory, social disorganization theory, and biological theory - that students can correctly correlate and interpret a behavioral profile and match/answer the correct theory.</p> <p>A randomized (random.org) sample of 60 students from one sections of AJ 100 were used.</p> <p>Of the sample, 92% of the students scored a 70% or above on the exam (09/11/2018)</p> <p>% of Success for this SLO: 92</p> <p>Faculty Assessment Leader: Andrew Gulcher</p> <p>Faculty Contributing to Assessment: Andrew Gulcher</p>	<p>Action: A multiple choice, T/F, short answer essay examination related to differential reinforcement theory, strain theory, social learning theory, control theory, social disorganization theory, and biological theory was given to the students. More time spent linking concepts to causation would help improve student learning. (09/11/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: AJ 106:Criminal Justice Recruitment and Selection

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Agency Job Postings - Following instruction and practice in a classroom setting, successful students in this course will be able to: <ul style="list-style-type: none"> • Identify at least 3 criminal justice agency job postings through various media • Explain the various steps in the selection process for a criminal justice job • Prepare a resume and personal history statement that is complete and accurate Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Spring 2018), 2018-19 (Fall 2018), 2020-21 (Fall 2020) Input Date: 11/29/2013	Presentation/Skill Demonstration - Oral Interview Standard and Target for Success: See attached file.	Semester and Year Assessment Conducted: 2018-19 (Fall 2018) Standard Met? : Standard Met This is the first semester this course has been offered in three years. A total of 21 students were enrolled with 17 participating in the Oral Interview portion of the SLO. Each week there was an oral interview component introduced into each lesson where students participated in some form of oral presentation as a prelude to the assessment activity. During the assessment activity students were assessed in specific areas (see related document). Each student met the standard during the interview phase of the assessment. The only student who did not meet the standard was not present for the assessment activity. (12/22/2018) % of Success for this SLO: 94 Faculty Assessment Leader: Don Mason <hr/> Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met As a condition of employment to a law enforcement agency, it is necessary for students to identify three law enforcement agencies job announcements, and identify the selection procedure. Each student as a part of the selection process, submits a draft and a final resume to be used in the hiring process as well as the law enforcement personal history form mandated by the Commission on Peace Officers Standards and Training (POST). (04/26/2018) % of Success for this SLO: 90 Faculty Assessment Leader: Don Mason <hr/> Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met This SLO is a critical component to the class. It combines a student's breadth of knowledge that is transferable beyond the specific course. This SLO gives a student the opportunity research, conduct a critical analysis, time manage, and make an informed decision based upon the information	Action: Since the interview process is evolving in this field based upon the challenges and nuances in the field, future presentations of this course will require further preparation by instructors regarding any new or recent changes in the profession by organization seeking candidates in the field of criminal justice. (08/24/2019) Action Category: Teaching Strategies

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		<p>they have discovered. This SLO is a culmination of the material being presented and is at the heart of the title of the course, "Selection and Recruitment". After a period of instruction that presents the various opportunities in enforcement and defining the multiplicity of career paths, the students are required to seek out job opportunities and identify ways to gather information including the how to complete in the selection process.</p> <p>During the semester in which this was assessed, this was a particularly challenging because there were many agencies that had not resumed aggressive hiring unlike years past.</p> <p>In the Fall of 2013, 24 students were assessed, 20 students successfully completed the assessment. Sixteen (16) earned an "A", 4 earned a "B" for an overall success rate of 83%. Four students (4) failed to complete and or submit the assignment. (12/07/2013)</p> <p>Faculty Assessment Leader: Mark C. Fields Faculty Contributing to Assessment: Don Mason</p> <p>Semester and Year Assessment Conducted: 2012-13 (Spring 2013) Standard Met? : Standard Not Met Assessment Data SLO 1 – Excellent: 4 Satisfactory: 9 Unsatisfactory:</p> <p>The SLO used in this assessment were designed to address the core competencies in this course; Content Knowledge and Personal and Professional Growth. Students in the assessment demonstrated a willingness and desire to enter the field of law enforcement. The course also provided the students an opportunity to "assess" their personal attributes. The data was an affirmation of the validity of the SLOs. SLO one gave the student the opportunity to research various criminal justice agencies selection processes (core competency, academic based). Students had their "eyes open" after sharing and listening to other students presentation. The findings in SLO two served as a the vocational piece, the interview process as an vital</p>	<p>Action: The learning outcomes for this course are reviewed on a regular basis to ensure their relevance to current hiring standards and trends. The Course Outline of Record will be updated to reflect these revisions during the CTE Two-year Course Review. (01/30/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: I will have specific job seeking attributes/materials on hand in the event I have a population of non-law enforcement career minded students.</p>

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component in the selection process. (07/23/2013)

Related Documents:

[AJ 106 Rubric](#)

(09/06/2013)

Action Category: Teaching Strategies

Action: In the future, I will begin the assessment process of the class sooner. I discovered that the composition of the class was not limited to those only seeking a career in criminal justice. It has required me to modify curriculum to address use the principle of "transferable" skills . Those who were not seeking careers in criminal justice.

(09/06/2013)

Action Category: Teaching Strategies

ECC: AJ 107:Crime and Control - An Introduction to Corrections

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Probation & Parole - After reading textbook material, participating in classroom discussions, and completing writing assignments, successful students in AJ 107 will be able to:</p> <ul style="list-style-type: none"> • Explain the role of probation within the justice system • Explain the role of parole and how that differs from probation • Review a hypothetical fact situation on a convicted felon, including personal background history, prepare a pre-sentencing report for a judge <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Spring 2018) Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - This assessment consisted of embedded questions on the final exam.</p> <p>Standard and Target for Success: The target for success is the institutional set target of 67%.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met</p> <p>The final exam was administered to 36 students. The success rate for the embedded questions was 74%.</p> <p>-90% of my class consisted of learning activities including student presentations and teach back which helped students retain more information.</p> <p>-Throughout the semester, students participated in weekly discussions in class addressing both probation and parole within the criminal justice system. The discussion in class focused on key elements of probation and parole. Students were given the opportunity to discuss the differences among themselves and with the professor.</p> <p>-Students were given the opportunity to write a research paper about any topic in Corrections. 1/4 of the students' topic was on parole or probation. The average score for the research paper was 84%. (09/14/2018) % of Success for this SLO: 74 Faculty Assessment Leader: Jose Rosales Faculty Contributing to Assessment: Jose Rosales</p>	<p>Action: This class will be offered online in future semesters. Instructors teaching in this modality should be encouraged to participate in professional development activities related to online instruction including the annual Online Teaching Conference. (08/22/2019) Action Category: Teaching Strategies</p>

ECC: AJ 126: Juvenile Delinquency and Legal Procedures

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Juvenile Process - After reading text material and handouts and other instructional materials, and after participating in classroom discussions, and cooperative group discussions, watch and discuss videos on the subject, AJ 126 will be able to:</p> <ul style="list-style-type: none"> • Describe how a juvenile enters the justice system from point of law enforcement contact/detention through adjudication using correct legal terms, and list each step and include the unique characteristics of the juvenile process as distinct from the adult process • Explain the roles of probation and the prosecutor's office with respect to adjudication of minors accused of criminal conduct <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018), 2020-21 (Spring 2021)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - The assessment of the students knowledge was evaluated through a quizzed that contained 15 questioned. If the student scored 90-100 % they recieved an A and they identified mastery knowledge of the Juvenile Justices System components of course information. If the students scored 80-89 % they considered very knowledgeable of the juvenile Justices System components course information. If the students scored 70-79 % some knowledge of the Juvenile Justices System components of course information. If the student scored 60 and below, this indicated that the students did not obtain sufficient knowledge of the course information.</p> <p>Standard and Target for Success: The target for success is for 90% of the students to score above average with 80-90 percentile range on the quizzes.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Out of a class of 11, Five students scored above average range in the 80-90 percentile on the quizzes. Three students scored average in the 70 percentile on the quizzes and one students scored below average in the 50 percentile, and 2 students failed. (09/14/2018)</p> <p>% of Success for this SLO: 80</p> <p>Faculty Assessment Leader: Makisha Diggins-Davis</p>	<p>Action: I will incorporate more student groups. This will assist students who display defieency in identifying the Juvenile Justice organizational chart within the Department of Corrections, as well as the role that Probation Officers play in the Juvenile Justice systems (09/13/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: AJ 130:Criminal Procedures

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Prosecution & Defense Plans - Successful students, having read and analyzed a hypothetical fact situation, will be able to create and build, based on those facts, a prosecution plan and a defense plan.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Essay/Written Assignment - The student were provided two written assignments requiring them to read a fact pattern to determine what legal issue to assess and provide a two page essay discussing their findings. The key component is to understand the case brief, know the step to the trial process and include statements to meet each requirement.</p> <p>Standard and Target for Success: It is expected that 75 percent will score at least 85 percent or higher on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>In this particular semester 26 students out of 29 students score 85 percent or better. (09/12/2018)</p> <p>% of Success for this SLO: 85</p> <p>Faculty Assessment Leader: Andrea Roberson</p>	<p>Action: To improve future assessment, I would implement small assignments to target each step of the trial in order to meet the requirements of the case brief. (09/12/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: AJ 131:Legal Aspects of Evidence

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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 Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Spring 2018), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Term/Research Paper - 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>Standard and Target for Success: 75%</p> <p>Term/Research Paper - A graded legal research paper was the method used to assess a) whether the student successfully located a case decision in a published law book or online source and b) whether the student submitted a paper that contain proper information in the correct format.</p> <p>Standard and Target for Success: It is expected that 70 percent of the class will score 75 percent or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>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>(09/05/2014)</p> <p>Faculty Assessment Leader: Ray Lewis</p> <p>Faculty Contributing to Assessment: None</p> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>In this particular semester, 28 students responded and provided the case brief including all issues, rules, analyses and conclusions. Students did have some issues with properly providing the case citation; however ALL required information was presented. (09/11/2018)</p> <p>Faculty Assessment Leader: Andrea Roberson</p>	<p>Action: 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 (09/05/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: The action plan is to give additional emphasis on the importance of IRAC method of briefing a case. (09/11/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: AJ 132:Crime Scene Investigation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Crime Scene Evidence - Upon completion of this course and by participating in the learning process, the students will recognize evidence at the crime scene and understand the value of crime scene evidence as it relates to crime scene investigation and providing investigative leads.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Project - After receiving instruction as described in the SLO, students are provided a crime scene scenario. Working in groups of 4-6, using Crime Scene Investigation tools provided and other resources available, students will respond to their crime scene scenario and demonstrate their understanding of the value and processing of evidence. Students demonstrate their acquired knowledge by working through the steps of a crime scene with their team and articulating how and why they are making their choices. After the student teams have completed their crime scene investigation, they are asked a series of follow-up questions by the instructor to verify overall competency. The students will then collectively put their portions of the investigation together and submit a written report as a final paper.</p> <p>Standard and Target for Success: Seventy-five percent (75%) of the students earning a B grade (>80%).</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Over 75% of the students earned a B and the standard was met. The sample size for this assessment was 35 students in the course. (09/14/2018)</p> <p>% of Success for this SLO: 85</p> <p>Faculty Assessment Leader: Matthew Roth</p>	<p>Action: he instructor for this course has identified some items that may assist in the facilitation of this SLO. A Basic Crime Scene Investigation Kit containing crime scene investigation tools to create mock crime scenes would benefit such as mock blood splatter, a digital camera for overall crime scene processing would be of great assistance to the overall learning objectives being accomplished throughout the year. (09/14/2019)</p> <p>Action Category: Program/College Support</p>

ECC: AJ 190:Law Enforcement Explorer Academy

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Responsibilities - Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will be able to list and explain 3 responsibilities for each of the patrol, detective, traffic and records functions.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Spring 2018), 2021-22 (Spring 2022)</p> <p>Input Date: 11/29/2013</p>	<p>Exam/Test/Quiz - The students are administered a written quiz where they list and explain the typical duties of personnel assigned to patrol, detective bureau, traffic patrol, and law enforcement records assignments.</p> <p>Standard and Target for Success: The target for success is 80% of the students earning 70% or better on the quiz.</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Thirteen students completed the quiz with 12 students (92%) earning a C grade or better. (04/05/2014)</p> <p>Faculty Assessment Leader: Mike Marshall</p>	
	<p>Exam/Test/Quiz - The students are administered a written quiz where they list and explain the typical duties of personnel assigned to patrol, detective bureau, traffic patrol, and law enforcement records assignments.</p> <p>Standard and Target for Success: The target for success is 80% of the students is expected to score 70% or better on this quiz.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Out of a class of 30 students, 11 students completed the quiz with 90% or better and the remaining 19 student met standard with a 70% or better earning a C grade. (09/13/2018)</p> <p>Faculty Assessment Leader: Mike Marshall</p>	<p>Action: In the future more emphasis will be placed on assisting students with better understanding of the major organizational components by more field trips to actual locations. (09/13/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: AJ 21:Introduction to Emergency Management

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Federal Protocols - Given lecture and other related course material, the student will have a working knowledge of the federal protocols in emergency management situations.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018), 2020-21 (Spring 2021)</p> <p>Input Date: 03/17/2016</p>	<p>Exam/Test/Quiz - Given the failures of Hurricane Katrina, students are shown video and case presentations of the response and recovery for Hurricane Sandy by FEMA. Highlighted in the video/case presentations are the underpinnings of ground work and relationship and established local/state and federal protocols.</p> <p>Students are tasked answering questions about the two natural disasters highlighting federal protocols interacting with local/state stake holders.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>The assessment showed 85% of the students scored 90% (45/50 points) on the rubric. The standard was met. (09/12/2018)</p> <p>% of Success for this SLO: 85</p> <p>Faculty Assessment Leader: Tim Branley</p> <p>Faculty Contributing to Assessment: Tim Branley</p>	<p>Action: T/F and multiple choice exams would help students master disaster protocols. (09/12/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #3 Disaster Preparation - Given lecture and other related course material, the student will apply major elements involved in disaster preparation in selected case studies.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018), 2021-22 (Spring 2022)</p> <p>Input Date: 03/17/2016</p>	<p>Exam/Test/Quiz - Students will be given test exam questions T/F, multiple choice and essay about methods and theories provided to them in lecture and case studies about the major elements involved in disaster preparation in several well documented case studies.</p> <p>Standard and Target for Success: It is expected that 85% of students will score 75% or above in the examination.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Results of the exam revealed that 90% of the students scored 75% or above in the examination. (09/12/2018)</p> <p>% of Success for this SLO: 85</p> <p>Faculty Assessment Leader: Tim Branley</p> <p>Faculty Contributing to Assessment: Tim Branley</p>	<p>Action: T/F and multiple choice exams were administered, essay questions might help to deepen and check student understanding better. (09/12/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p>