



Course SLO Assessment Report - 4-Column

El Camino College

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

| Course SLOs | Assessment Methods & Standard and Target for Success / Tasks | Results | Action & Follow-Up |
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| <p>El Camino: Course SLOs (IND) - Administration of Justice - ECC: AJ 10 - Introduction to Homeland Security - SLO #1 NIMS & ICS - Given course readings, lecture, video presentations of simulated scenarios, students will be able to describe and explain the role and functions of the National Incident Management System and Incident Command System. (Created By El Camino: Course SLOs (IND) - Administration of Justice)</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: The assessment consisted of embedded questions in the final examination.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Target for success was 80% of the students scoring a 3= The student understands the concepts; or 2= The student understands most of the concepts with some errors; on the rubric.</p> | <p>12/17/2013 - The assessment consisted of six questions, two for each SLO, embedded in the final examination. Students answering all six questions correctly were assigned a score of 3; Students answering one to three questions incorrectly were assigned a 2; and students answering more than three questions incorrectly were assigned a score of 1. Of the seven students assessed, three of the students were rated at a 3; four students rated at 2; and zero students rated at 1. The results of the testing of the students of this section show that three of the seven students achieved a rating of 3.0 and the remaining four achieved a rating of 2.0. The average assessment score for class was 2.43.</p> <p>The student's scores reflected all students tested had an understanding of the concepts and material, or knew most of the concepts and material with some errors, as per the student learning outcomes. None of the students assessed scored a 1.0 in the assessment indicating they did not understand the concepts.</p> <p>Further analysis of the data and the student's responses as they pertain to the individual SLO's was conducted. The analysis revealed that four of the seven students correctly answered the questions as they pertained to SLO #1; six of the seven correctly answered the questions as they pertained to SLO #2; and seven out of seven as they pertained to SLO #3.</p> <p>Although pleased with the results, the score's reflect that less than half the students (43%) completely understood all the concepts while the remaining students (57%) understood most of the concepts presented in class, indicating room for improvement.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Geoff Rizzo</p> <p>Faculty Contributing to Assessment: Ray Lewis, Mark C. Fields</p> | <p>08/28/2017 - I would recommend the inclusion of physical hands-on role-play exercises to reinforce the student knowledge and understanding of the concepts.</p> <p>Action Category: Teaching Strategies</p> |
| <p>El Camino: Course SLOs (IND) - Administration of Justice - ECC: AJ 10 - Introduction to Homeland Security - SLO #2 Historical</p> | <p>Assessment Method Description: The assessment consisted of embedded questions in the final examination.</p> | <p>12/07/2013 - The assessment consisted of six questions, two for each SLO, embedded in the final examination. Students answering all six questions correctly were</p> | |

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| <p>Terrorism Identification Methods - Given course readings, lecture, video presentations of simulated scenarios, students will be able to construct and explain a historical timeline that identifies methods used by national and international law enforcement and military agencies to counter and combat terrorism. (Created By El Camino: Course SLOs (IND) - Administration of Justice)</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p> | <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Target for success was 80% of the students scoring a 3= The student understands the concepts; or 2= The student understands most of the concepts with some errors; on the rubric.</p> | <p>assigned a score of 3; Students answering one to three questions incorrectly were assigned a 2; and students answering more than three questions incorrectly were assigned a score of 1. Of the seven students assessed, three of the students were rated at a 3; four students rated at 2; and zero students rated at 1. The results of the testing of the students of this section show that three of the seven students achieved a rating of 3.0 and the remaining four achieved a rating of 2.0. The average assessment score for class was 2.43.</p> <p>The student's scores reflected all students tested had an understanding of the concepts and material, or knew most of the concepts and material with some errors, as per the student learning outcomes. None of the students assessed scored a 1.0 in the assessment indicating they did not understand the concepts.</p> <p>Further analysis of the data and the student's responses as they pertain to the individual SLO's was conducted. The analysis revealed that four of the seven students correctly answered the questions as they pertained to SLO #1; six of the seven correctly answered the questions as they pertained to SLO #2; and seven out of seven as they pertained to SLO #3.</p> <p>Although pleased with the results, the score's reflect that less than half the students (43%) completely understood all the concepts while the remaining students (57%) understood most of the concepts presented in class, indicating room for improvement.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Geoff Rizzo</p> <p>Faculty Contributing to Assessment: Ray Lewis, Mark C. Fields</p> | <p>08/24/2015 - I would recommend the inclusion of physical hands-on role-play exercises to reinforce the student knowledge and understanding of the concepts.</p> <p>Action Category: Teaching Strategies</p> |
| <p>El Camino: Course SLOs (IND) - Administration of Justice - ECC: AJ 10 - Introduction to Homeland Security - SLO #3 Proper Ethical Issue Response - Given course readings, lecture, video presentations of simulated scenarios, students will be able to read and evaluate a hypothetical situation that involves ethical issues and correctly explain a proper response to the situation. (Created By El Camino: Course SLOs (IND) - Administration of Justice)</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> | <p>Assessment Method Description: The assessment consisted of embedded questions in the final examination.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: Target for success was 80% of the students scoring a 3= The student understands the concepts; or 2= The student understands most of the concepts with some errors; on the rubric.</p> | <p>12/07/2013 - The assessment consisted of six questions, two for each SLO, embedded in the final examination. Students answering all six questions correctly were assigned a score of 3; Students answering one to three questions incorrectly were assigned a 2; and students answering more than three questions incorrectly were assigned a score of 1. Of the seven students assessed, three of the students were rated at a 3; four students rated at 2; and zero students rated at 1. The results of the testing of the students of this section show that three of the seven students achieved a rating of 3.0 and the remaining four achieved a rating of 2.0. The average</p> | <p>08/25/2014 - I would recommend the inclusion of physical hands-on role-play exercises to reinforce the student knowledge and understanding of the concepts.</p> <p>Action Category: Teaching Strategies</p> |

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| Input Date: 11/29/2013 Course SLO Status: Active | | <p>assessment score for class was 2.43.</p> <p>The student’s scores reflected all students tested had an understanding of the concepts and material, or knew most of the concepts and material with some errors, as per the student learning outcomes. None of the students assessed scored a 1.0 in the assessment indicating they did not understand the concepts.</p> <p>Further analysis of the data and the student’s responses as they pertain to the individual SLO’s was conducted. The analysis revealed that four of the seven students correctly answered the questions as they pertained to SLO #1; six of the seven correctly answered the questions as they pertained to SLO #2; and seven out of seven as they pertained to SLO #3.</p> <p>Although pleased with the results, the score’s reflect that less than half the students (43%) completely understood all the concepts while the remaining students (57%) understood most of the concepts presented in class, indicating room for improvement. Standard Met? : Yes Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Faculty Assessment Leader: Geoff Rizzo Faculty Contributing to Assessment: Ray Lewis, Mark C. Fields</p> | |
| El Camino: Course SLOs (IND) - Administration of Justice - ECC: AJ 106 - Criminal Justice Recruitment and Selection - SLO #1 Agency Job Postings - Following instruction and practice in a classroom setting, successful students in this course will be able to: • 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 (Created By El Camino: Course SLOs (IND) - Administration of Justice) Course SLO Assessment Cycle: 2015-16 (Spring 2016) Input Date: 11/29/2013 Course SLO Status: Active | Assessment Method Description: Oral Interview Assessment Method: Presentation/Skill Demonstration Standard and Target for Success: See attached file. | <p>12/07/2013 - 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 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</p> | |

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| | | <p>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.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Mark C. Fields</p> <p>Faculty Contributing to Assessment: Don Mason</p> <p>Reviewer's Comments: The standard is being met. In an effort towards continual improvement course content is regularly reviewed for relevance.</p> | |
| <p>El Camino: Course SLOs (IND) - Administration of Justice - ECC: AJ 11 - Intelligence and Security Management - SLO #1 Safety & Security Threats - Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to identify and analyze threats to national and international safety and security. (Created By El Camino: Course SLOs (IND) - Administration of Justice)</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: Written examination using multiple choice questions.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: It is expected that 80% of the students will score a 3= Student understanding of concepts and material; or 2= Student knows most of the concepts and material, and needs to improve.</p> | <p>12/04/2013 - The results of the testing of the students of this section (Fall 2013) show the rating of 13 of 15 students tested on 12/04/13 at 3.0. The 2 remaining students tested at a rating of 2.0. The average assessment score for each of the 15 students was 2.866</p> <p>Rubric Scores of 15 Total Students: 13 -Students: Rubric Scale 3= Student understanding of concepts and material 2 -Students: Rubric Scale 2= Student knows most of the concepts and material, needs to improve 0 -Students: Rubric Scale 1=1= Student does not know the concepts and material</p> <p>The student’s scores reflected all students tested on that date had an understanding of the concepts and material, or knew most of the concepts and material with some errors, as per the student learning outcomes. No students tested scored in the 1.0 level in the 3-question assessment written test.</p> <p>I am pleased with the results of this testing and the efforts of the students to apply themselves to the learning of the material. I believe the high level of success of the students in effectively learning and recalling the core objectives can be linked to a process of continual reinforcement of this material throughout the course.</p> <p>Tying the core concepts and objectives to the various text chapters, videos presented, assignments, and classroom lectures appears to be an effective means of reinforcing the material and increasing student understanding and learning.</p> <p>I believe that the course structure, textbook, and methodology used in this course have been set at a very effective and satisfactorily level. Applying timely current events, news, and video supplements to the</p> | <p>12/11/2017 - I would add additional rating categories to the testing evaluations, breaking the “1” section into two sections to better quantify and understand the level of a student not understanding the concepts and material, should that occur.</p> <p>Action Category: SLO Assessment Process</p> |

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| | | <p>material help the students in their understanding and application of the concepts and material. This course was designed utilizing an effective collection of approaches/methods to present the material. These methods include student research, oral presentations, current related video segments, lectures, handout material, practical exercises, and a comprehensive Intelligence Analysis and Security Management textbook for reference and study.</p> <p>Standard Met? : Yes</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Randal Davis</p> <p>Faculty Contributing to Assessment: Mark C. Fields</p> | |
| <p>El Camino: Course SLOs (IND) - Administration of Justice - ECC: AJ 11 - Intelligence and Security Management - SLO #2 Intelligence and Security Management - Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to construct a flowchart that describes the intelligence gathering cycle. (Created By El Camino: Course SLOs (IND) - Administration of Justice)</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: The assessment consisted of embedded questions in the final examination.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: It is expected that 80% of the students will score a 3= Student understanding of concepts and material; or 2= Student knows most of the concepts and material, and needs to improve.</p> | <p>12/04/2013 - The results of the testing of the students of this section (Fall 2013) show the rating of 13 of 15 students tested on 12/04/13 at 3.0. The 2 remaining students tested at a rating of 2.0. The average assessment score for each of the 15 students was 2.866</p> <p>Rubric Scores of 15 Total Students: 13 -Students: Rubric Scale 3= Student understanding of concepts and material 2 -Students: Rubric Scale 2= Student knows most of the concepts and material, needs to improve 0 -Students: Rubric Scale 1=1= Student does not know the concepts and material</p> <p>The student's scores reflected all students tested on that date had an understanding of the concepts and material, or knew most of the concepts and material with some errors, as per the student learning outcomes. No students tested scored in the 1.0 level in the 3-question assessment written test.</p> <p>I am pleased with the results of this testing and the efforts of the students to apply themselves to the learning of the material. I believe the high level of success of the students in effectively learning and recalling the core objectives can be linked to a process of continual reinforcement of this material throughout the course.</p> <p>Tying the core concepts and objectives to the various text chapters, videos presented, assignments, and classroom lectures appears to be an effective means of reinforcing the material and increasing student understanding and learning.</p> <p>I believe that the course structure, textbook, and methodology used in this course have been set at a very effective and satisfactorily level. Applying timely current events, news, and video supplements to the</p> | <p>12/11/2017 - I would add additional rating categories to the testing evaluations, breaking the "1" section into two sections to better quantify and understand the level of a student not understanding the concepts and material, should that occur.</p> <p>Action Category: SLO Assessment Process</p> |

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| <p>El Camino: Course SLOs (IND) - Administration of Justice - ECC: AJ 11 - Intelligence and Security Management - SLO #3 Intelligence and Security Management - Successful students in AJ 11, having received lecture, viewed video presentations of simulated scenarios and using a hypothetical situation, will be able to describe the goals for security management. (Created By El Camino: Course SLOs (IND) - Administration of Justice)</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: The assessment consisted of embedded questions in the final examination.</p> <p>Assessment Method: Exam/Test/Quiz</p> <p>Standard and Target for Success: It is expected that 80% of the students will score a 3= Student understanding of concepts and material; or 2= Student knows most of the concepts and material, and needs to improve.</p> | <p>02/23/2014 - The results of the testing of the students of this section (Fall 2013) show the rating of 13 of 15 students tested on 12/04/13 at 3.0. The 2 remaining students tested at a rating of 2.0. The average assessment score for each of the 15 students was 2.866</p> <p>Rubric Scores of 15 Total Students: 13 -Students: Rubric Scale 3= Student understanding of concepts and material 2 -Students: Rubric Scale 2= Student knows most of the concepts and material, needs to improve 0 -Students: Rubric Scale 1=1= Student does not know the concepts and material</p> <p>The student's scores reflected all students tested on that date had an understanding of the concepts and material, or knew most of the concepts and material with some errors, as per the student learning outcomes. No students tested scored in the 1.0 level in the 3-question assessment written test.</p> <p>I am pleased with the results of this testing and the efforts of the students to apply themselves to the learning of the material. I believe the high level of success of the students in effectively learning and recalling the core objectives can be linked to a process of continual reinforcement of this material throughout the course.</p> <p>Tying the core concepts and objectives to the various text chapters, videos presented, assignments, and classroom lectures appears to be an effective means of reinforcing the material and increasing student understanding and learning.</p> <p>I believe that the course structure, textbook, and methodology used in this course have been set at a very effective and satisfactorily level. Applying timely current events, news, and video supplements to the</p> | <p>12/11/2017 - I would add additional rating categories to the testing evaluations, breaking the "1" section into two sections to better quantify and understand the level of a student not understanding the concepts and material, should that occur.</p> <p>Action Category: SLO Assessment Process</p> |

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| <p>El Camino: Course SLOs (IND) - Administration of Justice - ECC: AJ 135 - Report Writing - SLO #1 First Responder - Preliminary Investigation AJ 135 students, after receiving instruction and reviewing handout material, will be able to explain the steps in a first responder preliminary investigation including the following: appropriate response and assessment, first contact with reporting party/victim, protective sweeps if necessary, documentation of statements and crime scene investigation. (Created By El Camino: Course SLOs (IND) - Administration of Justice)</p> <p>Course SLO Assessment Cycle: 2014-15 (Spring 2015)</p> <p>Input Date: 11/29/2013</p> <p>Course SLO Status: Active</p> | <p>Assessment Method Description: Students were required to write a crime report based on a simulated crime, a murder. The students viewed and discussed a video of the crime that included witness statements and a physical and forensic evidence. Handouts containing additional facts were provided to the students to assist them in completing the report.</p> <p>Assessment Method: Essay/Written Assignment</p> | <p>03/20/2014 - In five out of 15 reports reviewed, the students met or exceeded the target. Ten students did not meet the target. The below depicts the results: 4 (no errors) = 2 reports 3 (1 error) = 3 reports 2 (more than 2 errors/less than 8) = 2 reports 1 (more than 8 errors) =8 reports</p> <p>Standard Met? : No</p> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Faculty Assessment Leader: Ray Lewis</p> | |