

Assessment: Course Four Column

Fall 2017



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

ECC: AJ 10:Introduction to Homeland Security

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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. Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 11/29/2013 Inactive Date: Comments::	Exam/Test/Quiz - The assessment consisted of embedded questions in the final examination. 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. Additional Information:	Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met 85% of the students showed a strong understanding (level 3) and %15 percent appeared to have a mastery of the information (Level 4). Each student correctly answered in class discussion and course testing role and functions of the National Incident Management System and Incident Command System as shown by passing grades of no less than 85% on the midterm and final exams. Additionally, each student completed FEMA Independent Study online course IS 100 and 700 during the semester. These are performance tested based free courses from FEMA. Each student presented proof of completion for each of these two online courses. (03/15/2018) % of Success for this SLO: 100 Faculty Assessment Leader: Andrew Gulcher Faculty Contributing to Assessment: Mark Fields	Action: Recommend increasing the proficiency and value added free courses administered in conjunction with FEMA Independent Study- assigning these as homework along with the text increased the speed of learning. (03/15/2019) Action Category: Teaching Strategies
SLO #2 Historical 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	Exam/Test/Quiz - The assessment consisted of embedded questions in the final examination. Standard and Target for Success: Target for success was 80% of the students scoring a 3= The student understands the concepts; or 2= The	Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met 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	Action: Use a physical hands-on role-play exercises to reinforce the student knowledge and understanding of the concepts, also known as a table top exercise of a mock disaster. (03/15/2019) Action Category: Teaching

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<p>and military agencies to counter and combat terrorism.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>student understands most of the concepts with some errors; on the rubric.</p> <p>Additional Information:</p>	<p>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>(03/15/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Andrew Gulcher</p> <p>Faculty Contributing to Assessment:</p>	<p>Strategies</p>

ECC: AJ 103:Criminal Law I

Course SLOs	Assessment Method Description	Results	Actions
<p>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 Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - 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>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>Additional Information: 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>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>One hundred twenty (120) student in three sections of this course were assessed. Seventy-five percent scored 80% or better on the assessment. (12/14/2017)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Mark C. Fields</p> <p>Faculty Contributing to Assessment: Ray Lewis, Jose Rosales</p>	<p>Action: The success of the student is closely tied to the skill level of the instructor. The Administration of Justice Program is in transition. One full-time faculty member accepted a promotion and the other is retiring at the end of the current semester. The College is currently recruiting for one full-time faculty member. Research shows that priority should be given to recruiting a second full-time position (Pilati,2006). Research on the topic of preparing new instructors to teach shows that new instructors rarely receive any training prior to teaching (A. Jones, 2008; Kember & Kwan, 2000; Robinson & Hope,2013; Van Note Chism, 2002). In a 2009 report on faculty professional development commissioned by the National Staff Development Council and prepared by Stanford researchers Darling-Hammond, Wei, Andree, Richardson, and Orphanos (p.9) suggested that sustained and intensive professional learning for teachers is related to student-achievement gains. Their analysis of well-designed experimental studies found that a set of programs which offered substantial contact hours of professional development (ranging from 30 to</p>

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100 hours in total) spread over six to 12 months showed a positive and significant effect on student achievement gains (p.9). With this in mind the college needs to commit to providing professional development opportunities to newly hired faculty members. (05/24/2019)
Action Category:
Program/College Support

ECC: AJ 109:Introduction to Police Patrol Procedures

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Suspicious & Unlawful Behavior - Given instructions provided and concepts demonstrated, successful students will be able to explain how suspicious and unlawful behavior can be recognized and explain proper and legal procedures in establishing contact with and detaining suspicious subjects.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - Read and analyze a scenario and determine what probable cause factors exist to make a stop and determine if reasonable suspicion or probable cause has been established, articulating those factors.</p> <p>Standard and Target for Success: 75% of students will be able to identify and explain probable cause factors that justify a stop, detention or arrest.</p> <p>Additional Information: connecting actions observed (read) to justification for action.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>The rubric for this assessment included identifying and using the following probable cause factors in the scenario: time, area, level of crime, behavior that stands out from expected "normal" behavior and correct follow up actions of the student simulating what a police patrol officer might take. Out of a possible 50 points , the following percentages coincide with demonstrated learning: 5 = all factors identified and correct action taken; 4 = most factors identified and correct action taken; 3 = some factors identified and correct action taken; 2 = needs improvement, correct action not taken; 0 = student lacks understanding of the concepts.. Target results of assessment was 75% of students assessed would score 3 or above. In this assessment 70.5 % of the students scored 3 or above. (03/04/2018)</p> <p>% of Success for this SLO: 70.5</p> <p>Faculty Assessment Leader: Ray Lewis</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Emphasize differentiating consensual encounter, reasonable suspicion, and probable cause by using additional scenarios and exercises. (03/05/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: AJ 111:Criminal Investigation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Crime Scene Procedures - Upon completion of a course in criminal investigations a student will be able to identify the proper procedures for containing a crime scene, identify the evidentiary value of items at a crime scene, and explain current procedures for collecting and analyzing evidence.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2017-18 (Fall 2017) Input Date: 11/29/2013 Inactive Date: Comments::</p>	<p>Presentation/Skill Demonstration - This was a skills demonstration based assessment that built on previous learning activities in the course. The textbook in this class has a chapter dedicated to this topic. After classroom lecture and review of the topics in the text the students completed a scenario based assessment. The scenario included a mock crime scene, witnesses, and detective teams. The students were required to identify relevant evidence then collect it in the legal and proper manner. The students were then required to decide which evidence needed to be examined by the crime lab. The students were provided a mock budget for the crime scene services which required them to triage and determine which items were crucial to the case. At the conclusion of the exercise the skills demonstration was debriefed as a class and the lessons learned were shared with peers.</p> <p>Standard and Target for Success: This is a pass/fail assessment. The peer/instructor debrief provided immediate feedback to the participants.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Met There were 40 students enrolled in the class. All 40 students were present and passed the assessment. (10/17/2017) % of Success for this SLO: 100 Faculty Assessment Leader: Jim Acquarelli Faculty Contributing to Assessment: Mark C. Fields</p>	<p>Action: Administration of Justice is a dynamic topic with standards and law constantly changing. As such, the faculty review the curriculum on an annual basis to ensure it meets industry standards. The next review will occur in the Fall 2018 semester. (12/13/2018) Action Category: Curriculum Changes</p>

ECC: AJ 115:Community and Human Relations

Course SLOs	Assessment Method Description	Results	Actions
<p>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>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 03/31/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Term/Research Paper - 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:</p> <p>To allow the student to explore a topic related to this course at a deeper level than is provided by the text and other course instructional resources.</p> <p>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.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Twenty eight students completed the term project this semester. The class average for this assignment was 75.8%. Twenty-one of the students (75%) scored 70% or higher on this project. The standard was met. (12/14/2017)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Mark C. Fields</p> <p>Faculty Contributing to Assessment: Don Meredith</p>	<p>Action: This assignment relies on the student having a baseline level of college level writing ability. The suggested preparation for this class includes completion of English 84 which would provide that level needed for success. According to ECC Institutional Research, 67% of our students assess into remedial English courses.</p> <p>The action item for increasing the success rate for this learning outcome is using available resources to assist the student, especially in on-line courses. One tool that has shown great success is the NetTutor service. Budget constraints have limited student access to this resource. This concern should be brought to the proper stakeholders to see if additional funding could be allocated to NetTutor and other resources to increase student success. (12/13/2018)</p> <p>Action Category: Program/College Support</p>

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	<p>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> <ul style="list-style-type: none"> The changing demographic of multicultural communities Identifying cultural groups and community leaders Developing community partnerships Issues in improving law enforcement in multicultural communities 		

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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</p>		

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a key challenge.

The need for law enforcement to adapt to innovations and advanced technology

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.

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.

Additional Information:

ECC: AJ 12:Border and Transportation Security

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Law Enforcement Agencies - Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to successfully define the roles and functions of local, federal and international law enforcement and describe ways in which those respective agencies interact.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - After reading the relevant chapters of the text book, interactive and multi-media lecture along with classroom discussion the students demonstrate what they have learned by writing an essay on a simulated transportation threat, evaluate the strategic objectives that may be considered by the United States Department of Homeland Security to mitigate the threat to include interaction with local, state and federal agencies. The paper is in APA format and submitted to the instructor. The essay is graded on scale of 0-100 points.</p> <p>Standard and Target for Success: Seventy-five percent (75%) of the students earning a transferable "B" grade (>80%) on the essay.</p> <p>Additional Information: Results: This SLO was assessed during the Fall 2015 semester. The sample size for this assessment was five students in a class of five students. The standard was met and reflected a clear understanding of the subject matter.</p> <p>Follow-up: Though there were only five students in this class, the results indicate that they had a clear understanding and current text book and learning materials are valid.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>As previously stated the rubric used in the assessment was a 1-3 scale. 3= The student understands the concepts; 2= The student understands most of the concepts with some errors; 1= The student does not understand the concepts. The assessment consisted of six questions, applicable to the 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 15 students assessed, ten of the students were rated at a 3; four students rated at 2; and 1 student rated at 1. (03/01/2018)</p> <p>% of Success for this SLO: 93.3</p> <p>Faculty Assessment Leader: Geoffrey Rizzo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The course structure, textbook, and methodology used in instruction are satisfactory. Discussing timely current events, news, and video as they pertain to Homeland Security, supplements the material and helps students in their understanding and application of the concepts and material.</p> <p>Given the detailed analysis of the responses to the individual questions as they pertain to the SLO's indicates that the majority of the errors made in understanding would benefit from the inclusion of research project with a focus on this SLO. (03/01/2019)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Counterterrorism Technologies - Students taking AJ 12, after participating in classroom discussions, completing in-class writing assignments, viewing video presentations and reading text materials, will be able to identify and describe specific technologies used in countering terrorism and explain how those technologies are used.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Assessment description: After reading the relevant chapters of the text book, interactive and multi-media lecture along with classroom discussion, the students demonstrate what they have learned by taking a midterm exam. The comprehensive examination is a fifty question multiple choice examination. The examination is scored on a scale of 0-100 with each question having a point value of two.</p> <p>Standard and Target for Success: Standard target for success: Seventy-five percent (75%) of the students earning a B grade (>80%) on the essay.</p> <p>Additional Information: Results: This SLO was assessed during the Fall 2015 semester. The sample size for this assessment was five students in a class of five students. The standard was met and reflected a clear understanding of the subject matter.</p> <p>Follow-up: Since specific technologies used in countering terrorism are ever evolving instructor for this course continues to evaluate the text book for validity and supplements it with current videos and handouts not covered by the text.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>As previously stated the rubric used in the assessment was a 1-3 scale. 3= The student understands the concepts; 2= The student understands most of the concepts with some errors; 1= The student does not understand the concepts. The assessment consisted of six questions, applicable to the 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 score of 2; and students answering more than three questions incorrectly were assigned a score of 1. Of the 15 students assessed, ten of the students were rated at a 3; four students rated at 2; and 1 student rated at 1. The average assessment score for class was 2.6. (03/01/2018)</p> <p>% of Success for this SLO: 93.3</p> <p>Faculty Assessment Leader: Geoffrey Rizzo</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The course structure, textbook, and methodology used in instruction are satisfactory. More focus on discussing timely current events, news, and video as they pertain to Homeland Security to supplement the material would help students in their understanding and application of the concepts and material. (03/01/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: AJ 133:Fingerprint Classification and Investigation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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 Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017) Input Date: 11/29/2013 Inactive Date: Comments::</p>	<p>Presentation/Skill Demonstration - 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>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>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017) Standard Met? : Standard Not Met</p> <p>The students were exposed to fingerprint comparisons by our doing comparisons in class together and then each student individually practicing in class and developing their eye to see the ridge detail by completing (4) comparison batteries. On the final the students were asked to do 32 fingerprint comparisons and the results were that 12 students completed the assignment with 100%, with no errors (which is the career standard). One (1) student missed 1 comparison for a 96% and two (2) students missed 3 for a 90%. Fifteen (15) students took the test. There students were able to document their evaluations of these comparisons. This means 80% of the students passed the assessment with a 100% score on the exam. (12/14/2017)</p> <p>% of Success for this SLO: 80 Faculty Assessment Leader: Linda Schuetze Faculty Contributing to Assessment:</p>	<p>Action: More equipment and materials would allow the students to be able to do more hands-on practice with fingerprint development and comparison, increasing the likelihood of success needed in order to meet the industry standard. (02/21/2019) Action Category: Program/College Support</p>

ECC: AJ 134:Introduction to Crime Analysis

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Crime Analysis Report - AJ 134 students, after reviewing text material, participating in classroom discussions and reviewing examples of crime analysis reports, will be able to prepare an accurate, clear and understandable crime analysis report based upon simulated crimes scenarios and explain where the reports are disseminated within the police organization and also to which outside criminal justice agencies.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - The student is given a comprehensive final exam which includes embedded questions covering the material listed in the crime analysis .</p> <p>Standard and Target for Success: It is expected that 80 percent of the student taking this course will score at least 70% or above.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>In this particular semester there were 25 students enrolled and 21 students scored at least 70 percent or better. This level of success is due in part to the students maintaining the parameters set out in the class syllabus. (03/15/2018)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Mike Smith</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Increase hands-on activity in the classroom to improve performance on that portion of testing. (03/15/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: AJ 135:Report Writing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Crime Report - Successful AJ 135 students, after reviewing sample reports and receiving instruction on report writing format, will be able to explain the two basic parts of the report, face pages, forms and narrative, and will be able to correctly record data from a simulated crime into the appropriate places on said forms.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment -</p> <p>Students are required to complete 5 "core" reports based on simulated crime/investigative scenarios. I compared the results of the 5th and last report with the first.</p> <p>Standard and Target for Success:</p> <p>The rubric for this assessment was: 5 = student successfully placed information in the proper parts of the report completely and without errors; 4= student made some errors; 3 = improvement needed; 2 = student made many errors; 1 = student unable to complete the report as required. The target for this assessment was that 75% of the students assessed would score a 4 or a 5.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>13 "first" reports, burglaries, were analyzed. Using the above rubric explained, the average score out of a possible "5" was 3.1. The results of the analysis 11 of the second report, death investigations revealed an average score of 3.72 out of a possible 5. 53% of the students assessed in the first report reached the target score. However, in the last core report, the death investigation, 72% reached the target score and increase of 19%, although still falling short of the target. (03/03/2018)</p> <p>% of Success for this SLO: 72</p> <p>Faculty Assessment Leader: Ray Lewis</p> <p>Faculty Contributing to Assessment: None</p>	<p>Action: Although I was pleased with the significant increase in percentage with the 5th report over the 1st report, greater emphasis should be placed on having students proof read their reports prior to turning them in, ensuring that data is properly and accurately recorded in the required sections of the report (03/03/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: results of the assessment will be shared with incoming AJ 135 students for the Fall 2018 semester. Report requirements will be reviewed with the students as is a standard practice with the added requirement of proof reading prior to submission. (09/09/2018)</p>

ECC: AJ 170:Laws Arrest, Search and Seizure

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>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.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2017-18 (Fall 2017)</p> <p>Input Date: 11/29/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - This SLO was assessed using scenario based essay questions. The students were instructed to analyse the constitutionality of the situation (if Miranda applied or if there was an exception), then list the applicable case law that applied</p> <p>Standard and Target for Success: Target for success is 70% of the students scoring a 80% or better on the exam.</p> <p>Additional Information: This course when through a comprehensive revision in 2016 and was renamed Constitutional Law for Criminal Justice.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Twenty nine (29) students took the exam. The average score on the exam was 87% with 75% of the students scoring 80% or above (12/04/2017)</p> <p>% of Success for this SLO: 75</p> <p>Faculty Assessment Leader: Mark C Fields</p> <p>Faculty Contributing to Assessment: Mark C Fields</p>	<p>Action: As this is a class in Constitutional Law, that topic is very dynamic and can change several times a semester. As such it is recommended instructors review the Attorney General's or District Attorney's case law updates at least once per semester. (12/04/2017)</p> <p>Action Category: Curriculum Changes</p>