

# Assessment: Course Four Column

Spring/Summer 2017



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

### ECC: AJ 100: Intro to Admin of Justice

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Police Agency Structure -</b> Given instructions proved and concepts demonstrated, videos viewed and textual material studied, AJ 100 students will be able to describe the basic structure of a policing agency and explain its component functions such as patrol, criminal investigation, traffic and its various administrative support functions.</p> <p><b>Course SLO Status:</b> Active <b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017) <b>Input Date:</b> 11/29/2013 <b>Inactive Date:</b> <b>Comments:</b></p>	<p><b>Presentation/Skill Demonstration -</b> Students will be divided into random groups (computer generated) and provided with a topic. Using the Teach Back method the group will chart out their assignment topic and teach it back to the class. The other groups and instructor will then post questions to the group presenting. The instructor will evaluate your work using the attached rubric. In addition each group will do an anonymous peer evaluation of each other</p> <p><b>Standard and Target for Success:</b> Target for success is 70% of students scoring 80% or above (40 out of 50 points) on the rubric.</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017) <b>Standard Met? :</b> Standard Met This SLO was assessed used a multiple choice, T/F, short answer essay examination related to Chapter 5 in the Course textbook (Rennison) (attached) as well as a case study video clips from the feature film The New Centurions. This film is based off of a book by Joseph Wambaugh who worked for the Los Angeles Police Department. Although the film is from 1972, the day to day police interaction with humans is well depicted in this movie.</p> <p>A randomized (random.org) sample of 60 students from three sections of AJ 100 were used.</p> <p>Of the sample, 92% of the students scored a 70% or above on the exam. (06/14/2017) <b>% of Success for this SLO:</b> <b>Faculty Assessment Leader:</b> Mark Fields <b>Faculty Contributing to Assessment:</b> Ray Lewis <b>Related Documents:</b> <a href="#">Case Study The New Centurions.pdf</a> <a href="#">AJ 100 SLO 2 Police Agency - Ch 5 Rennison.pdf</a> <a href="#">AJ 100 7004 Spring 2017.pdf</a></p>	<p><b>Action:</b> Encourage newly hired faculty to complete POST Academy Instructors Certification Course if they have not already done so. (09/14/2017) <b>Action Category:</b> Teaching Strategies</p>

## ECC: AJ 103:Criminal Law I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Definition of Crime -</b> 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><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2016-17 (Spring 2017)  <b>Input Date:</b> 11/29/2013  <b>Inactive Date:</b>  <b>Comments::</b></p>	<p><b>Exam/Test/Quiz -</b> Pre-test and post test score comparison. Responses were scored as: 4 = can define a crime completely including required statutory components; 3=can define a crime with some errors or missing information; 2= can only partially define a crime with statutory requirements absent or not complete. 1=can not provide an accurate definition of a crime.</p> <p><b>Standard and Target for Success:</b> It is expected that students will improve their baseline score by at least 40% from pre-test to post test. Furthermore, average score in post test will be at least 75%</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)  <b>Standard Met? :</b> Standard Not Met  26 students were administered the pre-test at the beginning of the fall semester 2016. Their average score using the above rubric was 34.375. 24 students were administrated the post test with an average score of 71.5%. (08/30/2017)  <b>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> Raymond W. Lewis  <b>Faculty Contributing to Assessment:</b> none</p>	<p><b>Action:</b> I don't see the need to make any changes in teaching strategy for this SLO. The students are instructed in this SLO through out the course. A group exercise included this SLO and it is used in classroom written assignments. (08/30/2018)  <b>Action Category:</b> Teaching Strategies</p>

## 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><b>SLO #1 Role of Corrections</b> - 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"> <li>Describe the role of corrections in society and within the criminal justice system</li> <li>Identify the various correctional positions including position responsibility and the agency within which the position resides</li> <li>Describe the Department of Corrections and its functions and responsibilities</li> </ul> <p><b>Course SLO Status:</b> Active  <b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)  <b>Input Date:</b> 11/29/2013  <b>Inactive Date:</b>  <b>Comments::</b></p>	<p><b>Exam/Test/Quiz</b> - Students were given a comprehensive final examination  <b>Standard and Target for Success:</b> 75% of the students earning a passing grade (70%)  <b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)  <b>Standard Met?</b> : Standard Met            Thirty students completed the final exam with 100% earning a 70% or above. Average score was 87.4% (06/07/2017)  <b>% of Success for this SLO:</b>  <b>Faculty Assessment Leader:</b> Jose Rosales  <b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> This class uses easel boards and markers to do facilitated learning. I ran out of supplies near the end of the semester. I request my supply order be increased. (02/02/2018)  <b>Action Category:</b>            Program/College Support</p>

# ECC: AJ 11: Intelligence and Security Management

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Safety &amp; Security Threats -</b> 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.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Fall 2013), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b> Not offered in Spring 2016</p>	<p><b>Exam/Test/Quiz -</b> Written examination using multiple choice questions.</p> <p><b>Standard and Target for Success:</b> 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><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Exams with embedded questions, essays as well as individual project presentations were used to demonstrate knowledge skills in assessing this SLO.</p> <p>Target success rate was 85% of the students passing</p> <p>14 students participated in the assessments, 12 students met the target standard on the assessment</p> <p>(06/08/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Mark Fields</p> <p><b>Faculty Contributing to Assessment:</b> A Gulcher</p>	<p><b>Action:</b> I will use this data going forward to re-emphasize the SLO's more class projects and in class activities throughout the semester. (09/07/2017)</p> <p><b>Action Category:</b> Teaching Strategies</p>
<p><b>SLO #2 Intelligence and Security Management -</b> 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.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Fall 2013), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Exam/Test/Quiz -</b> The assessment consisted of embedded questions in the final examination.</p> <p><b>Standard and Target for Success:</b> 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><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Exams with embedded questions, essays as well as individual project presentations were used to demonstrate knowledge skills in assessing this SLO.</p> <p>Target success rate was 85% of the students passing</p> <p>14 students participated in the assessments, 12 students met the target standard on the assessment (09/07/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> A Gulcher</p> <p><b>Faculty Contributing to Assessment:</b> A Gulcher</p>	<p><b>Action:</b> I will use this data going forward to re-emphasize the SLO's more class projects and in class activities throughout the semester. (12/13/2018)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: AJ 111:Criminal Investigation

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #1 Criminal Investigation</b> - Upon completion of a course in criminal investigations a student will be able to explain and apply the legal concepts of corpus delecti, modus operandi, and legal rules of evidence, including the provisions of the 4th, 5th, 6th, and 14th Amendments to the United States Constitution as they apply to criminal investigations.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Project</b> - Students were assigned a Project Based Learning activity which required case study research, a written essay, and a presentation. The students self-selected the criminal investigation case study, researched the topic, prepared an annotated bibliography, a term paper in APA format, then presented their findings to their classmates. They were required to identify the corpus delecti and modus operandi, and explain any legal rules of evidence, including the provisions of the 4th, 5th, 6th, and 14th Amendments to the United States Constitution as they applied to their case study.</p> <p><b>Standard and Target for Success:</b> The target for success is 70% of the students scoring 80% or above on the project</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Twenty one students completed this multi-step project. The average score was 80.29% for all students.</p> <p>This assignment involved writing an essay in APA format. Several of the students assessed into remedial English composition. As such, I spend a good deal of class time instructing them on how to compose an essay. In addition, I provided them with tools such as the campus writing lab and NetTutor, a web based application. Those students who utilized these resources did significantly better than those who did not. In future semesters I will require the use of these resources. (06/06/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Mark Fields</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> Conduct a demonstration of NetTutor at the beginning of the assignment and require students to use this free service. (09/12/2017)</p> <p><b>Action Category:</b> 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><b>SLO #1 Components of Juvenile System</b> - After reading text material and hand outs 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 prepare an organization chart of the Juvenile Division of the Department of Corrections and list and explain the various positions that probation officers play within that system.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Essay/Written Assignment</b> - The students will be assessed in the form of an essay to identify the organizational chart of the Juvenile Justice Division within the department of corrections. They will be able to list and explain the various components that the probation officers play within the Juvenile Justice systems. The essay rubric for this assessment is as follows, The students that identify 9-10 components of the juvenile Justices system and the role Probation Officers plays were scored- Excellent, the students who identified 7-8 of the components were scored- Above Average, and the students who scored 6-Average, Students that scored 5-Below Average, Students who scored 4 and below- Failing.</p> <p><b>Standard and Target for Success:</b> The target for success is for 90% of the students to score above average with 80-90 percentile range on this essay.</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Not Met</p> <p>Out of a class of 20, eleven students scored above average range in the 80-90 percentile on the essay. Three students scored average in the 70 percentile on the essay and three students scored below average in the 50 percentile, and three students failed. (06/15/2018)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Makisha Diggins-Davis</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> I will utilize more defined visual aid to enhance the knowledge of the embedded components. This will assist students 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. (09/20/2018)</p> <p><b>Action Category:</b> Teaching Strategies</p>

# ECC: AJ 130:Criminal Procedures

Course SLOs	Assessment Method Description	Results	Actions
<p><b>SLO #2 Burden &amp; Standard of Proof -</b> Successful students will be able to explain the fundamental American legal principles of burden of proof and standard of proof, and how those concepts are applied in a criminal trial.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Exam/Test/Quiz -</b> A Pre-test was administered on the second day of the course. A post test was administered on the last day of the semester.</p> <p><b>Standard and Target for Success:</b> The rubric: 4 = able to describe and explain completely, two of the fundamental concepts of the US justice system: burden of proof and standard of proof; 3 = able to mostly describe and explain the two concepts; 2 = able to partially describe the two concepts with answer lacking details or being incorrect; 1 = unable to describe or explain the concepts and/or such description and explanation be totally inaccurate. Target: by the end of the semester, having received instruction, read text materials, completed written assignments and participated in a mock trial, 75% of the students in the post test would achieve a score of at least 3 as described in the aforementioned rubric.</p> <p><b>Additional Information:</b> To give the target goal context, it the assessment results is best viewed in conjunction with the pretest. In the pretest, the average combined score of 3 and 4 was 10.2% . In raw numbers, only 2 of 19 students scored a 3 or 4. 17 students scored "1", unable to successfully describe or explain the SLO. In the post test 19 students, or 80% of those who completed the assessment scored 3 or 4, an increase of 69.6%</p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>As stated in reviewer's comments, the differential in pre-test and post-test scores was remarkable. Only two students out of 19 were able to score either a 3 or 4 for this SLO. (10.4%, n=19). In the post test, 80 % of the students who completed the assessment (80% n=24), surpassing the target of 75%. (09/04/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Ray Lewis</p> <p><b>Faculty Contributing to Assessment:</b> None</p>	<p><b>Action:</b> No significant change in instructional methods or course material. Target met. Students would benefit from continued reinforcement of concepts by applying legal principles in groups and mock settings. (09/04/2017)</p> <p><b>Action Category:</b> 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><b>SLO #2 Rules of Evidence</b> - 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.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2014-15 (Fall 2014), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Exam/Test/Quiz</b> - Pre-test using a crime scenario with students required to read, analyze, identify legal issues and explain correct legal rules as they apply to the situation; final exam involving a different crime scenario with same instructions: read scenario, analyze, identify legal issues, respond to problem by citing and writing correct applicable legal rule of evidence. Rubric used was: a score of 4 = student read scenario, correctly located one or more legal issues, applied and explained correct rule of evidence to police officers' actions in scenario; 3 = located at least one legal issue and applied correct legal rules with some errors in explanation; 2 = located at least one legal issue, misapplied rules of evidence or offered incomplete explanations.; 1= student applied incorrect rule to officer's actions, was unable to find any legal issue and offered incorrect or no explanations to officer's actions.</p> <p><b>Standard and Target for Success:</b> students completing final exam would score at least 75% or more.</p> <p><b>Additional Information:</b> The method for determining learning with respect to this SLO was valid. The tool used for the assessment necessitated critical thinking on the students' part including analysis and arriving at a conclusion.</p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met?</b> : Standard Not Met</p> <p>The average pre-test scores where n= 12 was 62.5.. The post test average score was 72.32. The increase in average score was 9.82. 64% of the students completing the post test scored a 3 or 4. (09/06/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Ray Lewis</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> I made extensive use of group exercises during this semester. This particular SLO is the most technical of the 3 SLO's for this course. It requires the reading of appellate court decisions and the application of legal rules on a hypothetical crime scenario. I recommend increased use of scenario based exercises in forthcoming semesters. (09/06/2018)</p> <p><b>Action Category:</b> 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><b>SLO #2 Investigator Role</b> - Upon completion of this course and by participating in the learning process, the students will gain a principal understanding of the role of the Crime Scene Investigator in the criminal investigation process.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Essay/Written Assignment</b> - After receiving instruction as described in the SLO, students were provided crime scene scenario and asked to submit an essay detailing the role of the investigator. Students responded to their crime scene scenario and articulated the basic skills necessary to conduct a crime scene investigation via the essay. Students demonstrated their acquired knowledge by working through the investigators role and articulating the processes included in the investigation process.</p> <p><b>Standard and Target for Success:</b> Eighty-five percent (85%) of the students earning a B grade (&gt;80%).</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>This SLO was assessed during the Spring 2017 semester. The sample size for this assessment was 42 students in this semester course. The standard was met however the results indicated increased instructional tools and supplies might be needed to facilitate the process.</p> <p>(06/01/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Matt Roth</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> The 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. (02/01/2019)</p> <p><b>Action Category:</b> Teaching Strategies</p>

## ECC: AJ 190:Law Enforcement Explorer Academy

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p><b>SLO #2 Police Agency Organization -</b> Students in AJ 190, Police Explorer Academy, after receiving instruction in basic law enforcement functions, reading text material, observing demonstrations will be able to describe the organization of a police agency and explain the functions of its major organizational components.</p> <p><b>Course SLO Status:</b> Active</p> <p><b>Course SLO Assessment Cycle:</b> 2013-14 (Spring 2014), 2016-17 (Spring 2017)</p> <p><b>Input Date:</b> 11/29/2013</p> <p><b>Inactive Date:</b></p> <p><b>Comments::</b></p>	<p><b>Exam/Test/Quiz -</b> The students are given a written exam and oral quiz where they describe the hierarchical structure of most police agencies. Students are required to explain the various functions of police agency including patrol, investigations, traffic enforcement, services to the public, education, and public relations. A point was given to each correct written or verbal answer describing basic law enforcement functions.</p> <p><b>Standard and Target for Success:</b> It is expected that 80% of the students will score 70% or above on the SLO.</p> <p><b>Additional Information:</b></p>	<p><b>Semester and Year Assessment Conducted:</b> 2016-17 (Spring 2017)</p> <p><b>Standard Met? :</b> Standard Met</p> <p>Out of a class of 20 students, 18 students met the required 70% or better on describing the various functions of a police agency including, patrol investigation, traffic enforcement and public services. Only two students did not meet the 70% and scored 50% below average. (10/03/2017)</p> <p><b>% of Success for this SLO:</b></p> <p><b>Faculty Assessment Leader:</b> Michael D. Marshall</p> <p><b>Faculty Contributing to Assessment:</b></p>	<p><b>Action:</b> 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. (10/03/2018)</p> <p><b>Action Category:</b> Teaching Strategies</p>