

Crime Scene Photography Assessment Report

Fall 2016

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1 INTRODUCTION

Florida SouthWestern State College's Business Department gathers a multitude of data from various courses as assessment tools in support of the Florida Department of Education Curriculum Framework. The course included in this assessment is CJE 2770C *Crime Scene Photography*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward as well as investigate the strength and performance of items in the exam. The assessment plan also provides comparisons between dual Enrollment and non-dual enrollment students, online versus traditional students, and by site, where possible. Where data is sufficient, additional analyses are provided including distribution studies and longitudinal studies.

For additional detail or further analysis not provided in this report, please contact Dr. Joseph F. van Gaalen, Director of Academic Assessment, Academic Affairs (jfvangaalen@fsw.edu; x16965).

2 CJE 2770C

2.1 LEARNING OBJECTIVES AND DESCRIPTIVE STATISTICS

The FSW Business faculty defined one area of interest for evaluation in support of the state framework. The outcome and the measure of success related to CJE 2770C is:

- Outcome 1 – 80% of candidates will earn a grade of 80% or higher on the portfolio assignments during AY 2016-2017.

During the fall 2016 semester, 20 scores were tallied from 1 of 1 sections of CJE 2770C. Descriptive statistics for achievement of outcomes are shown in Table 1. The distribution of scores is presented in Table 2 and Figure 1.

<i>Measurement Method</i>	<i>% Scoring 80% or Higher</i>
<i>Final Portfolio & Presentation</i>	90%

Table 1. Student achievement level by assignment for CJE 2770C.

	<i>Final Portfolio & Presentation</i>
<i>Maximum score</i>	75
n	12
Max	75
Min	50
Median	75
Mode	75
Mean	72.5
Standard deviation	7.23
Skewness	-3.25
Kurtosis	10.77

Table 2. Descriptive statistics for CJE 2770C assessments.

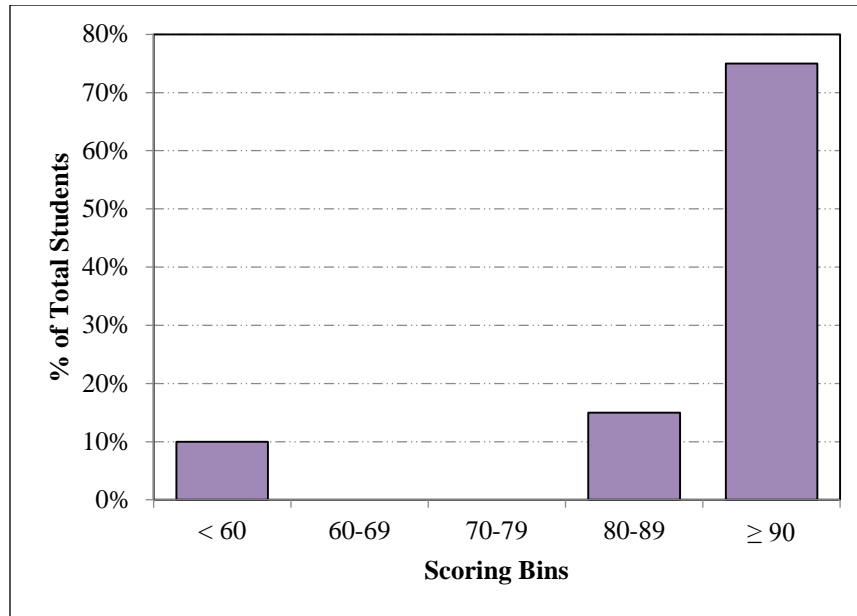


Figure 1. Distribution of scores from CJE 2770C assessment "Final Portfolio & Presentation."

2.2 EXPLORATORY ANALYSIS AND SIGNIFICANCE TESTING

Multiple comparisons of artifact scores across varying formats, campuses, and student types were made, where possible, in order to add depth to the causes of the distribution of the artifacts. Each course was divided into the appropriate subgroups to perform the analysis. In cases where a subgroup is not represented in the course comparisons were not conducted and are noted for comprehensiveness.

2.2.1 Dual Enrollment to Non-Dual Enrollment Comparison

No dual enrollment sections of the course were run during fall 2016 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.2 Online to Traditional Comparison

Only one section of the course was run during the fall 2016 semester and so no comparison of online to traditional sections could be completed.

2.2.3 Comparison by Campus/Site

Only one section of the course was run during the fall 2016 semester and so no cross-campus comparison could be completed.

2.3 LONGITUDINAL STUDY

As further data is collected in coming terms, this section will track achievement through time and highlight strengths, weaknesses and any long term trends.

3 CONCLUSIONS

FSW's Business Department gathers a multitude of data from various courses as assessment tools in support of the Florida Department of Education Curriculum Framework. The course included in this assessment is CJE 2770C *Crime Scene Photography*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward as well as investigate the strength and performance of items in the exam.

3.1 CJE 2770C

A drill-down of CJE 2770C results are as follows:

1. In a study of outcome achievement, "80% of candidates will earn a grade of 80% or higher on the portfolio assignments during AY 2016-2017", 90% of scores are 80% or greater on the assessment.
2. No dual enrollment sections of the course were run during fall 2016 so no comparison study between dual enrollment and non-dual enrollment could be completed.
3. Only one section of the course was run during the fall 2016 semester and so no comparison of online to traditional sections could be completed.
4. Only one section of the course was run during the fall 2016 semester and so no cross-campus comparison could be completed.