

Criminal Law & Procedure 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. These courses included in assessment are CJL 2100 *Criminal Law* and CJL 2130 *Criminal Procedure and Practice*. 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 CJL 2100

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 CJL 2100 is:

- Outcome 1 – 80% of candidates will earn a grade of 80 or higher on the essay assignments associated with the program outcome “Apply knowledge of the field of criminal law.” during AY 2016-2017.

During the fall 2016 semester, 45 scores were tallied from 2 of 2 sections of CJL 2100. Descriptive statistics for achievement of outcomes are shown in Table 1. The distribution of scores is presented in Table 2 and Figure 1.

<i>Module Essays</i>	<i>% Scoring 80% or Higher</i>	<i>Module Essays</i>	<i>% Scoring 80% or Higher</i>
<i>Module 1 Essay</i>	76%	<i>Module 8 Essay</i>	84%
<i>Module 2 Essay</i>	67%	<i>Module 9 Essay</i>	82%
<i>Module 3 Essay</i>	82%	<i>Module 10 Essay</i>	84%
<i>Module 4 Essay</i>	87%	<i>Module 11 Essay</i>	78%
<i>Module 5 Essay</i>	84%	<i>Module 12 Essay</i>	76%
<i>Module 6 Essay</i>	80%	<i>Module 13 Essay</i>	71%
<i>Module 7 Essay</i>	82%	<i>Module 14 Essay</i>	71%

Table 1. Student achievement level by Essay for CJL 2100.

Essay #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Maximum score	350	350	350	350	350	350	350	350	350	350	350	350	350	350
n	45	45	45	45	45	45	45	45	45	45	45	45	45	45
Max	350	350	350	350	350	350	350	350	350	350	350	350	350	350
Min	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Median	312.5	313	313	320	320	327.5	330	315	320	320	312.5	320	327.5	312.5
Mode	350	320	315	350	350	350	350	350	350	350	335	320	350	350
Mean	276.7	268.9	277.1	300.9	291.1	291.3	288.9	295.4	289.0	287.7	278.1	275.3	274.4	267.2
Standard deviation	104.99	102.51	102.95	85.12	95.46	101.36	106.39	84.42	98.03	100.64	96.64	108.06	112.14	112.98
Skewness	-2.10	-2.04	-2.24	-3.09	-2.62	-2.26	-2.31	-2.97	-2.37	-2.23	-2.20	-1.84	-1.74	-1.78
Kurtosis	3.16	3.04	3.69	9.03	5.84	4.06	3.91	8.56	4.74	3.93	4.06	1.97	1.78	1.79

Table 2. Descriptive statistics for CJL 2100 module essays.

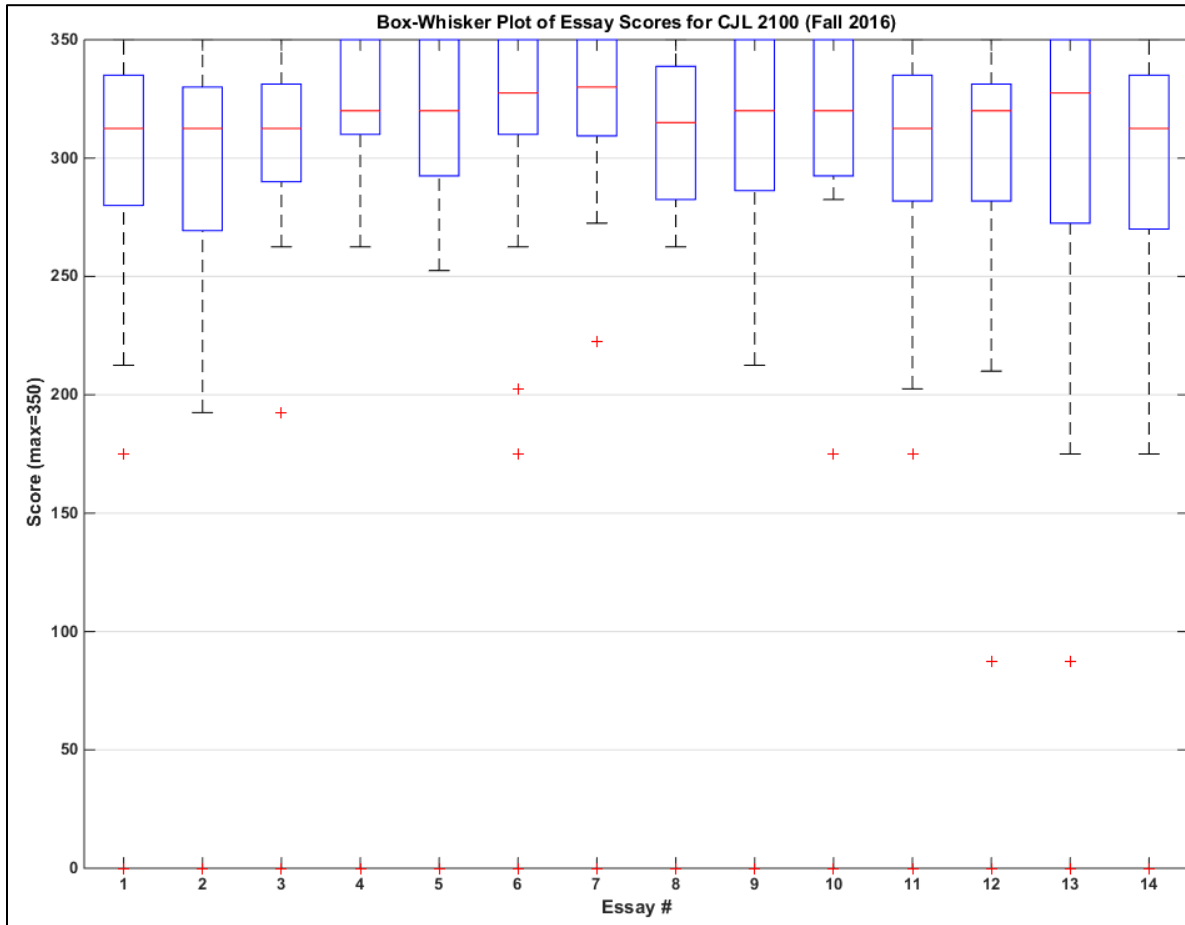


Figure 1. Box-Whisker plot of scores distributed by Essay # for CJL 2100. Red line depicts median score. Upper and lower box boundaries indicate 75% quartile and 25% quartile (box represents central 50% of the scores). Vertical lines represent remaining scores outside central 50% that are not outliers. Red '+'s denote outliers.

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

During the fall 2016 semester, 23 total online scores were tallied from CJL 2100 and 17 traditional artifacts were tallied from CJL 2100. A comparison of basic statistics is provided in Table 3. Online artifacts mean scores are lower for 13 of 14 essay assignments. Differences in the means were tested for significance using a Welch’s t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999). Of the 14 essays, five were found to be statistically significantly different (Essay #s 2, 6, 7, 12, and 13). Therefore, we must reject the null hypothesis that the difference in the means of the online and traditional scores of these essays is equal to 0, and we can conclude this with a 95% confidence that the differences in scores are not solely due to chance.

Essay #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>Maximum score</i>	350	350	350	350	350	350	350	350	350	350	350	350	350	350
Traditional														
n	17	16	16	17	17	17	16	17	17	17	16	17	17	17
Mean	321.9	319.7	321.6	325.9	323.7	344.4	341.1	314.0	325.1	327.5	309.2	324.7	334.9	308.5
% above 80	88%	81%	94%	94%	94%	100%	100%	100%	94%	100%	81%	94%	88%	82%
Online														
n	23	24	24	25	24	24	24	25	24	24	25	24	23	22
Mean	303.4	291.0	305.2	320.0	316.5	302.3	314.3	318.2	311.6	307.5	302.6	286.3	289.5	308.1
% above 80	83%	71%	92%	92%	92%	79%	88%	84%	88%	88%	88%	75%	74%	82%

Table 3. Comparison of basic statistics for essays of traditional sections and online sections. Statistically significant results denoted in bold/italics.

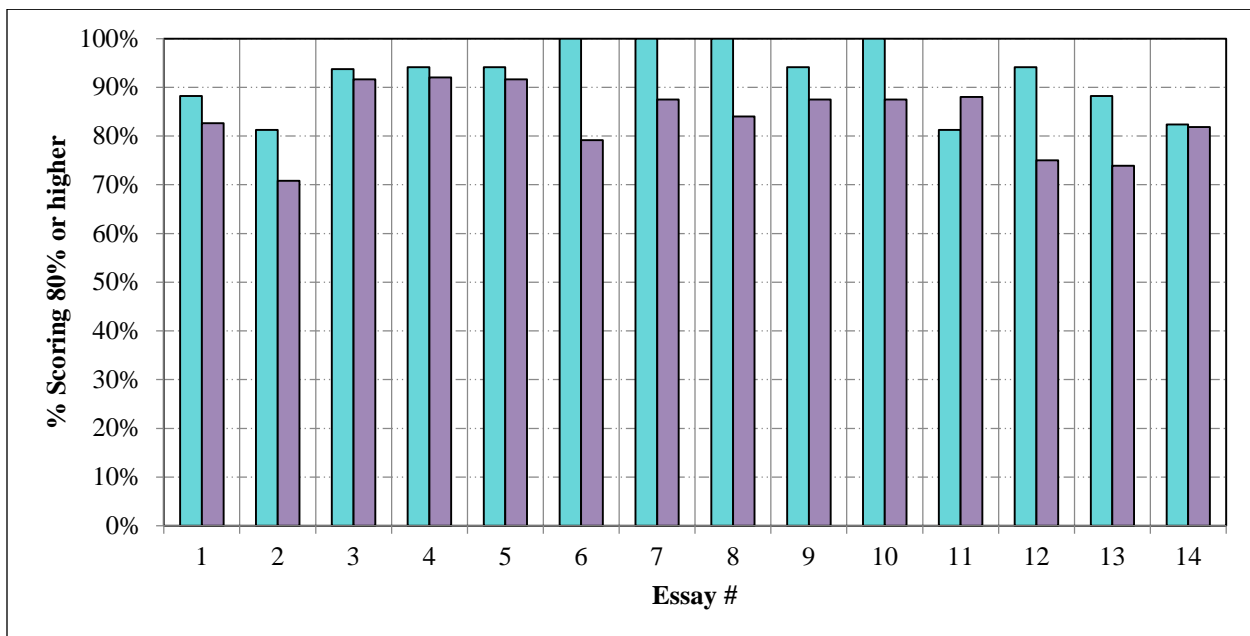


Figure 2. Comparison of percent of scores achieving 80% or higher by modality with Traditional (teal) and Online (purple).

Effect size was calculated using a method devised by Rosenthal and Rosnow (1991) for meta-analytical purposes in potential comparisons with other institutions (Lipsey and Wilson, 1993). The statistically

significant results range what Cohen (1988) would consider a small, medium, and large effect sizes. In other words, non-overlap score distribution from online artifacts to traditional artifacts is approximately 1% to 64%.

2.2.3 Comparison by Campus/Site

Since the only two sites in which courses were offered was Thomas Edison (Lee) and FSW Online, results of this comparison are exhibited in 2.2.2 (see above).

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 CJL 2130

3.1 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 CJL 2130 is:

- Outcome 1 – 80% of candidates will earn a grade of 80 or higher on the essay assignments associated with the program outcome “Apply knowledge of evidence and rules of evidence.” during AY 2016-2017.

During the fall 2016 semester, 15 scores were tallied from 1 of 1 sections of CJL 2130. Descriptive statistics for achievement of outcomes are shown in Table 4. The distribution of scores is presented in Table 5 and Figure 3.

<i>Module Essays</i>	<i>% Scoring 80% or Higher</i>	<i>Module Essays</i>	<i>% Scoring 80% or Higher</i>
<i>Module 1 Essay</i>	80%	<i>Module 8 Essay</i>	73%
<i>Module 2 Essay</i>	80%	<i>Module 9 Essay</i>	73%
<i>Module 3 Essay</i>	80%	<i>Module 10 Essay</i>	73%
<i>Module 4 Essay</i>	73%	<i>Module 11 Essay</i>	53%
<i>Module 5 Essay</i>	67%	<i>Module 12 Essay</i>	53%
<i>Module 6 Essay</i>	73%	<i>Module 13 Essay</i>	60%
<i>Module 7 Essay</i>	93%	<i>Module 14 Essay</i>	73%

Table 4. Student achievement level by Essay for CJL 2130.

Essay #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<i>Maximum score</i>	350	350	350	350	350	350	350	350	350	350	350	350	350	350
<i>n</i>	15	15	15	15	15	15	15	15	15	15	15	15	15	15
<i>Max</i>	350	350	350	350	350	350	350	350	350	350	350	350	350	350
<i>Min</i>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<i>Median</i>	335	312.5	310	330	292.5	350	335	312.5	315	312.5	300	310	310	315
<i>Mode</i>	350	350	350	350	350	350	350	350	350	350	350	0	0	350
<i>Mean</i>	297.7	275.5	288.0	280.8	245.7	272.8	314.0	275.8	280.7	254.3	250.7	193.5	192.3	242.7
<i>Standard deviation</i>	93.53	115.06	87.52	120.30	133.59	142.70	88.13	115.57	117.49	136.41	133.93	166.87	162.99	152.17
<i>Skewness</i>	-2.63	-2.15	-2.88	-1.99	-1.32	-1.59	-3.69	-2.12	-2.13	-1.42	-1.43	-0.34	-0.44	-1.14
<i>Kurtosis</i>	7.68	3.54	9.28	2.86	0.21	0.73	13.96	3.46	3.47	0.37	0.46	-2.08	-2.08	-0.76

Table 5. Descriptive statistics for CJL 2130 module essays.

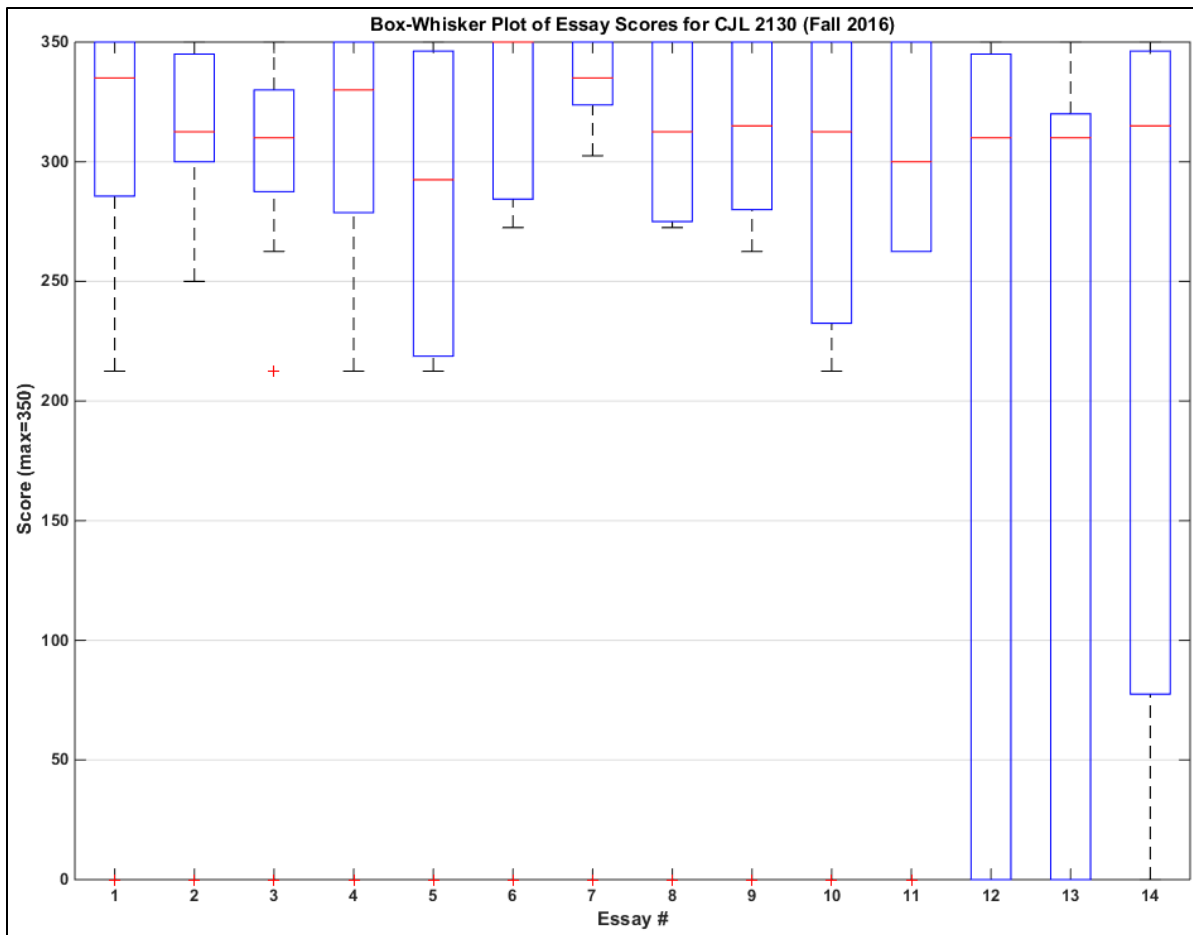


Figure 3. Box-Whisker plot of scores distributed by Essay # for CJL 2130. Red line depicts median score. Upper and lower box boundaries indicate 75% quartile and 25% quartile (box represents central 50% of the scores). Vertical lines represent remaining scores outside central 50% that are not outliers. Red '+'s denote outliers.

3.2 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.

3.2.1 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.

3.2.2 Online to Traditional Comparison

While online sections of CJL 2130 were run during fall 2016, no traditional sections were run, therefore no comparison study could be completed.

3.2.3 Comparison by Campus/Site

Because only one section of the course was run no comparison study by site could be completed.

3.3 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.

4 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. These courses included in assessment are CJL 2100 *Criminal Law* and CJL 2130 *Criminal Procedure and Practice*. 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.

4.1 CJL 2100

A drill-down of CJL 2100 results are as follows:

1. In a study of outcome achievement, "80% of candidates will earn a grade of 80 or higher on the essay assignments associated with the program outcome "Apply knowledge of the field of criminal law." during AY 2016-2017", 8 of 14 essays exhibit 80% or greater scoring 80%.
2. In a study comparing Online with Traditional course sections, Online artifacts mean scores are lower for 13 of 14 essay assignments. Of the 14 essays, five were found to be statistically significantly different (Essay #s 2, 6, 7, 12, and 13).
3. No cross-campus comparison could be completed because course data was only collected from online and one site, a study completed in #2 above.

4.2 CJL 2130

A drill-down of CJL 2130 results are as follows:

1. In a study of outcome achievement, "80% of candidates will earn a grade of 80 or higher on the essay assignments associated with the program outcome "Apply knowledge of evidence and rules of evidence." during AY 2016-2017", 4 of 14 essays exhibit 80% or greater scoring 80%.
2. No study comparing online with traditional course sections was completed because while online sections of CJL 2130 were run during fall 2016, no traditional sections were run, therefore no comparison study could be completed.
3. No cross-campus comparison was completed because only one section of the course was run.

5 REFERENCES

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