

Criminal Law & Procedure Assessment Report

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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 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. 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 Assessment & Effectiveness, 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 which was clarified for the spring 2017 term. The outcomes related to CJL 2100 are:

- CJ PO 08.0 Describe and discuss the field of criminal law.
- CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.
- CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.
- CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.
- CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.
- CJL 2100 LO 08.05 Identify the legal elements of crimes.
- CJL 2100 LO 08.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.
- CJL 2100 LO 08.07 Discuss legal defenses in criminal law.
- CJL 2100 LO 08.08 Discuss the Bill of Rights of the U.S. Constitution.
- CJL 2100 LO 08.09 Give an example of an ex post facto law.

The measurement and objectives related to CJL 2100 are:

- ❖ Outcome 1 – The total scores measured (combined total of assignments associated with Learning Outcome or Program Outcome) average '4' or higher and that 80% of artifacts score '4' or better.

During the spring 2017 semester, an enrollment of 74 contributed to scores tallied from 3 of 3 sections of CJL 2100. Descriptive statistics for achievement of outcomes are shown in Table 1. The graphical representation of mean scores is shown in Figure 1 and percentage of artifacts scoring '4' or higher is shown in Figure 2. The goal that the total scores measured (combined total of assignments associated with Learning Outcome or Program Outcome) average '4' or higher and that 80% of artifacts score '4' or better was met.

<i>Outcomes</i>	<i># of Assignments Linked to Outcome</i>	<i>n</i>	<i>Mean</i>	<i>% Scoring 4 or Higher</i>
CJ PO 08.0 Describe and discuss the field of criminal law.	29	1769	4.7	97%
CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.	21	1270	4.8	97%
CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.	5	302	4.7	96%
CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.	7	438	4.6	97%
CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.	3	204	4.6	95%
CJL 2100 LO 08.05 Identify the legal elements of crimes.	19	1158	4.7	97%
CJL 2100 LO 08.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.	13	790	4.7	96%
CJL 2100 LO 08.07 Discuss legal defenses in criminal law.	3	205	4.7	95%
CJL 2100 LO 08.08 Discuss the Bill of Rights of the U.S. Constitution.	15	912	4.8	96%
CJL 2100 LO 08.09 Give an example of an ex post facto law.	4	250	4.6	96%

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

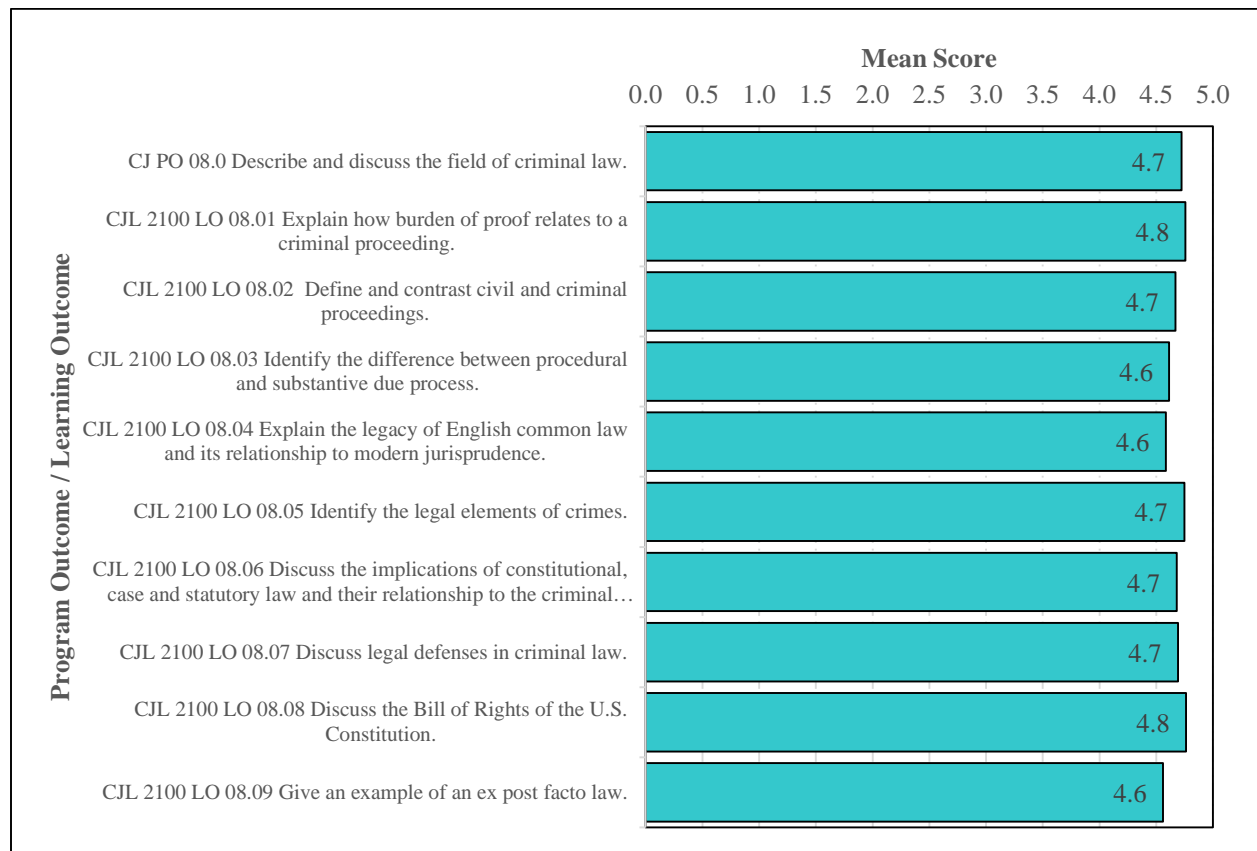


Figure 1. Bar graph of mean score by Outcome for CJL 2100.

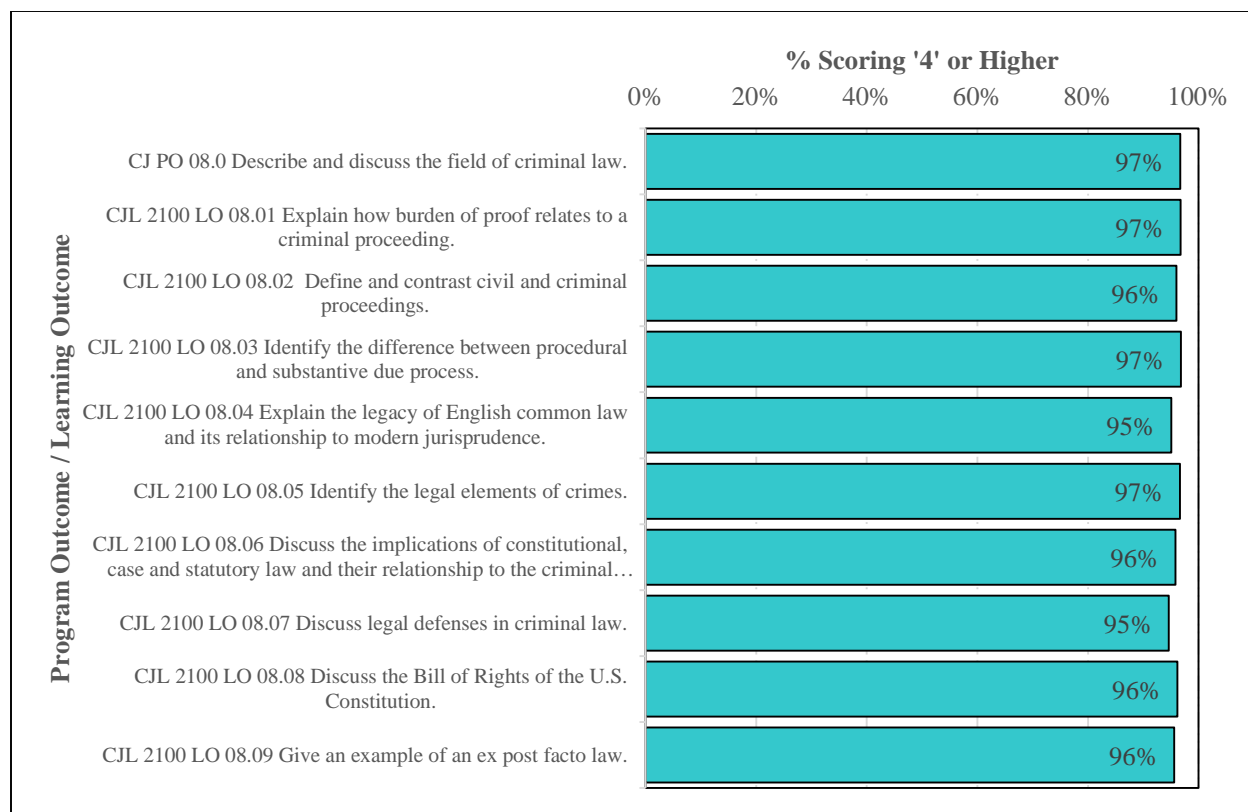


Figure 2. Bar graph of percentage of artifacts scoring '4' or higher by Outcome for CJL 2100.

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 spring 2017 so no comparison study between dual enrollment and non-dual enrollment could be completed.

2.2.2 Online to Traditional Comparison

During the spring 2017 semester, one course section was offered online while another two were offered traditionally. All sections reported data. Depending on outcome, a range of 67-691 artifacts were scored from online sections compared with a range of 136-1078 for traditional sections. A comparison of basic statistics is provided in Table 2. Online artifacts mean scores are higher for all outcomes (Figure 3). Percentage of artifacts scoring '4' or higher are higher for online artifacts for all outcomes (Figure 4). Differences in the means were tested for significance using a Welch's t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999). All were found to be statistically significantly different. Therefore, in the cases where statistical significance was measured, 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.

Outcomes	Traditional n	Traditional Mean	Traditional % Scoring 4 or Higher	Online n	Online Mean	Online % Scoring 4 or Higher
CJ PO 08.0 Describe and discuss the field of criminal law.	1078	4.6	95%	691	5.0	100%
CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.	762	4.6	95%	508	5.0	100%
CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.	187	4.5	94%	115	4.9	99%
CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.	274	4.4	95%	164	4.9	100%
CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.	137	4.4	93%	67	4.9	100%
CJL 2100 LO 08.05 Identify the legal elements of crimes.	702	4.6	95%	456	4.9	100%
CJL 2100 LO 08.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.	481	4.5	93%	309	4.9	100%
CJL 2100 LO 08.07 Discuss legal defenses in criminal law.	136	4.6	92%	69	5.0	100%
CJL 2100 LO 08.08 Discuss the Bill of Rights of the U.S. Constitution.	553	4.6	94%	359	5.0	100%
CJL 2100 LO 08.09 Give an example of an ex post facto law.	154	4.3	93%	96	4.9	100%

Table 2. Comparison of basic statistics of student achievement level by Outcome for online and traditional. Statistically significant differences in the means between online and traditional sections is in **bold/italics**.

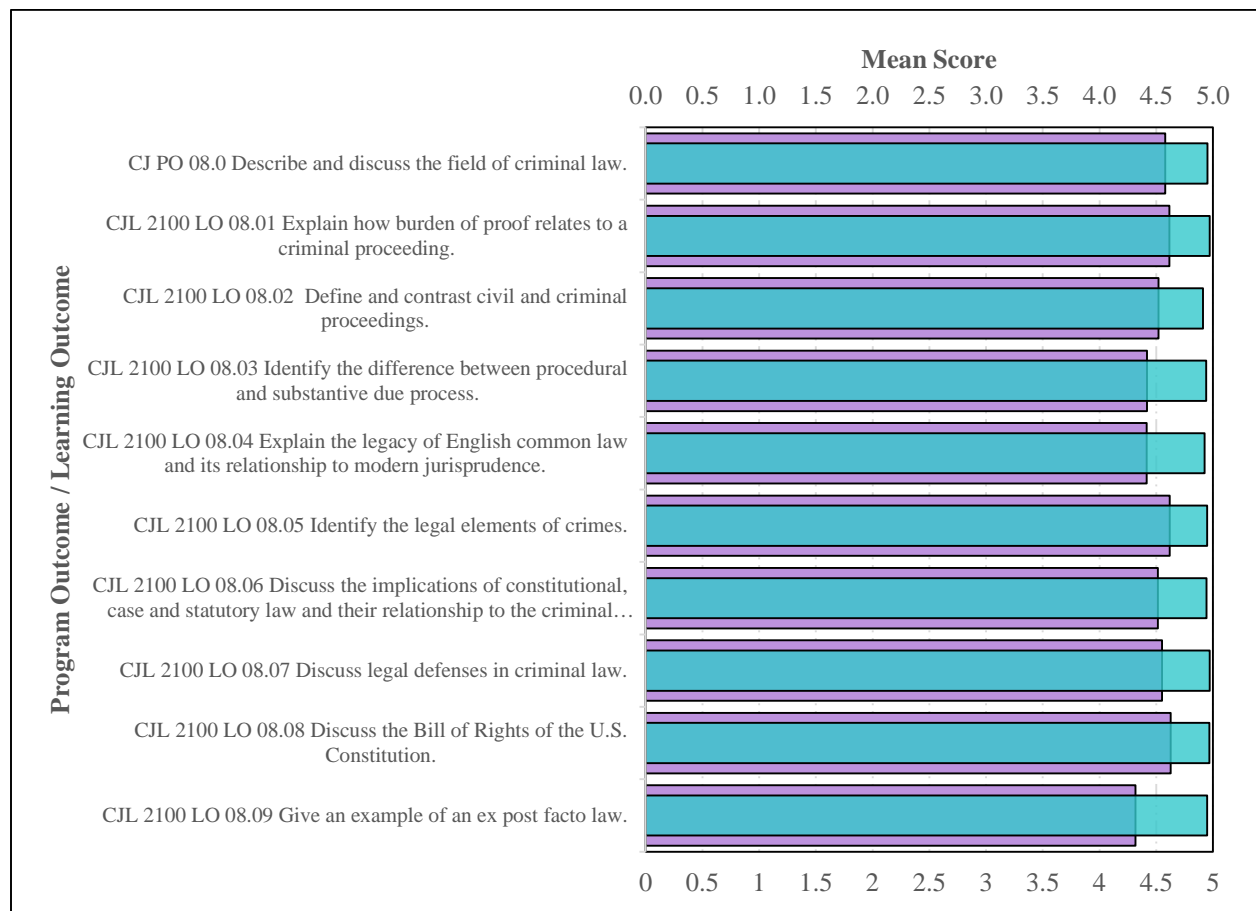


Figure 3. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).

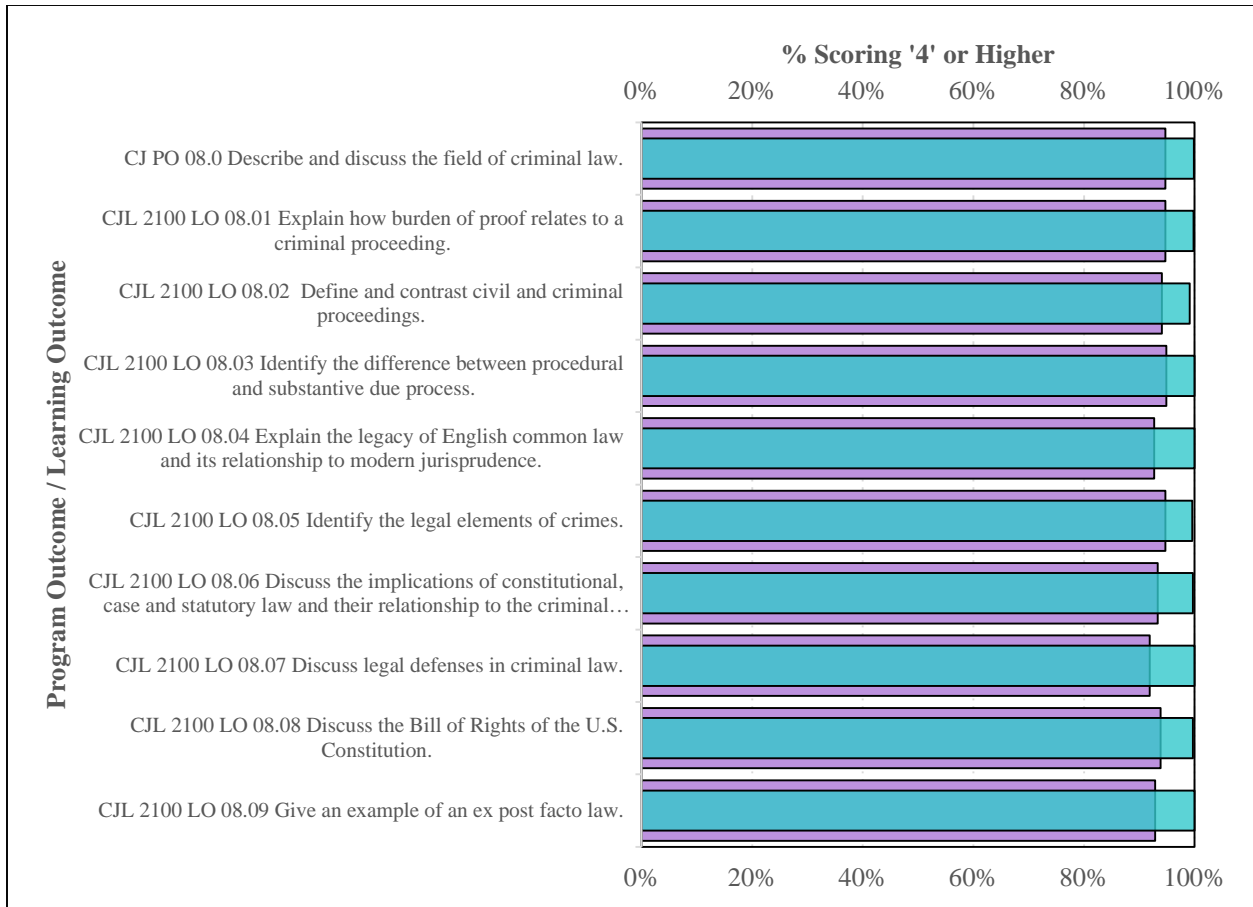


Figure 4. Comparison of percentage of artifacts scoring '4' or higher by modality with Traditional (purple) and Online (aqua).

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 exhibit a range of what Cohen (1988) would consider medium-to-large effect sizes. In other words, non-overlap score distribution from online artifacts to traditional artifacts is a range of approximately 38% to 59%.

2.2.3 Comparison by Campus/Site

During the spring 2017 semester, one course section was offered at Collier Campus, one on FSW Online, and a third at the Thomas Edison (Lee) campus. Depending on outcome, a range of 87-191 artifacts were scored from Collier, 67-691 from FSW Online, and 49-459 from the Thomas Edison campus. A comparison of basic statistics is provided in Table 3. FSW Online exhibits the highest mean scores for all outcomes. The Collier campus exhibits the lowest mean scores for all outcomes. Results of the ANOVA exhibit a statistically significant difference between sites for all outcomes.

<i>Outcomes</i>	<i>Collier n</i>	<i>Collier Mean</i>	<i>Collier % Scoring 4 or Higher</i>	<i>FSW Online n</i>	<i>FSW Online Mean</i>	<i>FSW Online % Scoring 4 or Higher</i>	<i>Thomas Edison n</i>	<i>Thomas Edison Mean</i>	<i>Thomas Edison % Scoring 4 or Higher</i>
<i>CJ PO 08.0</i>	<i>619</i>	<i>4.3</i>	<i>91%</i>	<i>691</i>	<i>5.0</i>	<i>100%</i>	<i>459</i>	<i>4.9</i>	<i>100%</i>
<i>CJL 2100 LO 08.01</i>	<i>436</i>	<i>4.4</i>	<i>91%</i>	<i>508</i>	<i>5.0</i>	<i>100%</i>	<i>326</i>	<i>4.9</i>	<i>100%</i>
<i>CJL 2100 LO 08.02</i>	<i>112</i>	<i>4.3</i>	<i>90%</i>	<i>115</i>	<i>4.9</i>	<i>99%</i>	<i>75</i>	<i>4.9</i>	<i>100%</i>
<i>CJL 2100 LO 08.03</i>	<i>157</i>	<i>4.1</i>	<i>92%</i>	<i>164</i>	<i>4.9</i>	<i>100%</i>	<i>117</i>	<i>4.8</i>	<i>99%</i>
<i>CJL 2100 LO 08.04</i>	<i>88</i>	<i>4.1</i>	<i>89%</i>	<i>67</i>	<i>4.9</i>	<i>100%</i>	<i>49</i>	<i>4.9</i>	<i>100%</i>
<i>CJL 2100 LO 08.05</i>	<i>410</i>	<i>4.4</i>	<i>91%</i>	<i>456</i>	<i>4.9</i>	<i>100%</i>	<i>292</i>	<i>4.9</i>	<i>100%</i>
<i>CJL 2100 LO 08.06</i>	<i>285</i>	<i>4.2</i>	<i>89%</i>	<i>309</i>	<i>4.9</i>	<i>100%</i>	<i>196</i>	<i>4.9</i>	<i>100%</i>
<i>CJL 2100 LO 08.07</i>	<i>86</i>	<i>4.5</i>	<i>90%</i>	<i>69</i>	<i>5.0</i>	<i>100%</i>	<i>50</i>	<i>4.7</i>	<i>96%</i>
<i>CJL 2100 LO 08.08</i>	<i>322</i>	<i>4.4</i>	<i>90%</i>	<i>359</i>	<i>5.0</i>	<i>100%</i>	<i>231</i>	<i>4.9</i>	<i>99%</i>
<i>CJL 2100 LO 08.09</i>	<i>87</i>	<i>4.0</i>	<i>87%</i>	<i>96</i>	<i>4.9</i>	<i>100%</i>	<i>67</i>	<i>4.7</i>	<i>100%</i>

Table 3. Comparison of basic statistics of student achievement level by Outcome by site. Statistically significant differences in the means between sites is in **bold/italics**.

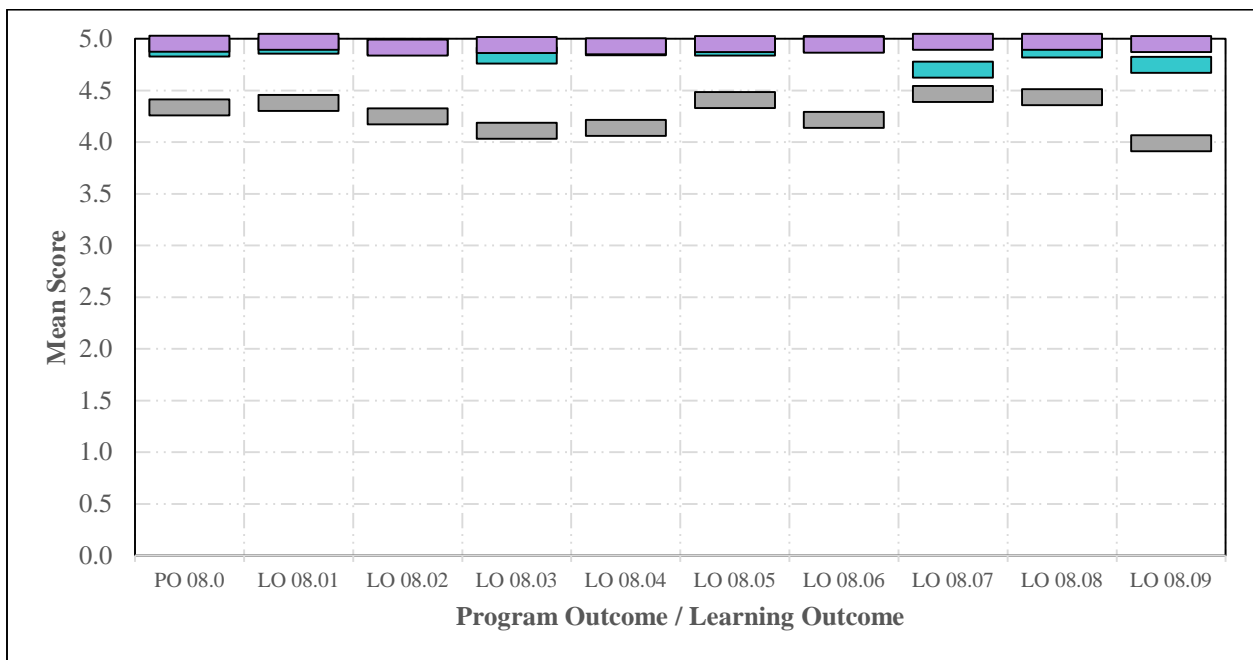


Figure 5. Comparison of mean scores by site with Thomas Edison campus (aqua), Collier (gray), and FSW Online (purple).

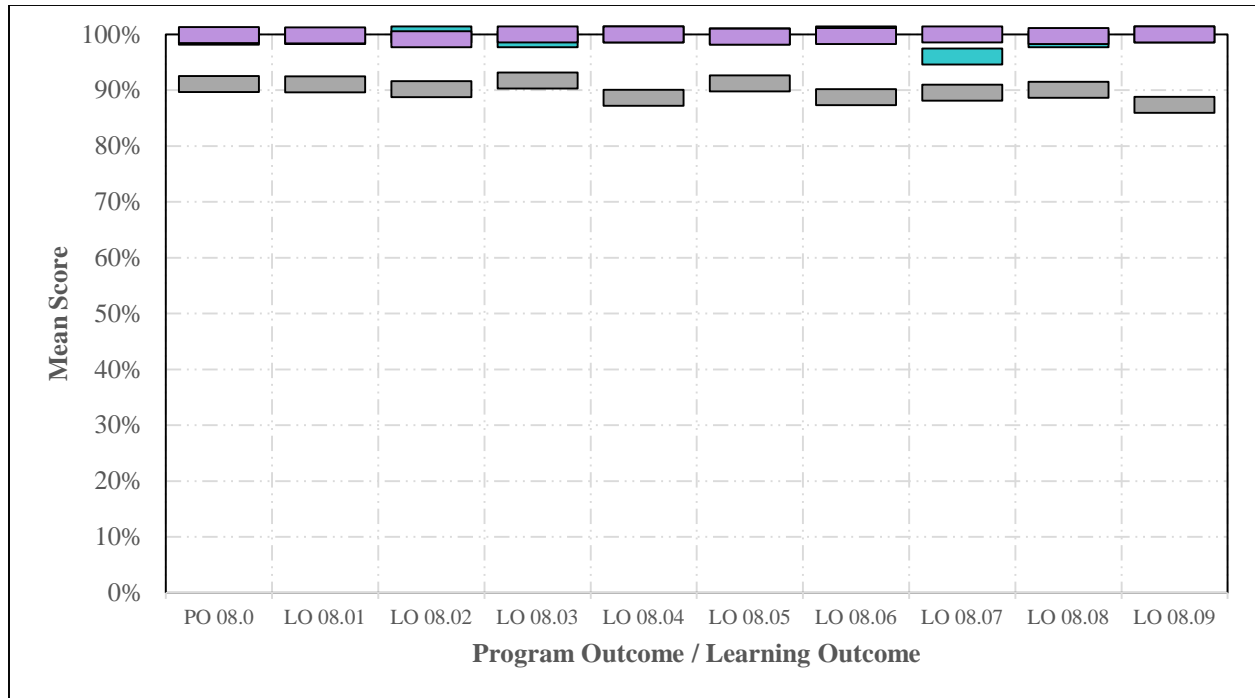


Figure 6. Comparison of percentage of artifacts scoring '4' or higher by site with Thomas Edison campus (aqua), Collier (gray), and FSW Online (purple).

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 which was clarified for the spring 2017 term. The outcomes related to CJL 2130 is:

- CJ PO 09.0 Explain evidence and rules of evidence.
- CJL 2130 LO 09.01 State the purpose of evidence.
- CJL 2130 LO 09.02 Name and describe types of evidence.
- CJL 2130 LO 09.03 Define admissibility of evidence.
- CJL 2130 LO 09.04 Define sufficiency of evidence.
- CJL 2130 LO 09.05 Discuss the legal procedures for securing admissions and confessions.
- CJL 2130 LO 09.06 Describe the general process and handling of all evidence from time of discovery through disposition.
- CJL 2130 LO 09.07 Describe the nature, purpose and legal framework of privileged information regarding evidence.

The measurement and objectives related to CJL 2130 are:

- ❖ Outcome 1 – The total scores measured (combined total of assignments associated with Learning Outcome or Program Outcome) average ‘4’ or higher and that 80% of artifacts score ‘4’ or better.

During the spring 2017 semester, an enrollment of 34 contributed to scores tallied from 2 of 2 sections of CJL 2130. Descriptive statistics for achievement of outcomes are shown in Table 4. The graphical representation of mean scores is shown in Figure 7 and percentage of artifacts scoring ‘4’ or higher is shown in Figure 8. The goal that the total scores measured (combined total of assignments associated with Learning Outcome or Program Outcome) average ‘4’ or higher and that 80% of artifacts score ‘4’ or better was met.

<i>Outcomes</i>	<i># of Assignments Linked to Outcome</i>	<i>n</i>	<i>Mean</i>	<i>% Scoring 4 or Higher</i>
CJ PO 09.0 Explain evidence and rules of evidence.	29	744	4.4	90%
CJL 2130 LO 09.01 State the purpose of evidence.	7	153	4.5	92%
CJL 2130 LO 09.02 Name and describe types of evidence.	11	230	4.7	96%
CJL 2130 LO 09.03 Define admissibility of evidence.	21	498	4.6	92%
CJL 2130 LO 09.04 Define sufficiency of evidence.	15	320	4.7	97%
CJL 2130 LO 09.05 Discuss the legal procedures for securing admissions and confessions.	5	109	4.7	97%
CJL 2130 LO 09.06 Describe the general process and handling of all evidence from time of discovery through disposition.	9	210	4.6	94%
CJL 2130 LO 09.07 Describe the nature, purpose and legal framework of privileged information regarding evidence.	11	287	4.4	89%

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

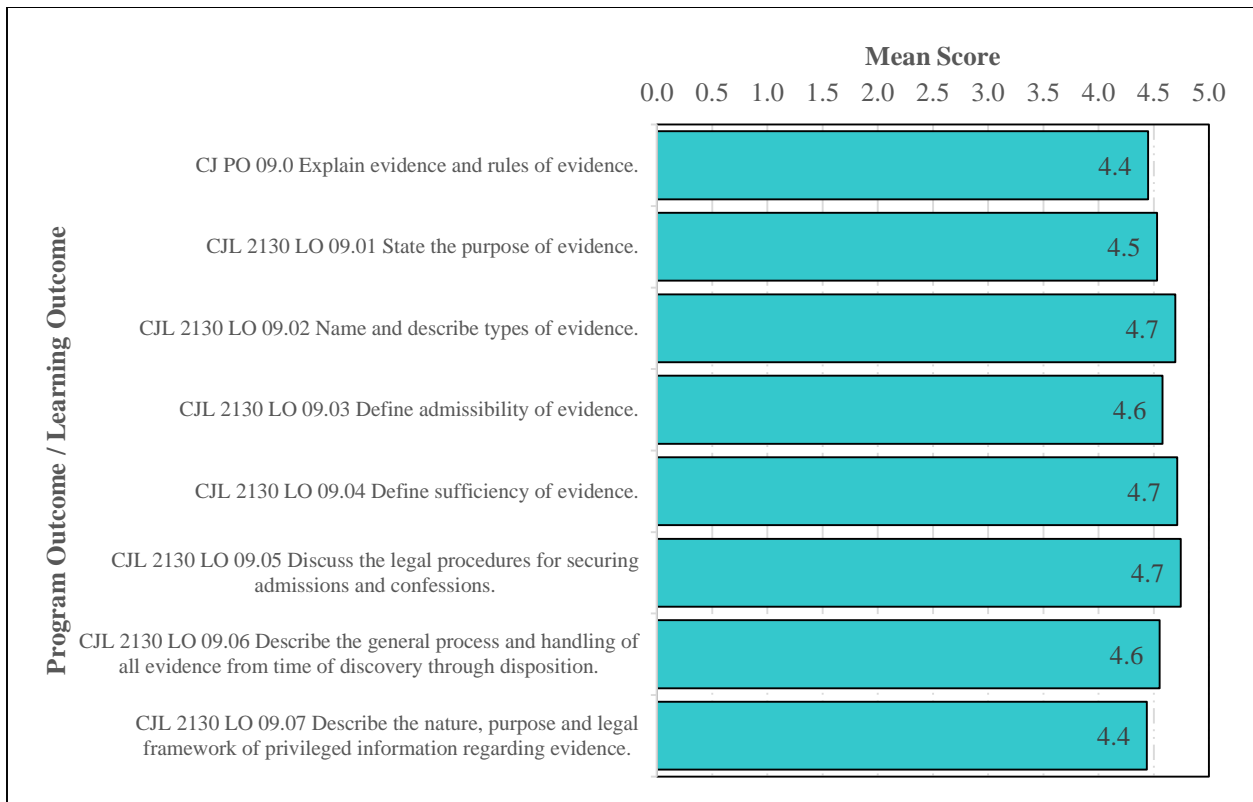


Figure 7. Bar graph of mean score by Outcome for CJL 2130.

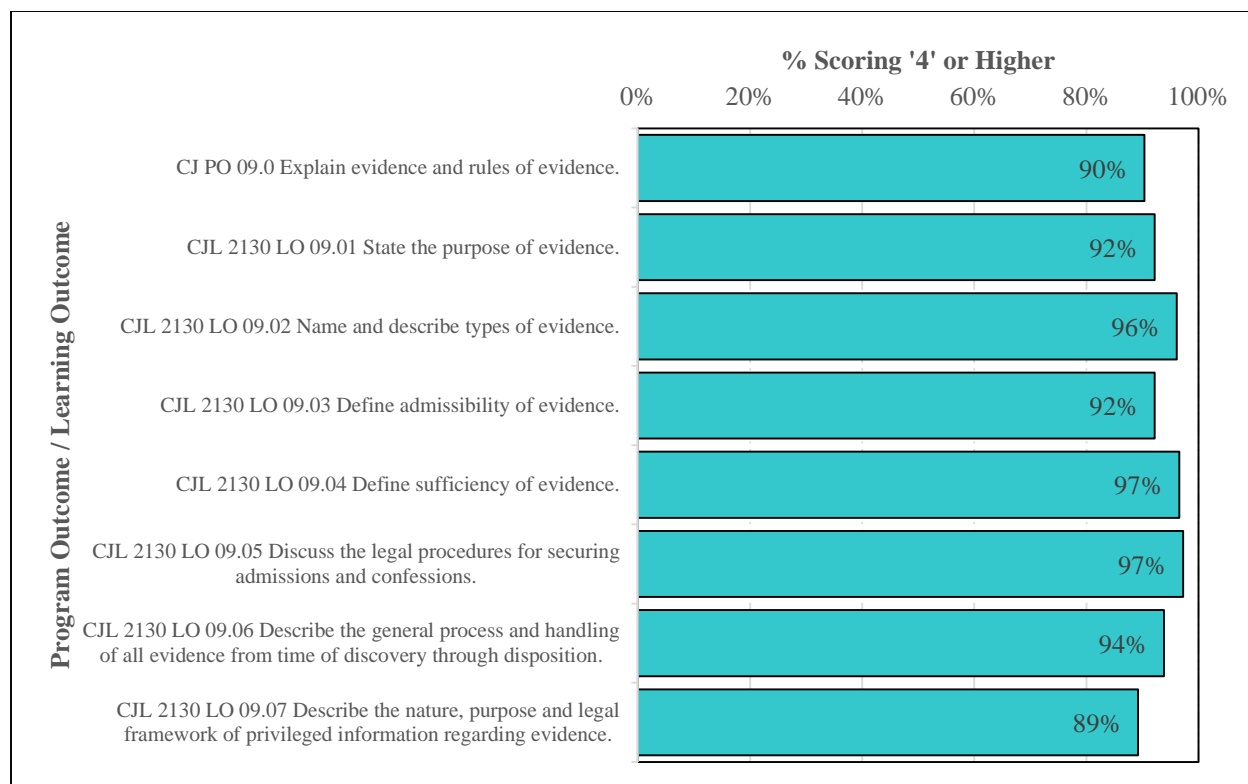


Figure 8. Bar graph of percentage of artifacts scoring '4' or higher by Outcome for CJL 2130.

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 spring 2017 so no comparison study between dual enrollment and non-dual enrollment could be completed.

3.2.2 Online to Traditional Comparison

During the spring 2017 semester, one course section was offered online while another was offered traditionally. Both sections reported data. Depending on outcome, a range of 19-222 artifacts were scored from online sections compared with a range of 90-522 for traditional sections. A comparison of basic statistics is provided in Table 5. Online artifacts mean scores are lower for all outcomes (Figure 9). Percentage of artifacts scoring '4' or higher are also lower for online artifacts for all outcomes (Figure 10). Differences in the means were tested for significance using a Welch's t-test according to standard methods (Davis, 1973; McDonald, 2009; Wilkinson, 1999). All were found to be statistically significantly different. Therefore, in the cases where statistical significance was measured, 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.

Outcomes	Traditional n	Traditional Mean	Traditional % Scoring 4 or Higher	Online n	Online Mean	Online % Scoring 4 or Higher
CJ PO 09.0 Explain evidence and rules of evidence.	522	4.9	100%	222	3.4	68%
CJL 2130 LO 09.01 State the purpose of evidence.	125	4.9	100%	28	2.9	57%
CJL 2130 LO 09.02 Name and describe types of evidence.	194	4.9	99%	36	3.7	78%
CJL 2130 LO 09.03 Define admissibility of evidence.	375	4.9	100%	123	3.6	68%
CJL 2130 LO 09.04 Define sufficiency of evidence.	266	4.9	100%	54	3.8	80%
CJL 2130 LO 09.05 Discuss the legal procedures for securing admissions and confessions.	90	4.9	100%	19	4.0	84%
CJL 2130 LO 09.06 Describe the general process and handling of all evidence from time of discovery through disposition.	161	4.9	100%	49	3.4	73%
CJL 2130 LO 09.07 Describe the nature, purpose and legal framework of privileged information regarding evidence.	195	4.9	100%	92	3.3	66%

Table 5. Comparison of basic statistics of student achievement level by Outcome for online and traditional. Statistically significant differences in the means between online and traditional sections is in **bold/italics**.

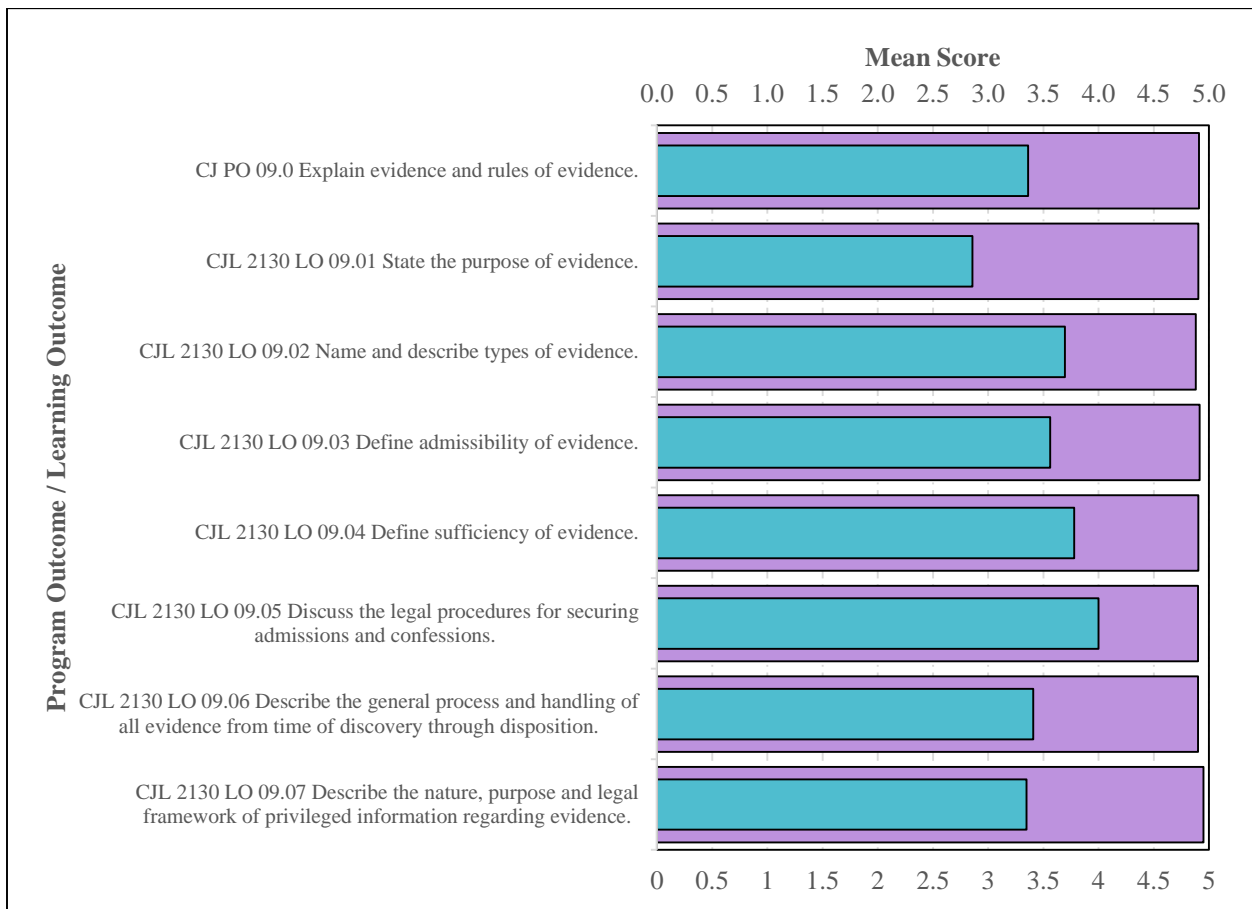


Figure 9. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).

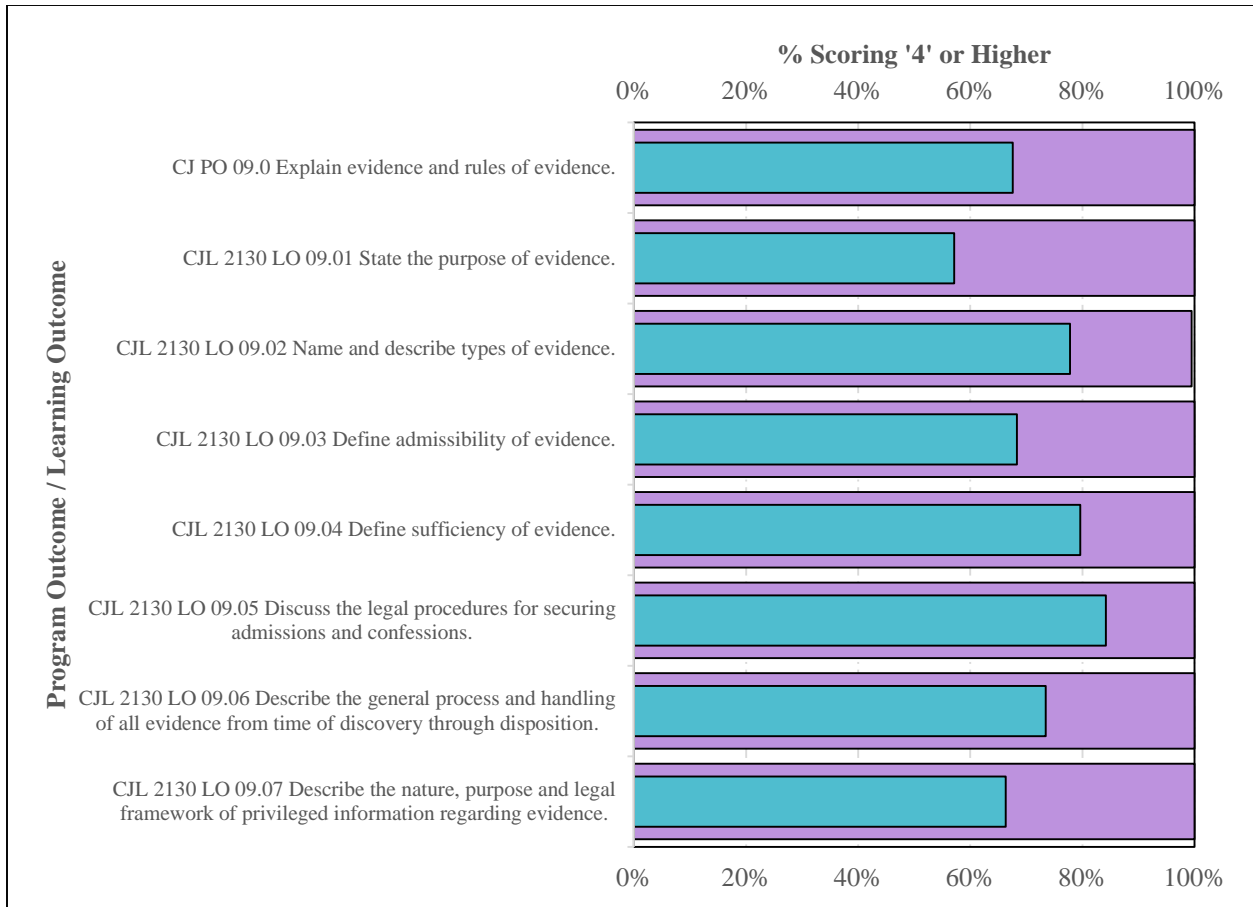


Figure 10. Comparison of percentage of artifacts scoring '4' or higher by modality with Traditional (purple) and Online (aqua).

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 exhibit a range of what Cohen (1988) would consider medium-to-large effect sizes. In other words, non-overlap score distribution from online artifacts to traditional artifacts is a range of approximately 28% to 58%.

3.2.3 Comparison by Campus/Site

Since the only two sites in which courses were offered were Collier and FSW Online, results of this comparison are exhibited in 3.2.2 (see above).

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.

4.1 CJL 2100

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

1. In a study of outcome achievement, the goal that the total scores measured (combined total of assignments associated with Learning Outcome or Program Outcome) average '4' or higher and that 80% of artifacts score '4' or better was met. Outcome means range from 4.6 to 4.8. Outcome percentages scoring '4' or better range from 95% to 97%.
2. In a study comparing Online with Traditional course sections, Online artifacts mean scores are higher for all outcomes. Percentage of artifacts scoring '4' or higher are higher for online artifacts for all outcomes. Differences in the means were found to be statistically significantly different.
3. In a cross-campus comparison, depending on the outcome, FSW Online exhibits the highest mean scores for all outcomes. The Collier campus exhibits the lowest mean scores for all outcomes. Results of the ANOVA exhibit a statistically significant difference between sites for all outcomes.

4.2 CJL 2130

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

1. In a study of outcome achievement, the goal that the total scores measured (combined total of assignments associated with Learning Outcome or Program Outcome) average '4' or higher and that 80% of artifacts score '4' or better was met. Outcome means range from 4.4 to 4.7. Outcome percentages scoring '4' or better range from 89% to 97%.
2. In a study comparing Online with Traditional course sections, Online artifacts mean scores are lower for all outcomes. Percentage of artifacts scoring '4' or higher are also lower for online artifacts for all outcomes. Differences in the means were found to be statistically significantly different.
3. No cross-campus comparison was completed because the only two sites in which courses were offered were Collier and FSW Online, results of this comparison are exhibited in #2 above.

5 REFERENCES

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