# Criminology Assessment Report
## Fall 2017
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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 CCJ 1010 *Introduction to Criminology* and CCJ 1020 *Introduction to Criminal Justice*.   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 Assessment & Effectiveness, Academic Affairs (jfvangaalen@fsw.edu; x16965).

## 2   CCJ 1010

### 2.1   LEARNING OUTCOMES, 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 fall 2017 term.  The outcomes related to CCJ 1010 are:

- ➢ CJ PO 02.0 Describe and discuss the principles of criminology.
- ➢ CCJ 1010 LO 02.01 Discuss the criminal justice system through the processes of detection, apprehension, prosecution, and corrections.
- ➢ CCJ 1010 LO 02.02 Summarize the major theoretical factors and forces assumed to cause crime.
- ➢ CCJ 1010 LO 02.03 Identify the impact of crime on persons and property.
- ➢ CCJ 1010 LO 02.04 Discuss the extent of crime in the United States.
- ➢ CCJ 1010 LO 02.05 Discuss the concept of victimless crimes.
- ➢ CCJ 1010 LO 02.06 Discuss the ramifications of violent crimes, the career criminal, and organized crime.
- ➢ CCJ 1010 LO 02.07 Identify elements of deviant and abnormal behavior.

The measurement and objectives related to CCJ 1010 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 fall 2017 semester, an enrollment of 89 contributed to scores tallied from 2 of 3 sections of CCJ 1010.  A third section did not have data recorded in the Learning Management System (Canvas).

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 partially met. An average of '4' or higher and 80% of artifacts scoring '4' or better was met in five of eight POs or LOs.

| Outcomes | # of Assignments Linked to Outcome | n | Mean | % Scoring 4 or Higher |
|---|---|---|---|---|
| CJ PO 02.0 Describe and discuss the principles of criminology. | 29 | 595 | 3.9 | 82% |
| CCJ 1010 LO 02.01 Discuss the criminal justice system through the processes of detection, apprehension, prosecution, and corrections. | 13 | 692 | 4.0 | 83% |
| CCJ 1010 LO 02.02 Summarize the major theoretical factors and forces assumed to cause crime. | 15 | 625 | 4.0 | 82% |
| CCJ 1010 LO 02.03 Identify the impact of crime on persons and property. | 13 | 595 | 3.9 | 81% |
| CCJ 1010 LO 02.04 Discuss the extent of crime in the United States. | 13 | 181 | 4.1 | 82% |
| CCJ 1010 LO 02.05 Discuss the concept of victimless crimes. | 3 | 184 | 3.9 | 77% |
| CCJ 1010 LO 02.06 Discuss the ramifications of violent crimes, the career criminal, and organized crime. | 3 | 893 | 4.1 | 85% |
| CCJ 1010 LO 02.07 Identify elements of deviant and abnormal behavior. | 17 | 1440 | 4.0 | 84% |

*Table 1. Student achievement level by Outcome for CCJ 1010.*
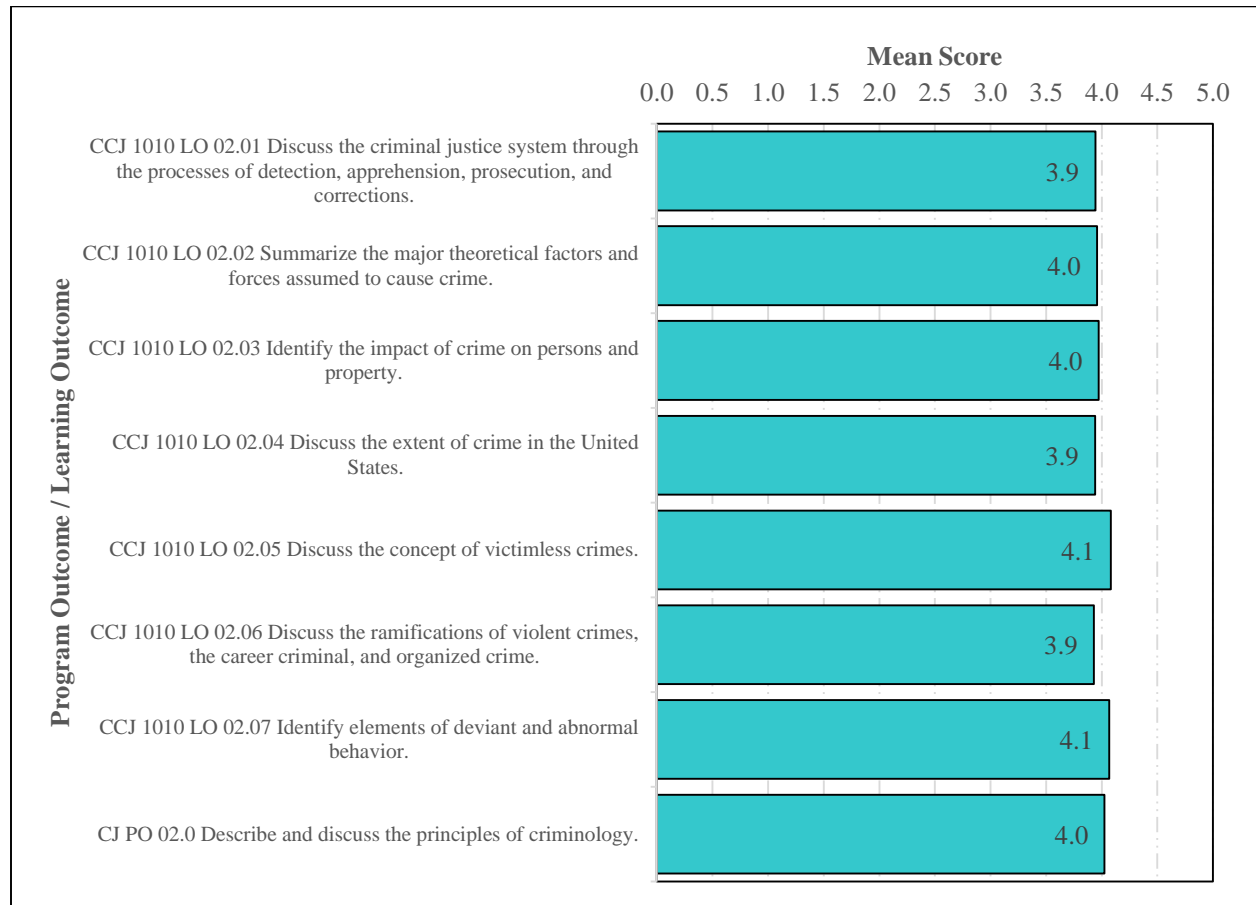


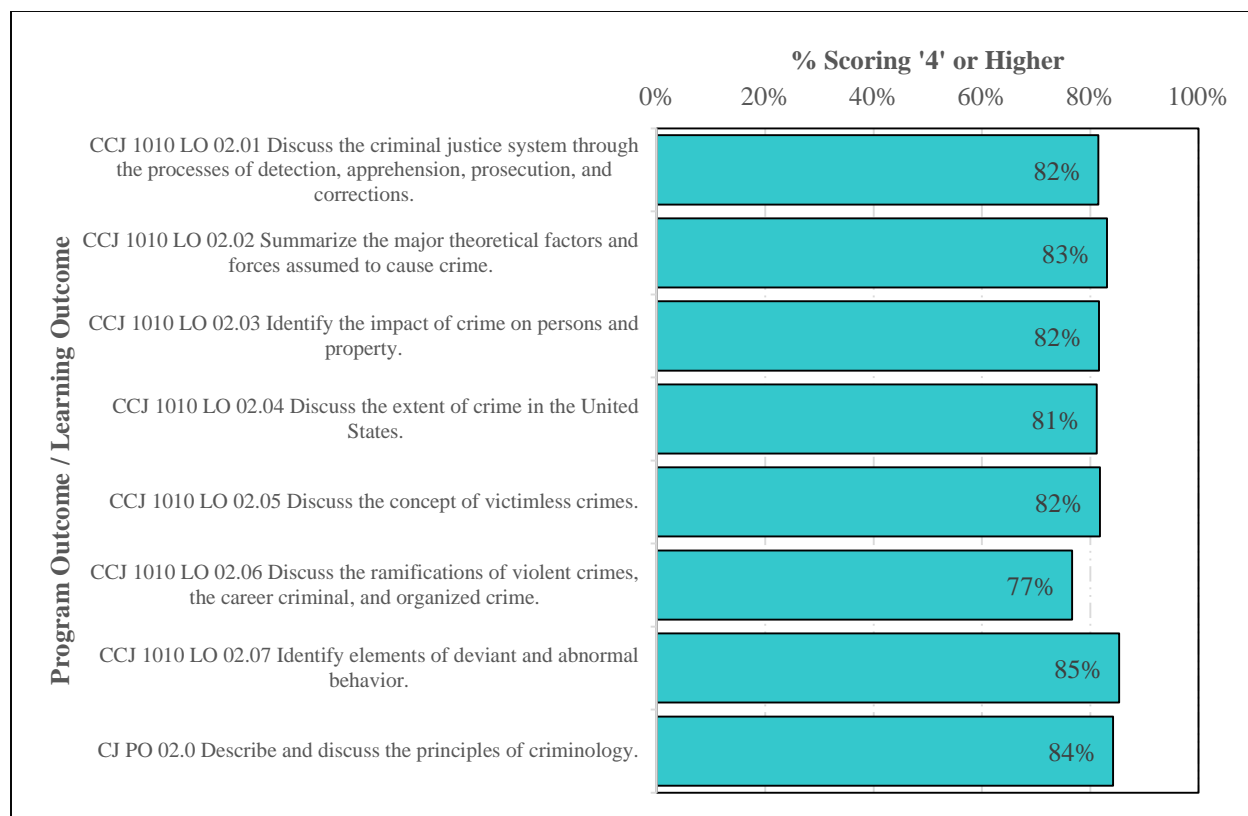*Figure 1. Bar graph of mean score by Outcome for CCJ 1010.*

*Figure 2. Bar graph of percentage of artifacts scoring '4' or higher by Outcome for CCJ 1010.*

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

### 2.2.2  Online to Traditional Comparison

During the fall 2017 semester, one course section was offered online while another two were offered traditionally (data only collected from one).  Depending on outcome, a range of 81-737 artifacts were scored from online sections compared with a range of 100-703 for traditional sections.  A comparison of basic statistics is provided in Table 2.  Online artifacts mean scores are lower for all outcomes (Figure 3).  Percentage of artifacts scoring '4' or higher were actually higher for online artifacts for three outcomes despite lower mean scores (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, 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 02.0 Describe and discuss the principles of criminology. | 296 | *4.1* | 79% | 299 | *3.8* | 84% |
| CCJ 1010 LO 02.01 Discuss the criminal justice system through the processes of detection, apprehension, prosecution, and corrections. | 282 | *4.5* | 87% | 410 | *3.6* | 80% |
| CCJ 1010 LO 02.02 Summarize the major theoretical factors and forces assumed to cause crime. | 326 | *4.2* | 80% | 299 | *3.7* | 84% |
| CCJ 1010 LO 02.03 Identify the impact of crime on persons and property. | 296 | *4.1* | 79% | 299 | *3.7* | 84% |
| CCJ 1010 LO 02.04 Discuss the extent of crime in the United States. | 100 | *4.5* | 87% | 81 | *3.6* | 75% |
| CCJ 1010 LO 02.05 Discuss the concept of victimless crimes. | 103 | *4.1* | 77% | 81 | *3.7* | 77% |
| CCJ 1010 LO 02.06 Discuss the ramifications of violent crimes, the career criminal, and organized crime. | 428 | *4.5* | 89% | 465 | *3.6* | 82% |
| CCJ 1010 LO 02.07 Identify elements of deviant and abnormal behavior. | 703 | *4.4* | 85% | 737 | *3.7* | 84% |

*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**.*
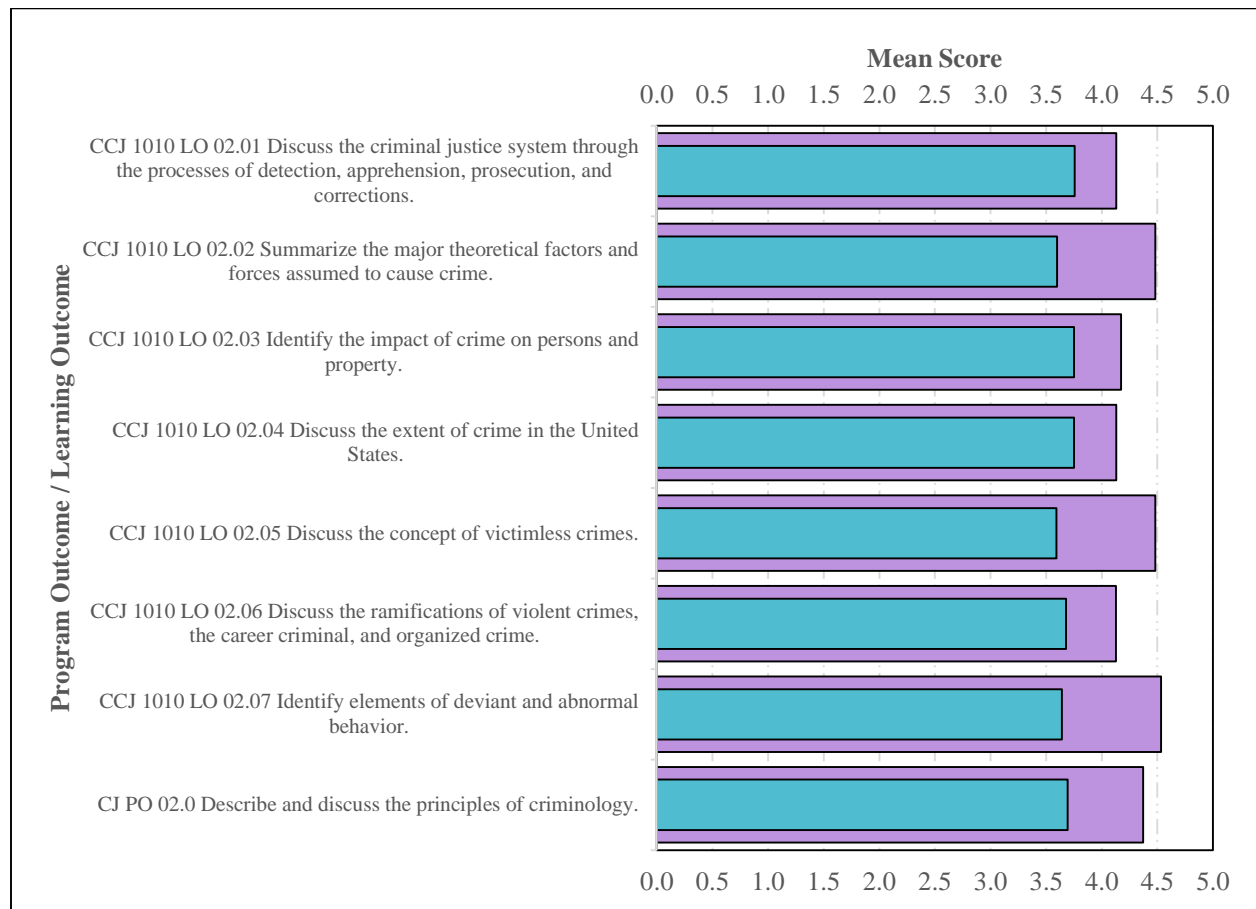


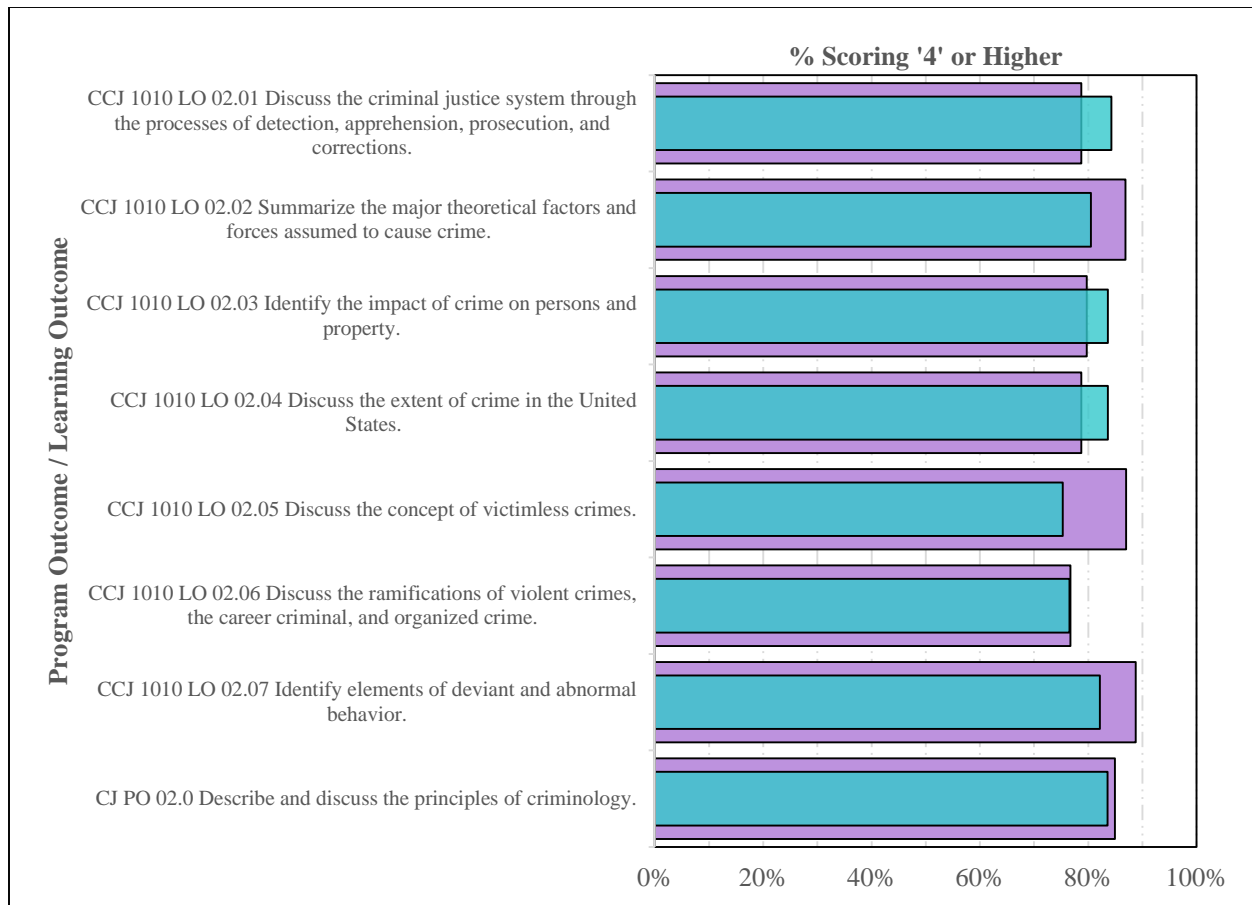*Figure 3. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).*

*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 small-to-large effect sizes. In other words, non-overlap score distribution from online artifacts to traditional artifacts is a range of approximately 21% to 48%.

### 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 beginning spring 2018.

# 3  CCJ 1020

## 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 fall 2017 term.  The outcomes related to CCJ 1020 are:

- CJ PO 01.0 Describe and discuss the criminal justice system.
- CCJ 1020 LO 01.01 Define the primary components of criminal justice and their primary responsibilities.
- CCJ 1020 LO 01.02 Identify problems that keep the system from functioning effectively and efficiently.
- CCJ 1020 LO 01.03 Explain the function and procedure of the federal Uniform Crime Reporting (UCR) system.
- CCJ 1020 LO 01.04 Contrast present day criminal justice traditions and practices with their historical precedence and beginnings.
- CCJ 1020 LO 01.05 List the procedures an offender undergoes in his/her progression through the system.
- CCJ 1020 LO 01.06 Define and evaluate the present day value of the Pellian Principles.
- CCJ 1020 LO 01.07 Identify courtroom procedures.

The measurement and objectives related to CCJ 1020 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 fall 2017 semester, an enrollment of 117 contributed to scores tallied from 3 of 4 sections of CCJ 1020.  The fourth section, a Thomas Edison campus section, did not have the assessed assignments in the Learning Management System (Canvas).  Descriptive statistics for achievement of outcomes are shown in Table 3.  The graphical representation of mean scores is shown in Figure 5 and percentage of artifacts scoring '4' or higher is shown in Figure 6.  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 nearly met.  Only LO 01.03 did not meet average of '4' at 3.9.

| Outcomes | # of Assignments Linked to Outcome | n | Mean | % Scoring 4 or Higher |
|---|---|---|---|---|
| CJ PO 01.0 Describe and discuss the criminal justice system. | 29 | 207 | 4.3 | 90% |
| CCJ 1020 LO 01.01 Define the primary components of criminal justice and their primary responsibilities. | 7 | 290 | 4.1 | 84% |
| CCJ 1020 LO 01.02 Identify problems that keep the system from functioning effectively and efficiently. | 9 | 152 | 4.2 | 89% |
| CCJ 1020 LO 01.03 Explain the function and procedure of the federal Uniform Crime Reporting (UCR) system. | 5 | 110 | 3.9 | 80% |
| CCJ 1020 LO 01.04 Contrast present day criminal justice traditions and practices with their historical precedence and beginnings. | 7 | 397 | 4.2 | 86% |
| CCJ 1020 LO 01.05 List the procedures an offender undergoes in his/her progression through the system.t | 15 | 151 | 4.1 | 85% |
| CCJ 1020 LO 01.06 Define and evaluate the present day value of the Pellian Principles. | 5 | 147 | 4.1 | 86% |
| CCJ 1020 LO 01.07 Identify courtroom procedures. | 5 | 930 | 4.1 | 86% |

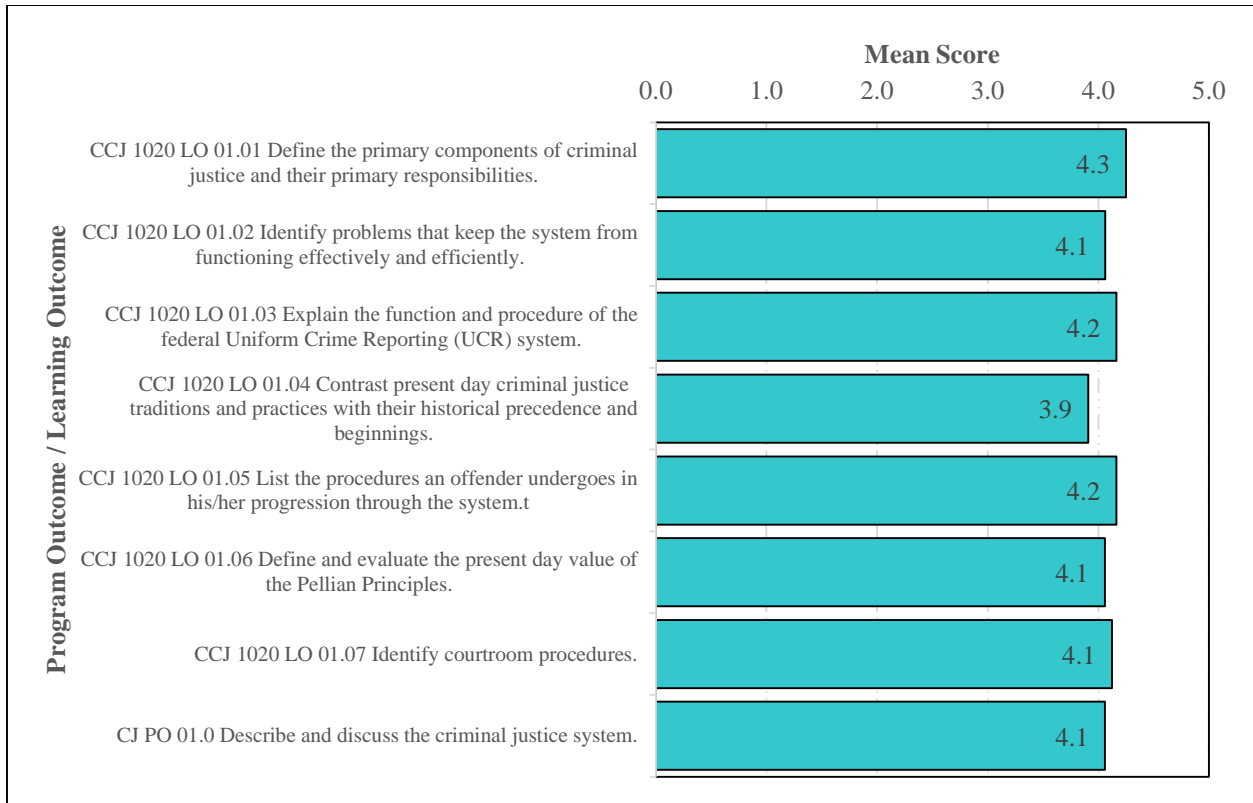*Table 3. Student achievement level by Outcome for CCJ 1020.*

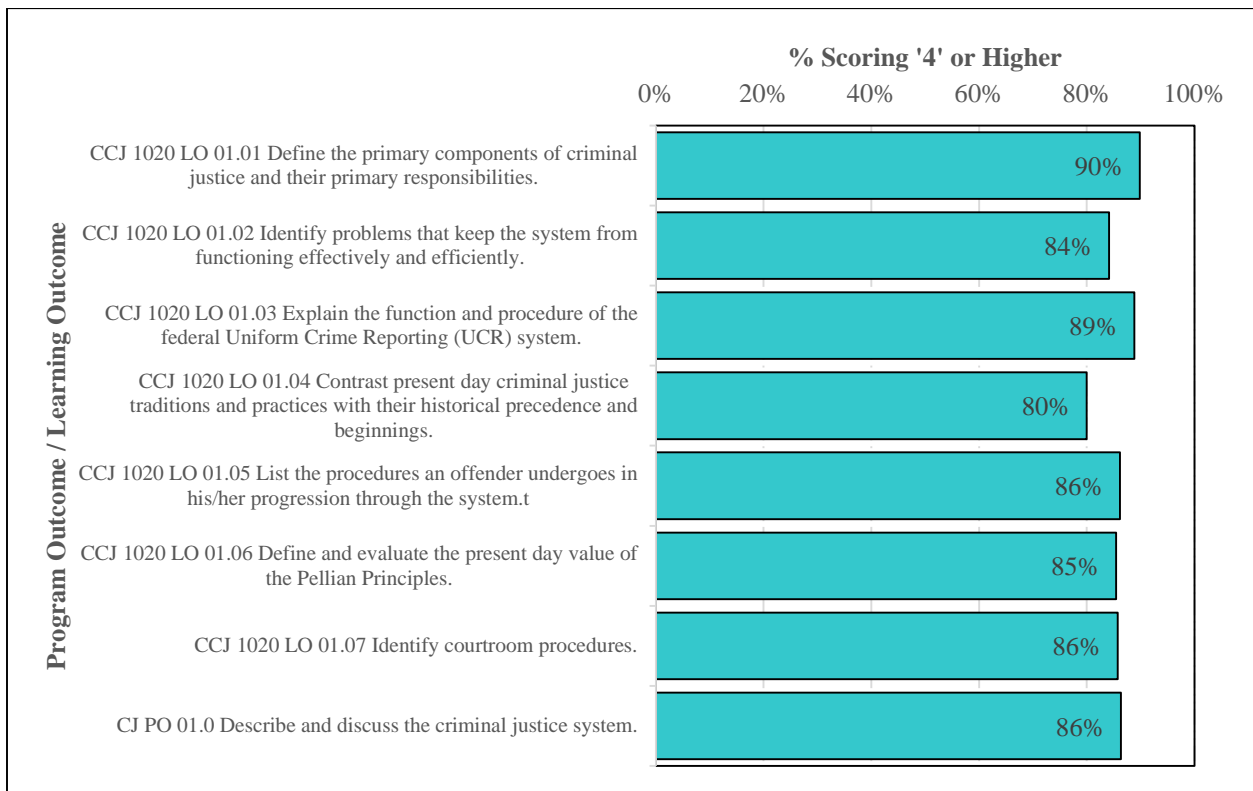*Figure 5. Bar graph of mean score by Outcome for CCJ 1020.*



*Figure 6. Bar graph of percentage of artifacts scoring '4' or higher by Outcome for CCJ 1020.*

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

### 3.2.2 Online to Traditional Comparison

During the fall 2017 semester, one course section was offered online while another three were offered traditionally, two of which had data collected. Depending on outcome, a range of 57-375 artifacts were scored from online sections compared with a range of 53-555 for traditional sections. A comparison of basic statistics is provided in Table 4. Online artifacts mean scores are lower for all outcomes (Figure 7). Percentage of artifacts scoring '4' or higher were lower for online artifacts in 5 of 8 LOs (Figure 8). 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, 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 01.0 Describe and discuss the criminal justice system. | 122 | *4.5* | 89% | 85 | 3.9 | 91% |
| CCJ 1020 LO 01.01 Define the primary components of criminal justice and their primary responsibilities. | 174 | *4.3* | 84% | 116 | 3.7 | 84% |
| CCJ 1020 LO 01.02 Identify problems that keep the system from functioning effectively and efficiently. | 94 | *4.4* | 89% | 58 | 3.8 | 88% |
| CCJ 1020 LO 01.03 Explain the function and procedure of the federal Uniform Crime Reporting (UCR) system. | 53 | *4.3* | 83% | 57 | 3.5 | 77% |
| CCJ 1020 LO 01.04 Contrast present day criminal justice traditions and practices with their historical precedence and beginnings. | 224 | *4.5* | 89% | 173 | 3.7 | 83% |
| CCJ 1020 LO 01.05 List the procedures an offender undergoes in his/her progression through the system.t | 93 | *4.4* | 86% | 58 | 3.6 | 84% |
| CCJ 1020 LO 01.06 Define and evaluate the present day value of the Pellian Principles. | 89 | *4.4* | 85% | 58 | 3.7 | 86% |
| CCJ 1020 LO 01.07 Identify courtroom procedures. | 555 | *4.4* | 87% | 375 | 3.6 | 85% |

*Table 4. 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**.*
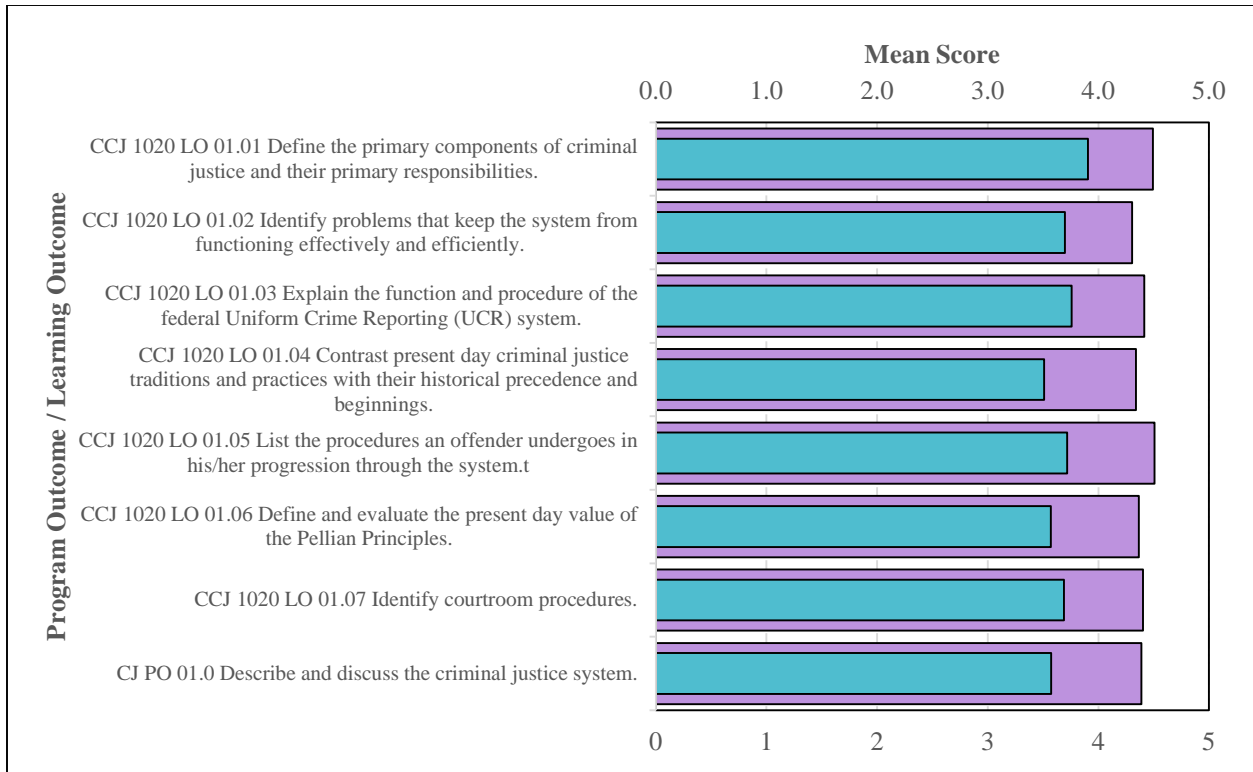
*Figure 7. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).*
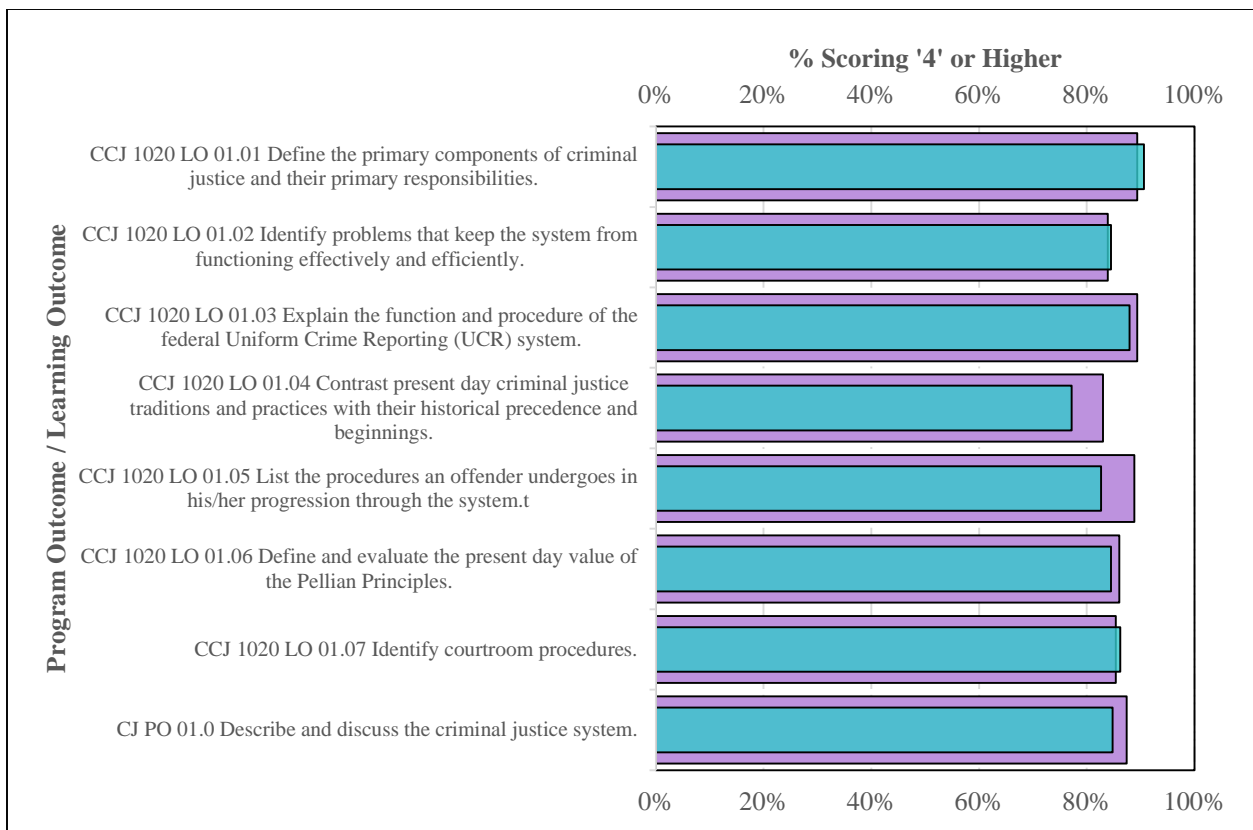


*Figure 8. Comparison of percentage of artifacts scoring '4' or higher by modality with Traditional (purple) and Online (aqua).*

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 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 34% to 44%.

### 3.2.3    Comparison by Campus/Site

Of the three course sections reporting data in CCJ 1020, one section originated from the Collier campus, one from FSW Online, and one from Thomas Edison campus. A comparison of mean scores is provided in Table 5. FSW Online exhibits the lowest mean scores of the three sites across all LOs and the PO. A graphic representation of this is shown in Figure 9.

|          | Collier | FSW Online | Thomas Edison |
|----------|---------|------------|---------------|
| LO 01.01 | 4.4     | 3.9        | **4.5**       |
| LO 01.02 | 4.2     | 3.7        | **4.4**       |
| LO 01.03 | 4.1     | 3.8        | **4.6**       |
| LO 01.04 | **4.3** | 3.5        | **4.3**       |
| LO 01.05 | 4.4     | 3.7        | **4.6**       |
| LO 01.06 | 4.3     | 3.6        | **4.4**       |
| LO 01.07 | **4.4** | 3.7        | **4.4**       |
| PO 01.0  | **4.4** | 3.6        | **4.4**       |

*Table 5. Comparison of mean scores by site. Bold denotes highest among all sites.*
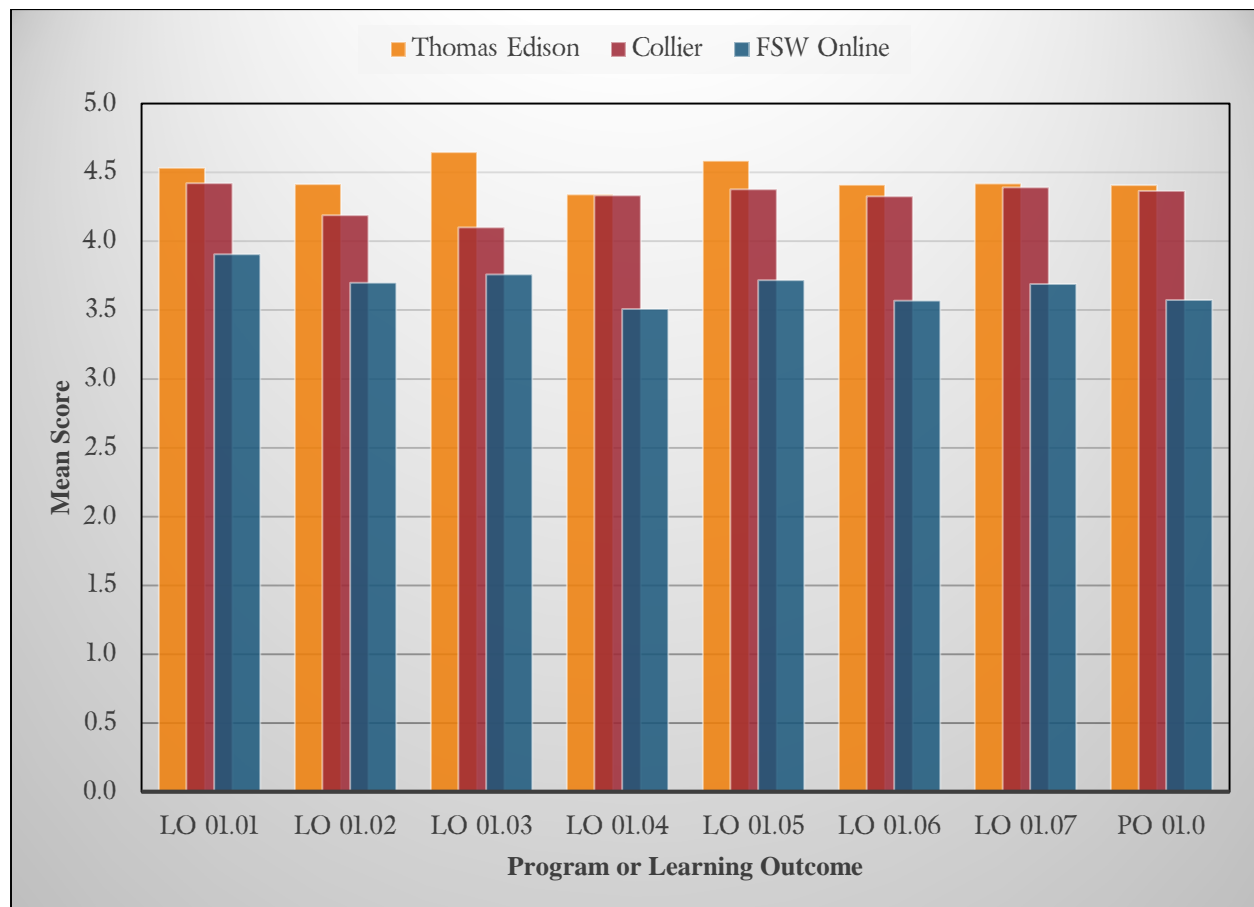


*Figure 9. Comparison of mean scores by site for CCJ 1020 Learning Outcomes and Program Outcome.*

## 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 beginning spring 2018.

# 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. The courses included in assessment are CCJ 1010 *Introduction to Criminology* and CCJ 1020 *Introduction to Criminal Justice*. The assessment outcomes are intended to provide a baseline and measurement of achievement moving forward.

## 4.1 CCJ 1010

A drill-down of CCJ 1010 results are as follows:
1. In a study of outcome achievement, "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 in five of eight POs or LOs.
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 were actually higher for online artifacts for three outcomes despite lower mean scores. All were found to be statistically significantly different.
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 CCJ 1020

A drill-down of CCJ 1020 results are as follows:
1. In a study of outcome achievement, "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 nearly met. Only LO 01.03 did not meet average of '4' at 3.9.
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 were lower for online artifacts in 5 of 8 LOs. All were found to be statistically significantly different.
3. In a cross-campus comparison, FSW Online exhibits the lowest mean scores of the three sites across all LOs and the PO.

# 5 REFERENCES

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