

# Criminology Assessment Report

## Spring 2018

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### 1 INTRODUCTION

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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](mailto:jfvangaalen@fsw.edu); x16965).

### 2 CCJ 1010

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#### 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 for the spring 2018 term. The outcomes and one area of interest 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 spring 2018 semester, an enrollment of 111 contributed to scores tallied from 4 of 4 sections of CCJ 1010. 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. An average of '4' or higher and 80% of artifacts scoring '4' or better was met in eight of eight POs or LOs.

<i>Outcomes</i>	<i># of Assignments Linked to Outcome</i>	<i>n</i>	<i>Mean</i>	<i>% Scoring 4 or Higher</i>
CJ PO 02.0 Describe and discuss the principles of criminology.	29	2517	4.4	93%
CCJ 1010 LO 02.01 Discuss the criminal justice system through the processes of detection, apprehension, prosecution, and corrections.	13	1064	4.4	94%
CCJ 1010 LO 02.02 Summarize the major theoretical factors and forces assumed to cause crime.	15	1203	4.4	93%
CCJ 1010 LO 02.03 Identify the impact of crime on persons and property.	13	1094	4.4	93%
CCJ 1010 LO 02.04 Discuss the extent of crime in the United States.	13	1094	4.4	93%
CCJ 1010 LO 02.05 Discuss the concept of victimless crimes.	3	266	4.5	94%
CCJ 1010 LO 02.06 Discuss the ramifications of violent crimes, the career criminal, and organized crime.	3	266	4.4	95%
CCJ 1010 LO 02.07 Identify elements of deviant and abnormal behavior.	17	1523	4.4	92%

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

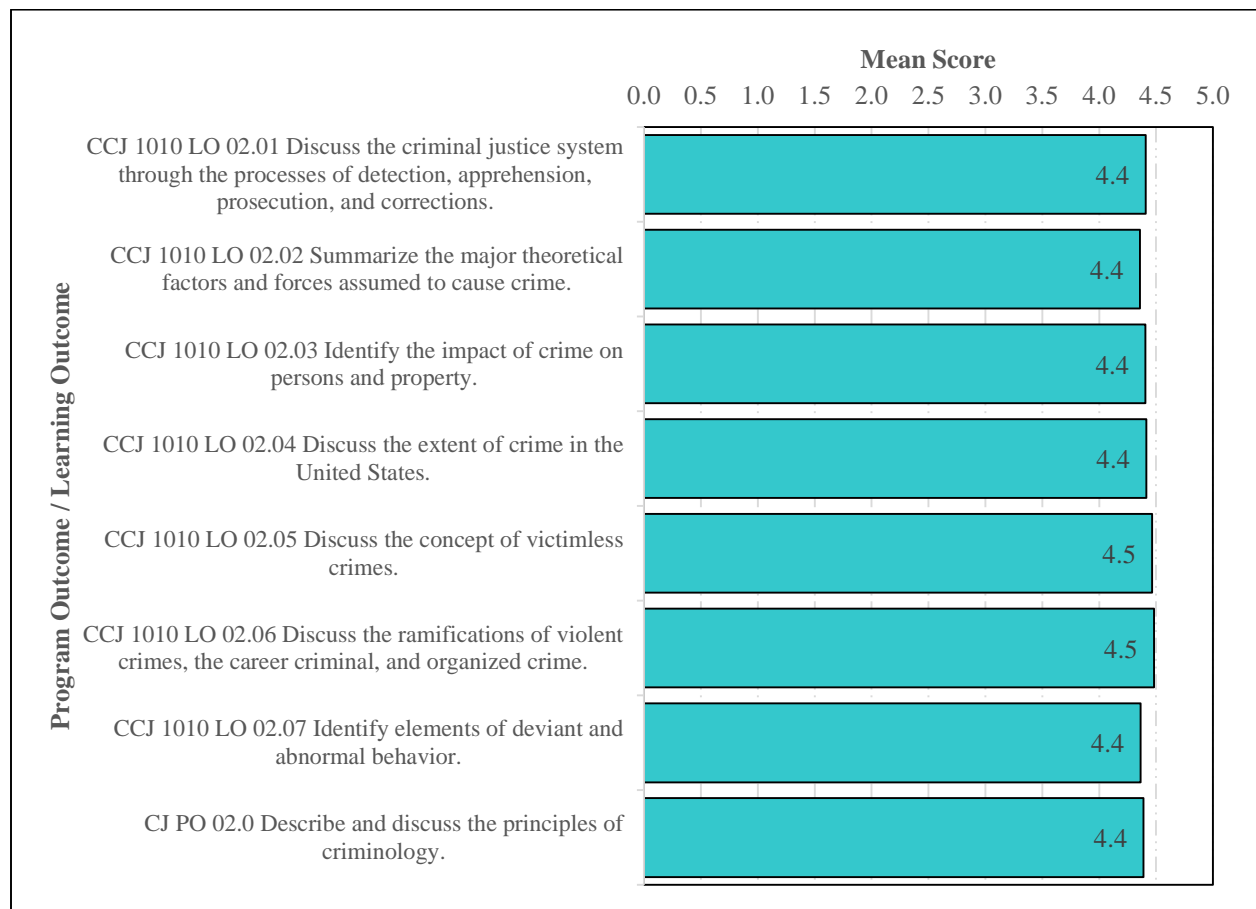


Figure 1. Bar graph of mean score by outcome for CCJ 1010.

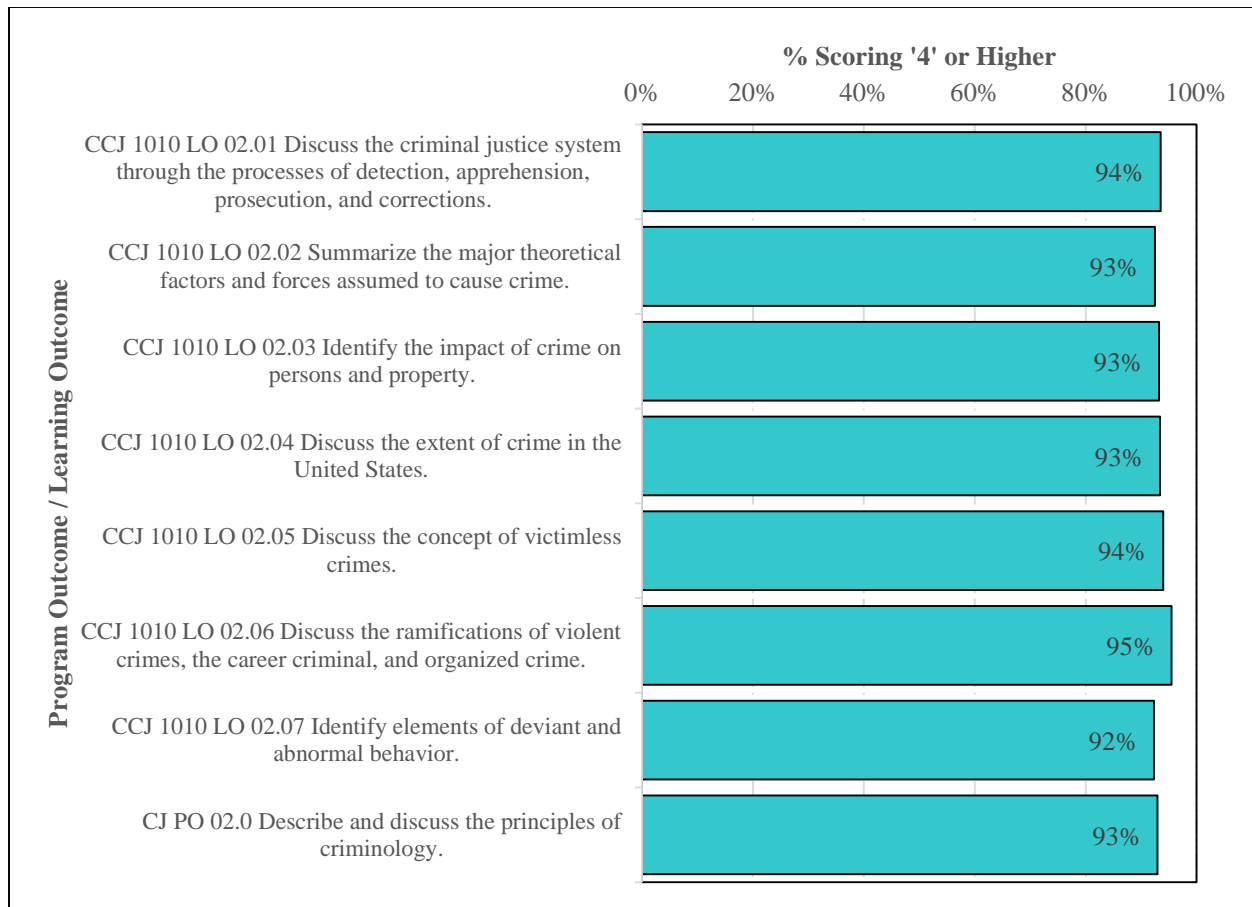


Figure 2. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CCJ 1010.

## 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 spring 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.

### 2.2.2 Online to Traditional Comparison

During the spring 2018 semester, three course sections were offered online while another one section was offered traditionally. Depending on outcome, a range of 161-1789 artifacts were scored from online sections compared with a range of 96-728 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 also lower 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, 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.

<i>Outcomes</i>	<i>Traditional n</i>	<i>Traditional Mean</i>	<i>Traditional % Scoring 4 or Higher</i>	<i>Online n</i>	<i>Online Mean</i>	<i>Online % Scoring 4 or Higher</i>
CJ PO 02.0 Describe and discuss the principles of criminology.	728	<b>4.7</b>	94%	1789	<b>4.3</b>	92%
CCJ 1010 LO 02.01 Discuss the criminal justice system through the processes of detection, apprehension, prosecution, and corrections.	301	<b>4.8</b>	98%	763	<b>4.3</b>	92%
CCJ 1010 LO 02.02 Summarize the major theoretical factors and forces assumed to cause crime.	280	<b>4.7</b>	94%	923	<b>4.3</b>	92%
CCJ 1010 LO 02.03 Identify the impact of crime on persons and property.	331	<b>4.7</b>	96%	763	<b>4.3</b>	92%
CCJ 1010 LO 02.04 Discuss the extent of crime in the United States.	331	<b>4.8</b>	97%	763	<b>4.3</b>	92%
CCJ 1010 LO 02.05 Discuss the concept of victimless crimes.	102	<b>4.7</b>	95%	164	<b>4.3</b>	93%
CCJ 1010 LO 02.06 Discuss the ramifications of violent crimes, the career criminal, and organized crime.	96	<b>4.8</b>	98%	170	<b>4.3</b>	94%
CCJ 1010 LO 02.07 Identify elements of deviant and abnormal behavior.	451	<b>4.6</b>	92%	1072	<b>4.3</b>	92%

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**.

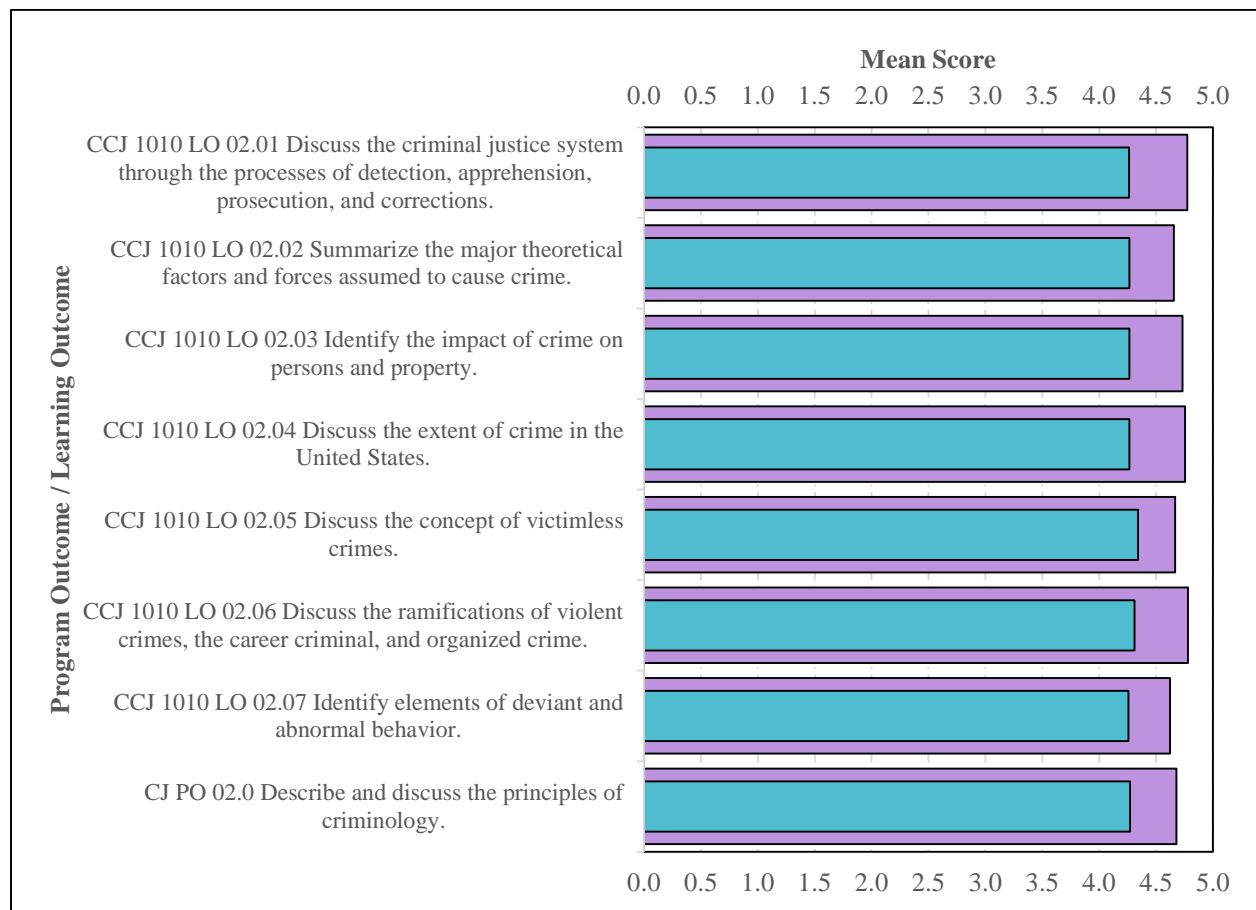


Figure 3. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).

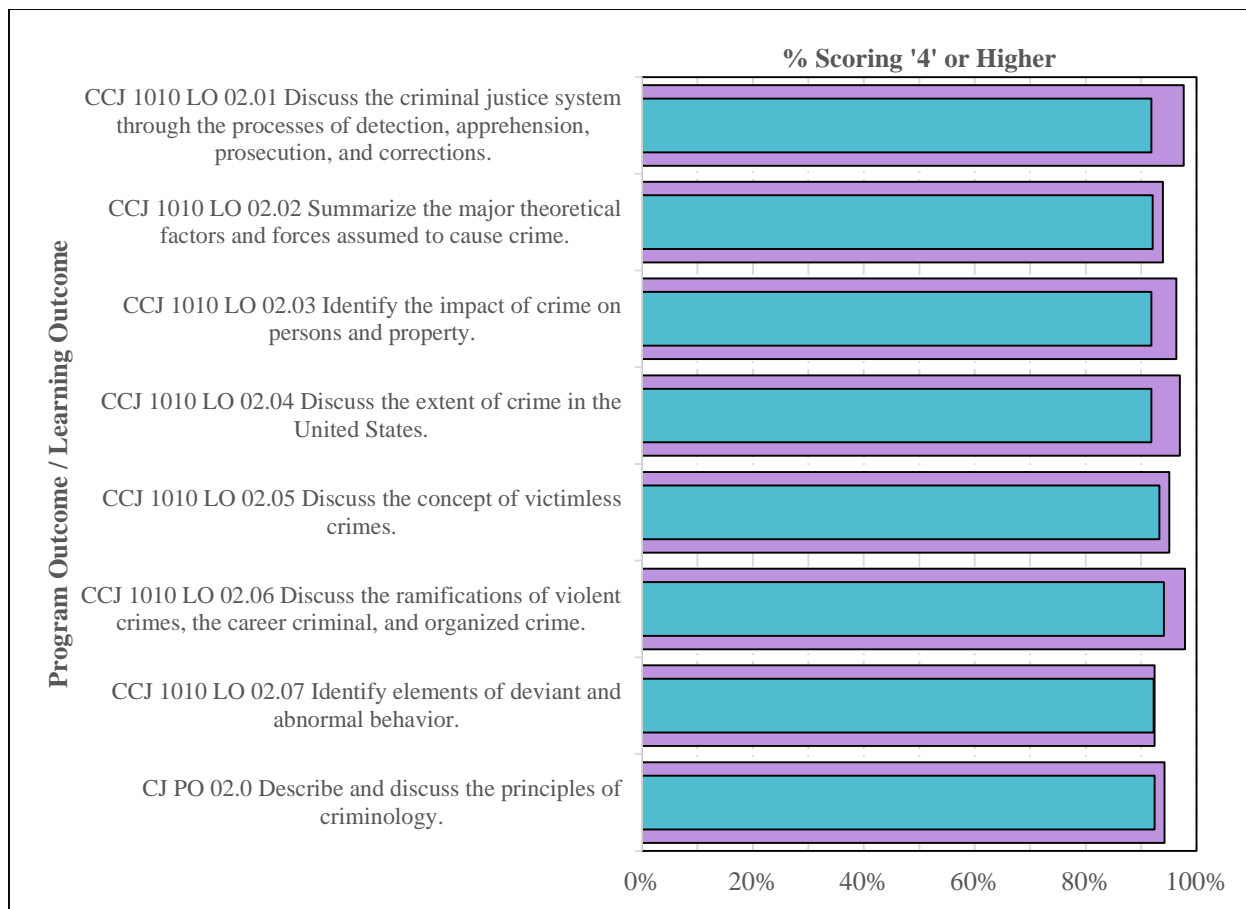


Figure 4. Comparison of percentage of artifacts scoring '4' or higher by modality with Traditional (purple) and Online (aqua).

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 23% to 41%.

### 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

Description of achievement over time in CCJ 1010 is provided in Figures 5 and 6. No LO exhibits a significant difference from any other over time. A definite difference is apparent between fall and spring terms. Note that comparison from fall terms to spring terms is less useful as assessment reports across multiple course level and program level assessments at Florida SouthWestern State College typically exhibit substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring (see <http://www.fsw.edu/facultystaff/assessment/history> for further details). Overall distribution exhibits a consistency over time.

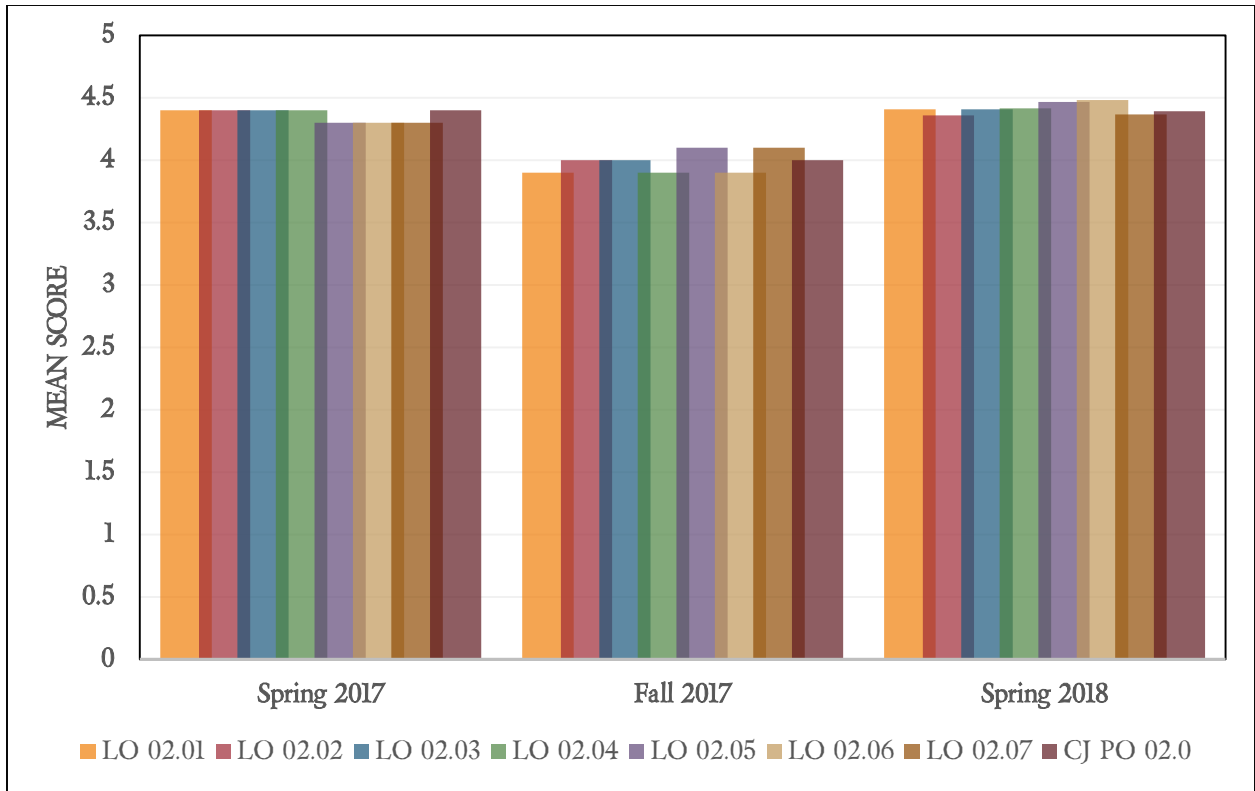


Figure 5. Bar graph of mean score by outcome for CCJ 1010 over time

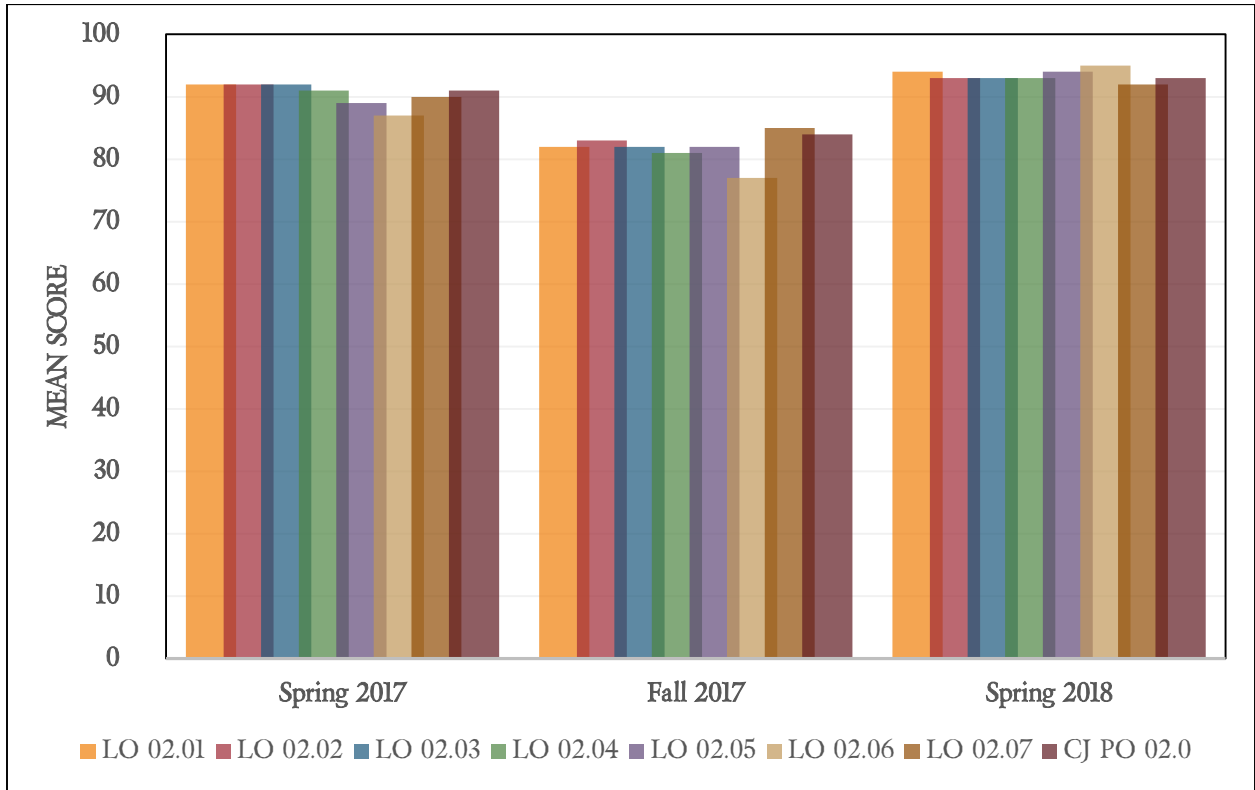


Figure 6. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CCJ 1010 over time.

## 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 for the spring 2018 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 spring 2018 semester, an enrollment of 75 contributed to scores tallied from 3 of 3 sections of CCJ 1020. Descriptive statistics for achievement of outcomes are shown in Table 3. 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 nearly met. Only LO 01.03 did not meet average of ‘4’ at 3.9.

<i>Outcomes</i>	<i># of Assignments Linked to Outcome</i>	<i>n</i>	<i>Mean</i>	<i>% Scoring 4 or Higher</i>
CJ PO 01.0 Describe and discuss the criminal justice system.	29	1596	4.2	90%
CCJ 1020 LO 01.01 Define the primary components of criminal justice and their primary responsibilities.	7	459	4.1	85%
CCJ 1020 LO 01.02 Identify problems that keep the system from functioning effectively and efficiently.	9	552	4.0	85%
CCJ 1020 LO 01.03 Explain the function and procedure of the federal Uniform Crime Reporting (UCR) system.	5	321	3.9	81%
CCJ 1020 LO 01.04 Contrast present day criminal justice traditions and practices with their historical precedence and beginnings.	7	359	4.1	84%
CCJ 1020 LO 01.05 List procedures offender undergoes in his/her progression through system.	15	543	4.4	89%
CCJ 1020 LO 01.06 Define and evaluate the present day value of the Pellian Principles.	5	201	4.2	82%
CCJ 1020 LO 01.07 Identify courtroom procedures.	5	204	4.2	82%

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

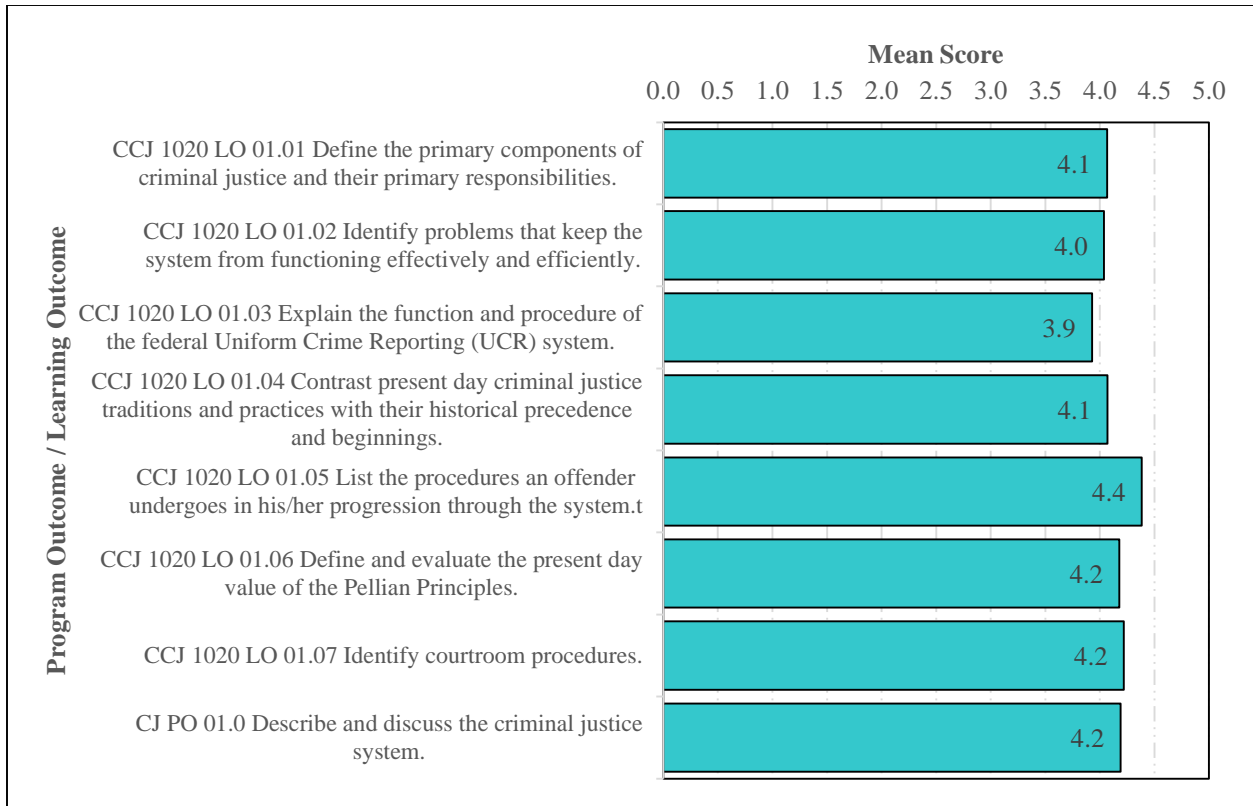


Figure 7. Bar graph of mean score by outcome for CCJ 1020.

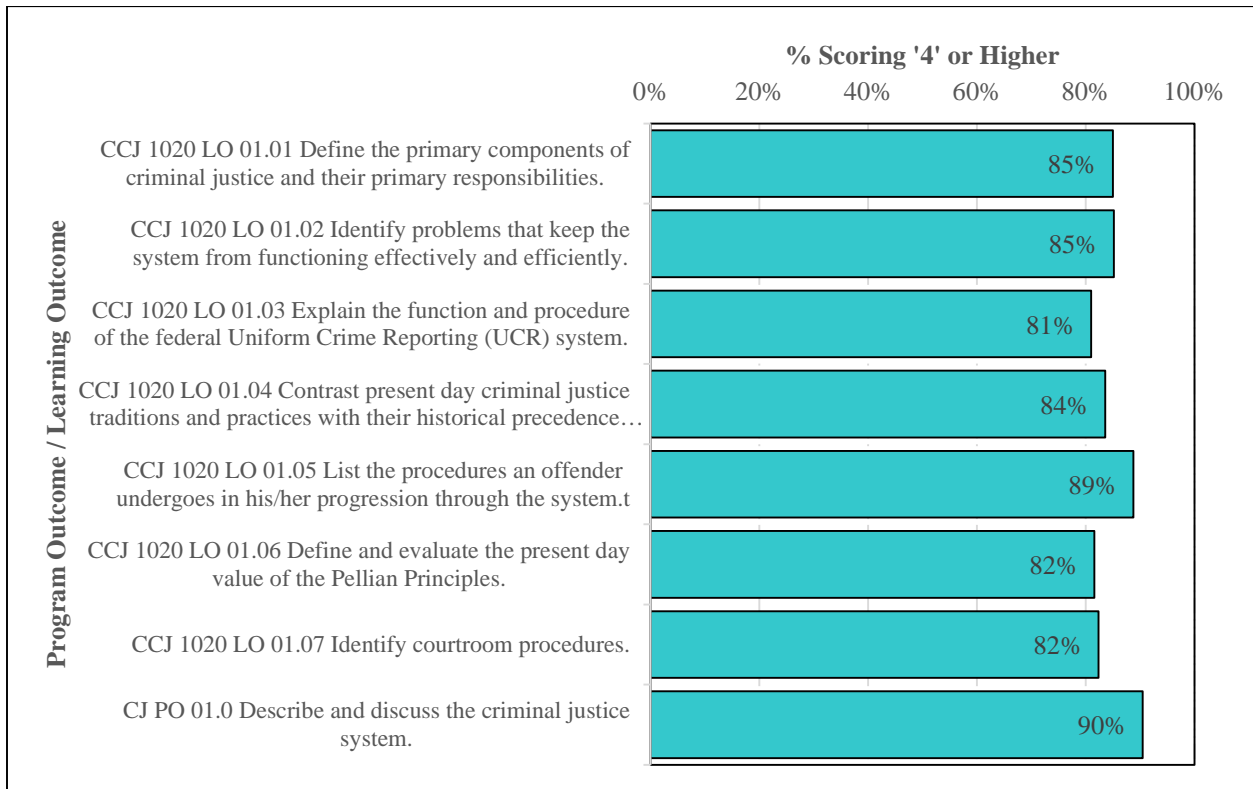


Figure 8. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CCJ 1020.



## 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 spring 2018 so no comparison study between dual enrollment and non-dual enrollment could be completed.

### 3.2.2 Online to Traditional Comparison

During the spring 2018 semester, two course sections were offered online while another was offered traditionally. Depending on the outcome, a range of 122-1390 artifacts were scored from online sections compared with a range of 78-293 for traditional sections. A comparison of basic statistics is provided in Table 4. Online artifacts mean scores are higher for all outcomes (Figure 9). Percentage of artifacts scoring '4' or higher are higher for online artifacts in 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 but PO 01.0 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.

<i>Outcomes</i>	<i>Traditional n</i>	<i>Traditional Mean</i>	<i>Traditional % Scoring 4 or Higher</i>	<i>Online n</i>	<i>Online Mean</i>	<i>Online % Scoring 4 or Higher</i>
CJ PO 01.0 Describe and discuss the criminal justice system.	206	4.1	94%	1390	4.2	90%
CCJ 1020 LO 01.01 Define the primary components of criminal justice and their primary responsibilities.	99	<b>3.2</b>	65%	360	<b>4.3</b>	91%
CCJ 1020 LO 01.02 Identify problems that keep the system from functioning effectively and efficiently.	116	<b>3.2</b>	66%	436	<b>4.3</b>	90%
CCJ 1020 LO 01.03 Explain the function and procedure of the federal Uniform Crime Reporting (UCR) system.	78	<b>3.1</b>	59%	243	<b>4.2</b>	88%
CCJ 1020 LO 01.04 Contrast present day criminal justice traditions and practices with their historical precedence and beginnings.	79	<b>3.2</b>	61%	280	<b>4.3</b>	90%
CCJ 1020 LO 01.05 List the procedures an offender undergoes in his/her progression through the system.	157	<b>3.0</b>	62%	386	<b>4.9</b>	100%
CCJ 1020 LO 01.06 Define and evaluate the present day value of the Pellian Principles.	79	<b>3.1</b>	58%	122	<b>4.9</b>	97%
CCJ 1020 LO 01.07 Identify courtroom procedures.	80	<b>3.2</b>	58%	124	<b>4.9</b>	98%

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**.

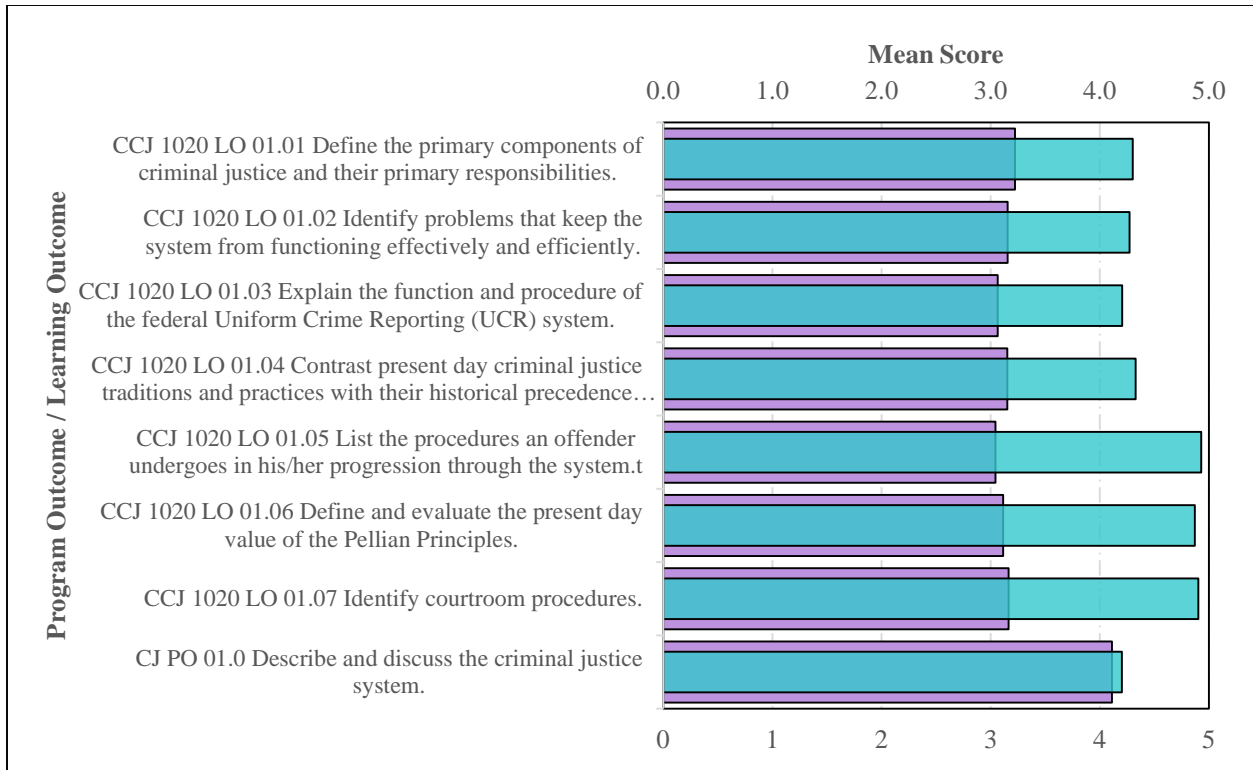


Figure 9. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).

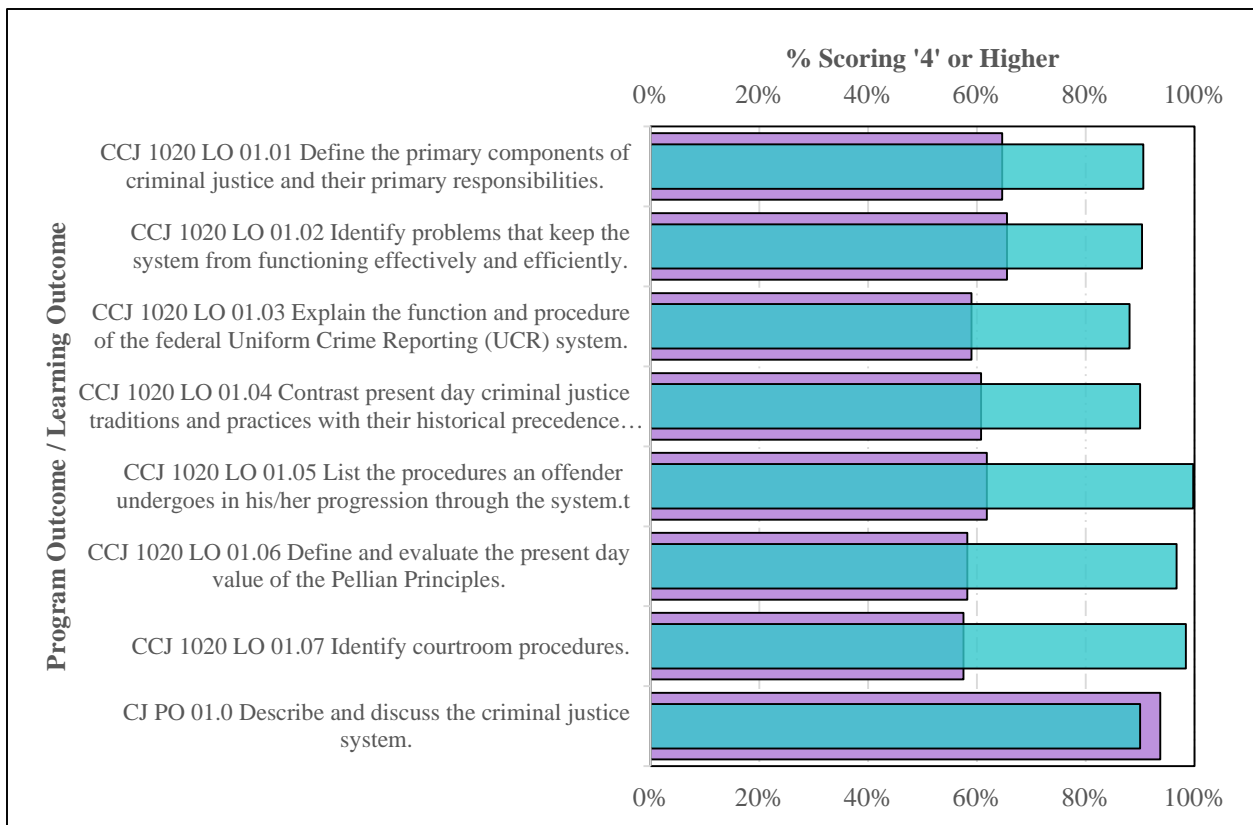


Figure 10. Comparison of percentage of artifacts scoring '4' or higher by modality with Traditional (purple) and Online (aqua).

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 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 64%.

### 3.2.3 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 3.2.2 (see above).

## 3.3 LONGITUDINAL STUDY

Description of achievement over time in CCJ 1020 is provided in Figures 11 and 12. No LO exhibits a significant difference from any other over time. A definite difference is apparent between AY 2016-17 compared with AY 2017-18. It is unclear what may be the cause of this difference at this point. Note that comparison from fall terms to spring terms is less useful as assessment reports across multiple course level and program level assessments at Florida SouthWestern State College typically exhibit substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring (see <http://www.fsw.edu/facultystaff/assessment/history> for further details). Overall distribution exhibits a consistency over time.

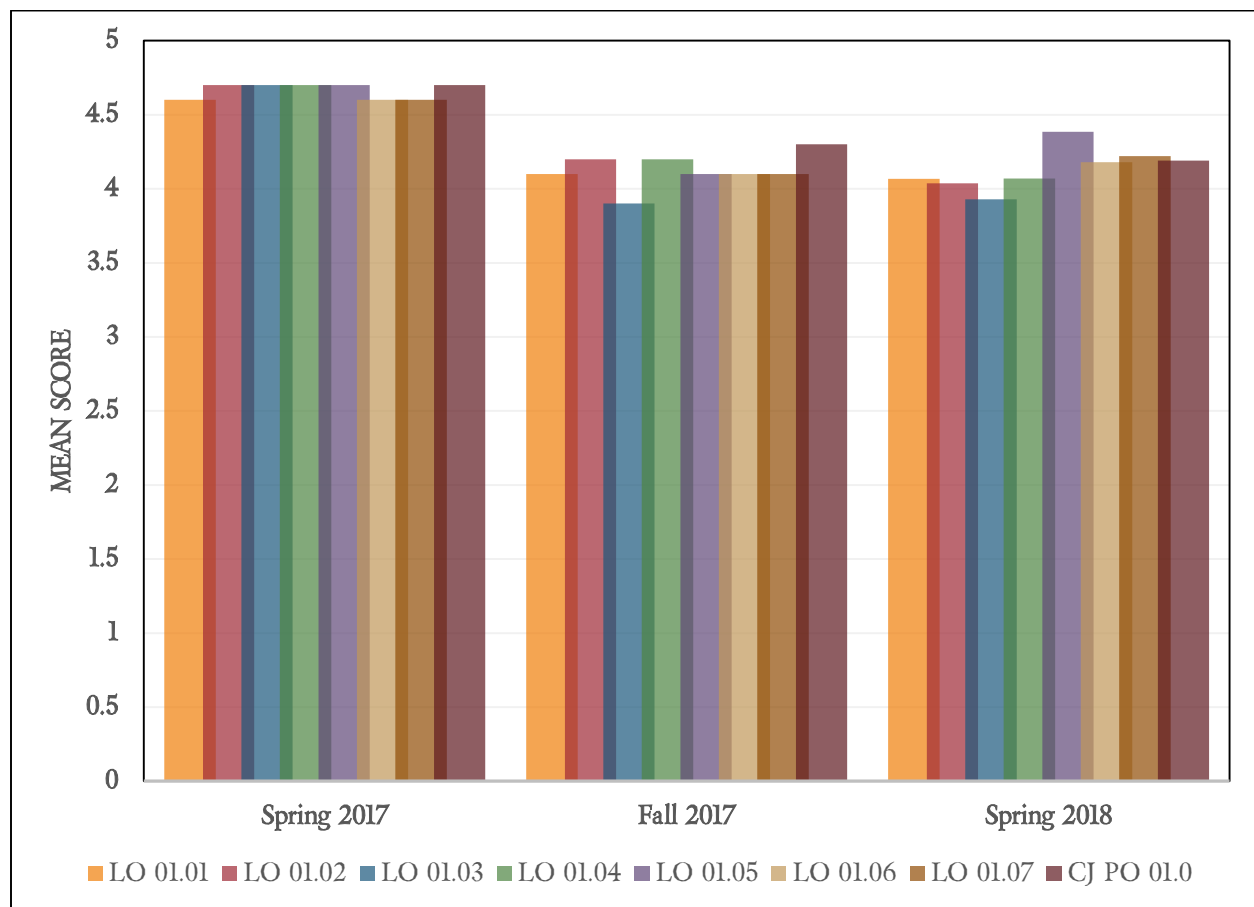


Figure 11. Bar graph of mean score by outcome for CCJ 1020 over time

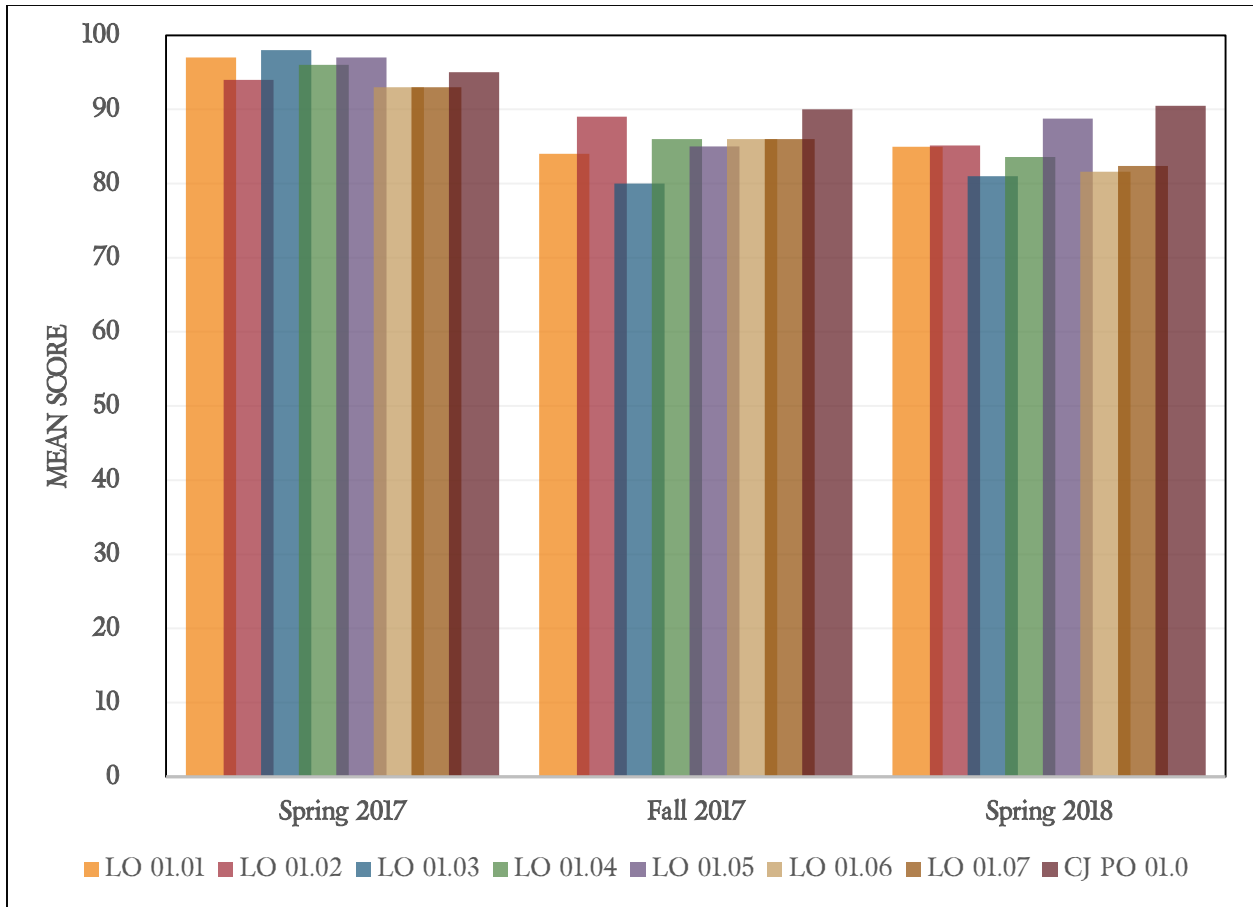


Figure 12. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CCJ 1020 over time.

## 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 eight 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 also lower for online artifacts for all outcomes. 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. In a longitudinal study, no LO exhibits a significant difference from any other over time. A definite difference is apparent between fall and spring terms. Note that comparison from fall terms to spring terms is less useful as assessment reports across multiple course level and program level assessments at Florida SouthWestern State College typically exhibit substantial differences from fall to spring term and are better interpreted from fall-to-fall and spring-to-spring.

## 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 higher for all outcomes. Percentage of artifacts scoring ‘4’ or higher are higher for online artifacts in all outcomes. All but PO 01.0 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. In a longitudinal study, no LO exhibits a significant difference from any other over time. A definite difference is apparent between AY 2016-17 compared with AY 2017-18. It is unclear what may be the cause of this difference at this point.

## 5 REFERENCES

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