Criminal Law & Procedure 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. 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 fall 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 fall 2017 semester, an enrollment of 50 contributed to scores tallied from 2 of 2 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.

Outcomes	# of Assignments Linked to Outcome	n	Mean	% Scoring 4 or Higher
CJ PO 08.0 Describe and discuss the field of criminal law.	29	1229	5.0	99%
CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.	21	884	5.0	100%
CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.	5	216	5.0	99%
CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.	7	305	4.9	99%
CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.	3	135	5.0	99%
CJL 2100 LO 08.05 Identify the legal elements of crimes.	19	799	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.	13	550	5.0	99%
CJL 2100 LO 08.07 Discuss legal defenses in criminal law.	3	120	5.0	99%
CJL 2100 LO 08.08 Discuss the Bill of Rights of the U.S. Constitution.	15	624	5.0	100%
CJL 2100 LO 08.09 Give an example of an ex post facto law.	4	166	4.9	98%

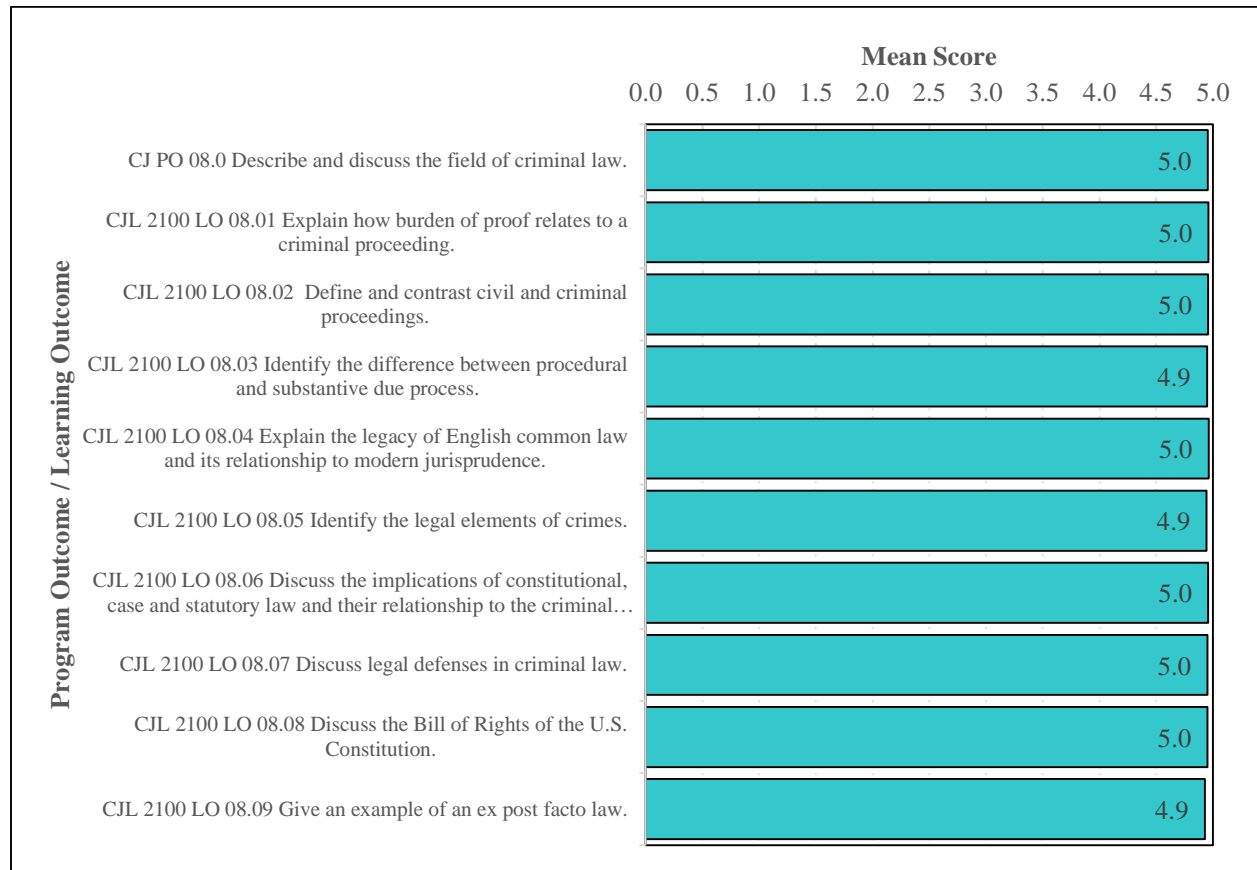Table 1. Student achievement level by Outcome for CJL 2100.

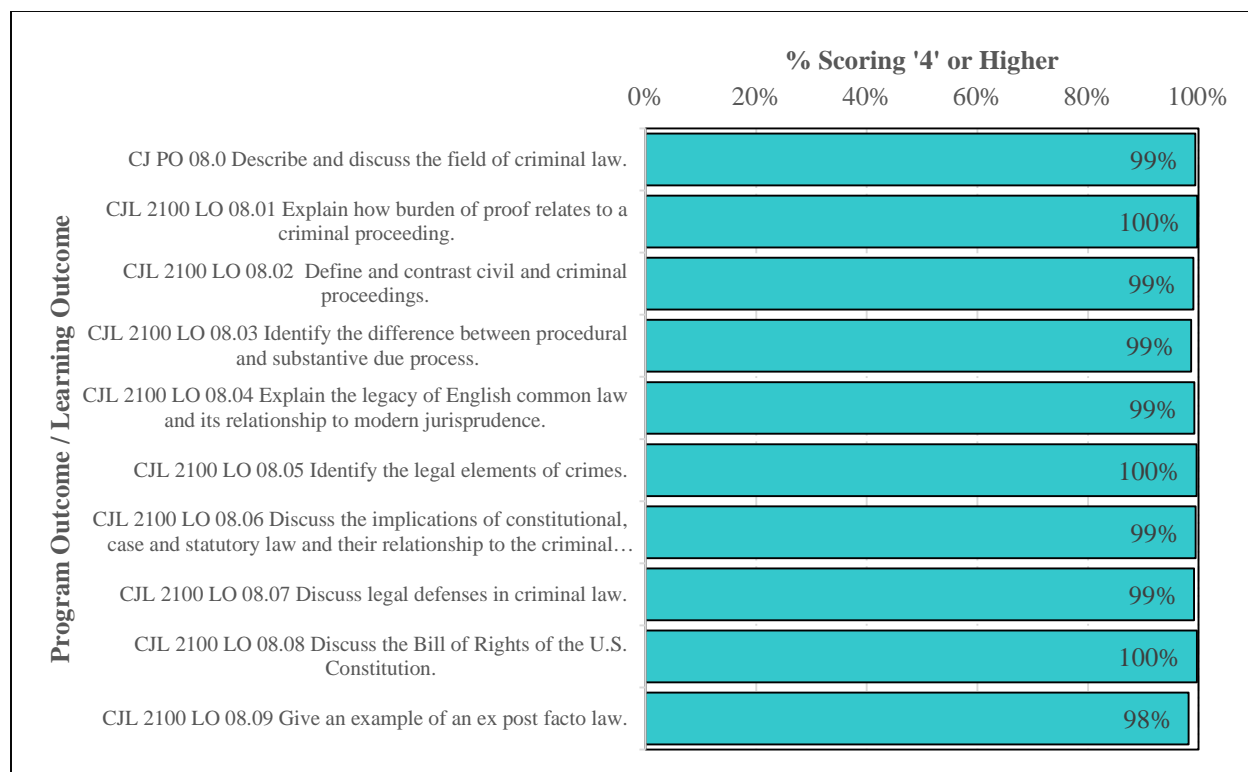Figure 1. Bar graph of mean score by Outcome for CJL 2100.

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 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 was offered traditionally. Both sections reported data. Depending on outcome, a range of 74-750 artifacts were scored from online sections compared with a range of 46-479 for traditional sections. A comparison of basic statistics is provided in Table 2. Online artifacts mean scores are nearly identical to traditional mean scores for all outcomes (Figure 3). Percentage of artifacts scoring '4' or higher are also similar 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). None were found to be statistically significantly different. Therefore, we cannot reject the null hypothesis that the difference in the means of the online and traditional scores is equal to 0, and we cannot 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.	479	5.0	100%	750	4.9	99%
CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.	339	5.0	100%	545	5.0	100%
CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.	84	5.0	100%	132	4.9	98%
CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.	122	5.0	100%	183	4.9	98%
CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.	54	5.0	100%	81	5.0	99%
CJL 2100 LO 08.05 Identify the legal elements of crimes.	309	4.9	99%	490	5.0	100%
CJL 2100 LO 08.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.	216	5.0	100%	334	4.9	99%
CJL 2100 LO 08.07 Discuss legal defenses in criminal law.	46	4.9	98%	74	5.0	100%
CJL 2100 LO 08.08 Discuss the Bill of Rights of the U.S. Constitution.	245	5.0	100%	379	4.9	100%
CJL 2100 LO 08.09 Give an example of an ex post facto law.	66	5.0	100%	100	4.9	97%

*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**.*
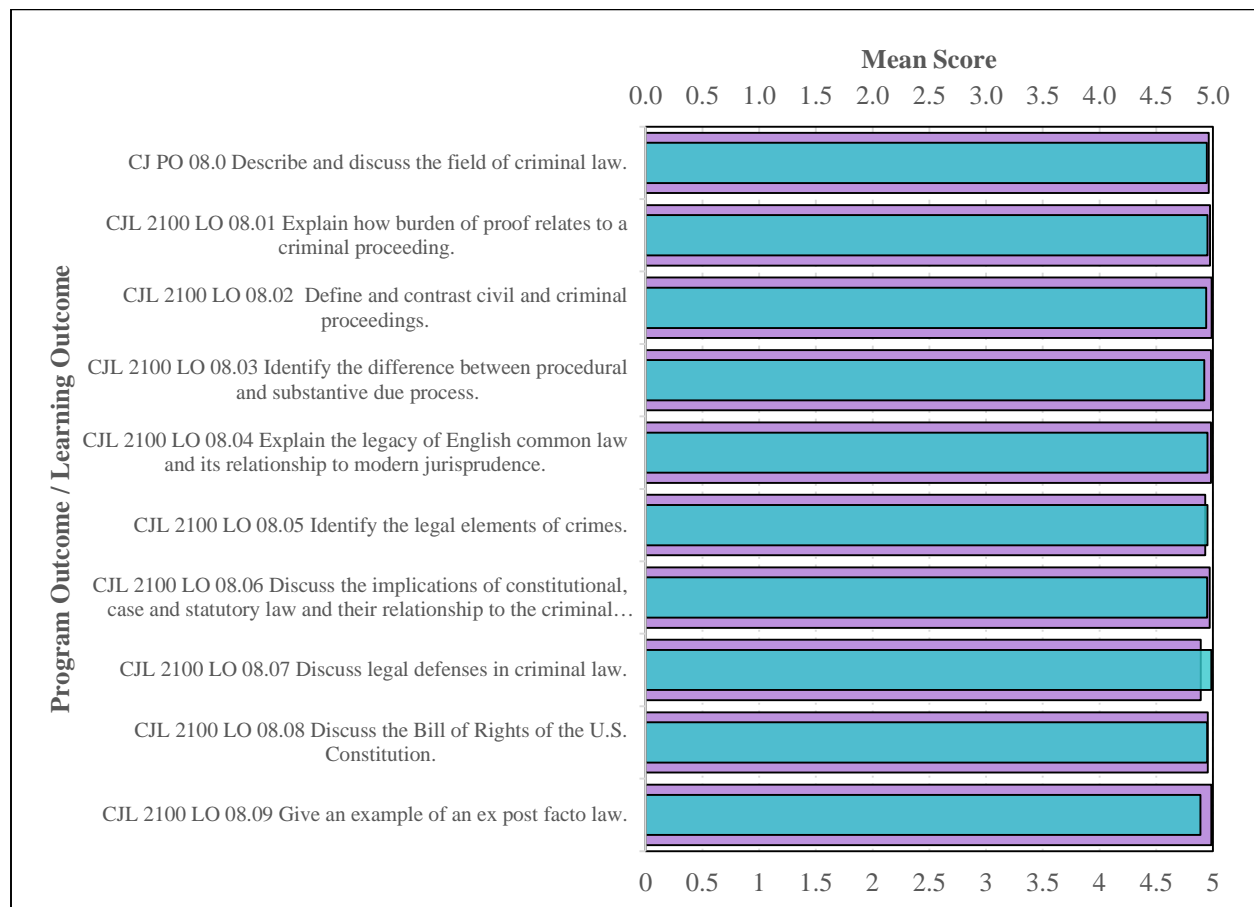

Figure 3. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).

% Scoring '4' or Higher

Program Outcome / Learning Outcome

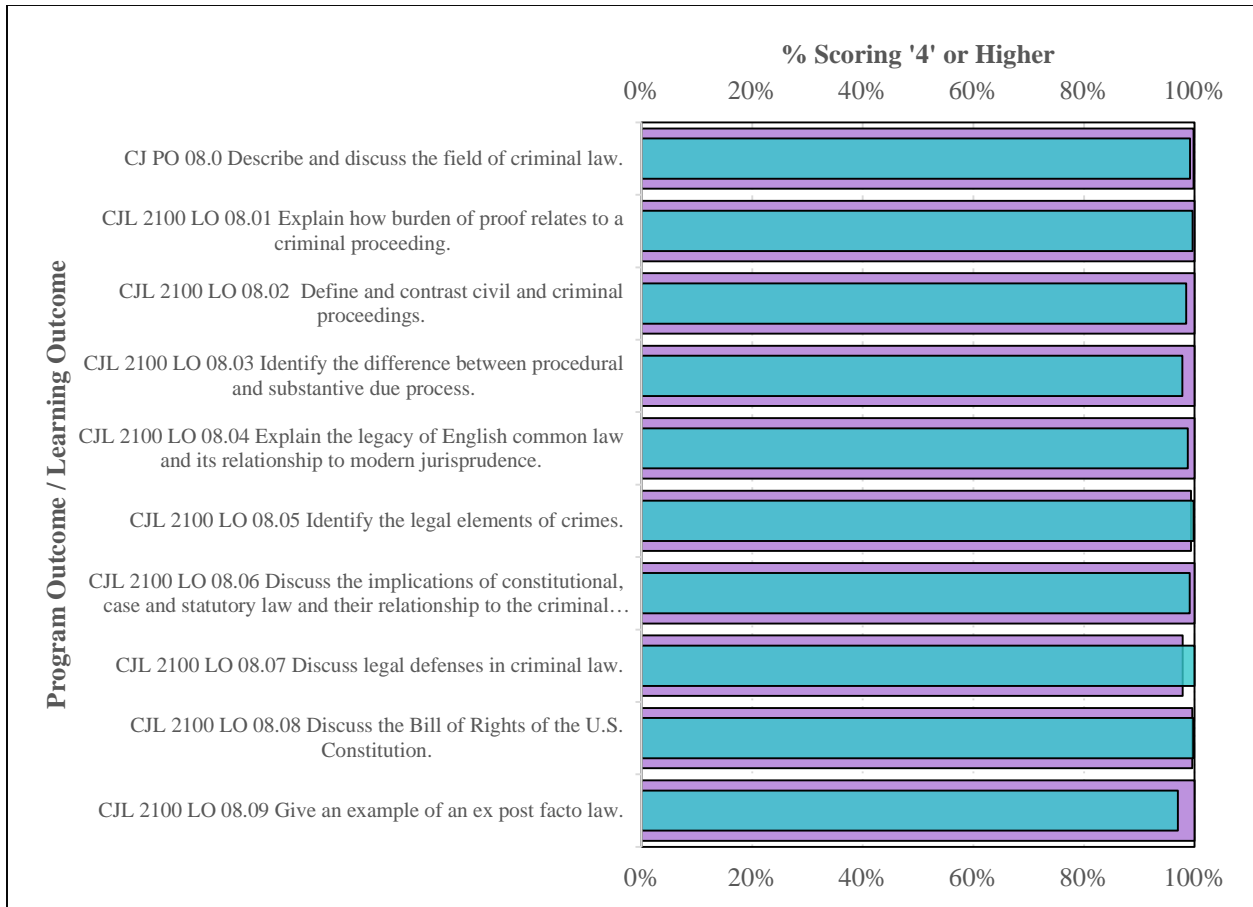|	
CJ PO 08.0 Describe and discuss the field of criminal law.	
CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.	
CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.	
CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.	
CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.	
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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.	
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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 effect sizes. In other words, non-overlap score distribution from online artifacts to traditional artifacts is a range of approximately 2% to 16%.

2.2.3 Comparison by Campus/Site
Only two sites offered course sections during fall 2017 and are represented in the online/traditional comparison shown in 2.2.2 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 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 fall 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 fall 2017 semester, an enrollment of 25 contributed to scores tallied from 1 of 1 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.

Outcomes	# of Assignments Linked to Outcome	n	Mean	% Scoring 4 or Higher
CJ PO 09.0 Explain evidence and rules of evidence.	29	594	4.9	99%
CJL 2130 LO 09.01 State the purpose of evidence.	7	140	4.9	99%
CJL 2130 LO 09.02 Name and describe types of evidence.	11	218	4.9	98%
CJL 2130 LO 09.03 Define admissibility of evidence.	21	423	4.9	99%
CJL 2130 LO 09.04 Define sufficiency of evidence.	15	301	4.9	99%
CJL 2130 LO 09.05 Discuss the legal procedures for securing admissions and confessions.	5	102	4.9	100%
CJL 2130 LO 09.06 Describe the general process and handling of all evidence from time of discovery through disposition.	9	177	4.9	99%
CJL 2130 LO 09.07 Describe the nature, purpose and legal framework of privileged information regarding evidence.	11	226	4.9	99%

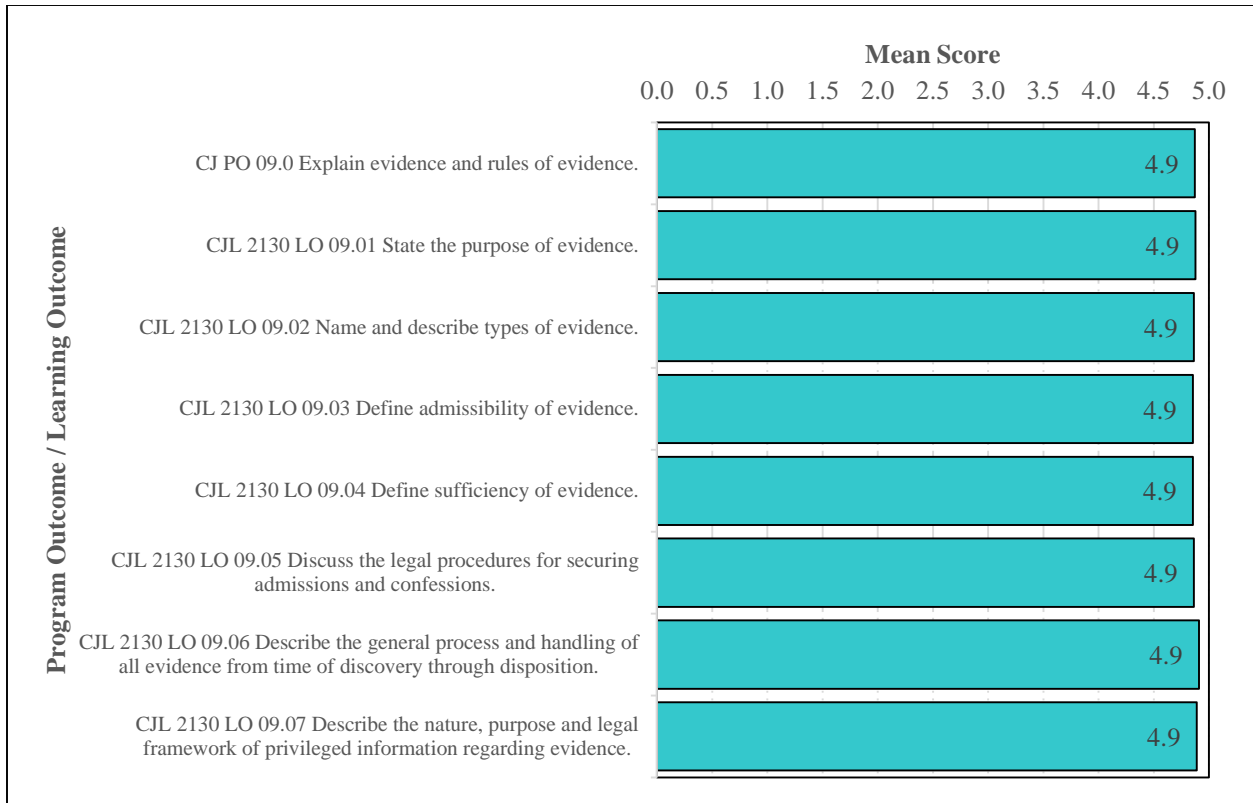Table 3. Student achievement level by Outcome for CJL 2130.

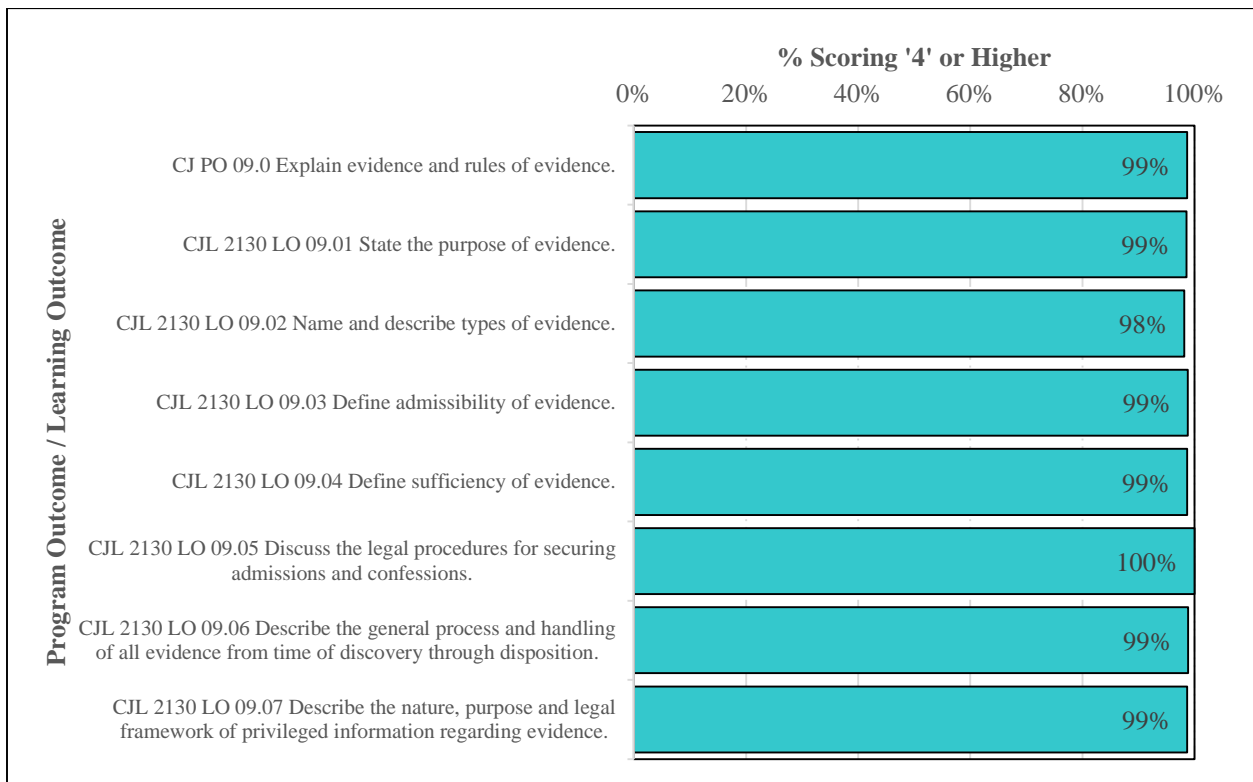*Figure 5. Bar graph of mean score by Outcome for CJL 2130.*

Figure 6. 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 fall 2017 so no comparison study between dual enrollment and non-dual enrollment could be completed.

3.2.2 Online to Traditional Comparison

Only one section of the course was run during fall 2017 (online) so no comparison between online and traditional could be completed.

3.2.3 Comparison by Campus/Site

Only one section of the course was run during fall 2017(online) so no cross-campus comparison 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 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. 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 4.9 to 5.0. Outcome percentages scoring '4' or better range from 98% to 100%.
2. In a study comparing Online with Traditional course sections, Online artifacts mean scores are nearly identical to traditional mean scores for all outcomes. Percentage of artifacts scoring '4' or higher are also similar for all outcomes. Differences in the means were not found to be statistically significantly different.
3. No cross-campus comparison was completed because only two sites offered course sections in fall 2017 and are represented in the online-to-traditional comparison.

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 are all at 4.9. Outcome percentages scoring '4' or better range from 98% to 100%.
2. No online-to-traditional comparison was completed because only one section of the course was run during fall 2017 (online).
3. No cross-campus comparison was completed because only one section of the course was run during fall 2017 (online).

5   REFERENCES

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