

Criminal Law & Procedure Assessment Report

Spring 2018

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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 for the spring 2018 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 2018 semester, an enrollment of 66 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	1555	4.8	97%
CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.	21	1094	4.8	97%
CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.	5	270	4.8	98%
CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.	7	397	4.7	96%
CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.	3	186	4.7	97%
CJL 2100 LO 08.05 Identify the legal elements of crimes.	19	997	4.8	97%
CJL 2100 LO 08.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.	13	700	4.8	98%
CJL 2100 LO 08.07 Discuss legal defenses in criminal law.	3	173	4.8	96%
CJL 2100 LO 08.08 Discuss the Bill of Rights of the U.S. Constitution.	15	763	4.8	97%
CJL 2100 LO 08.09 Give an example of an ex post facto law.	4	227	4.7	96%

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

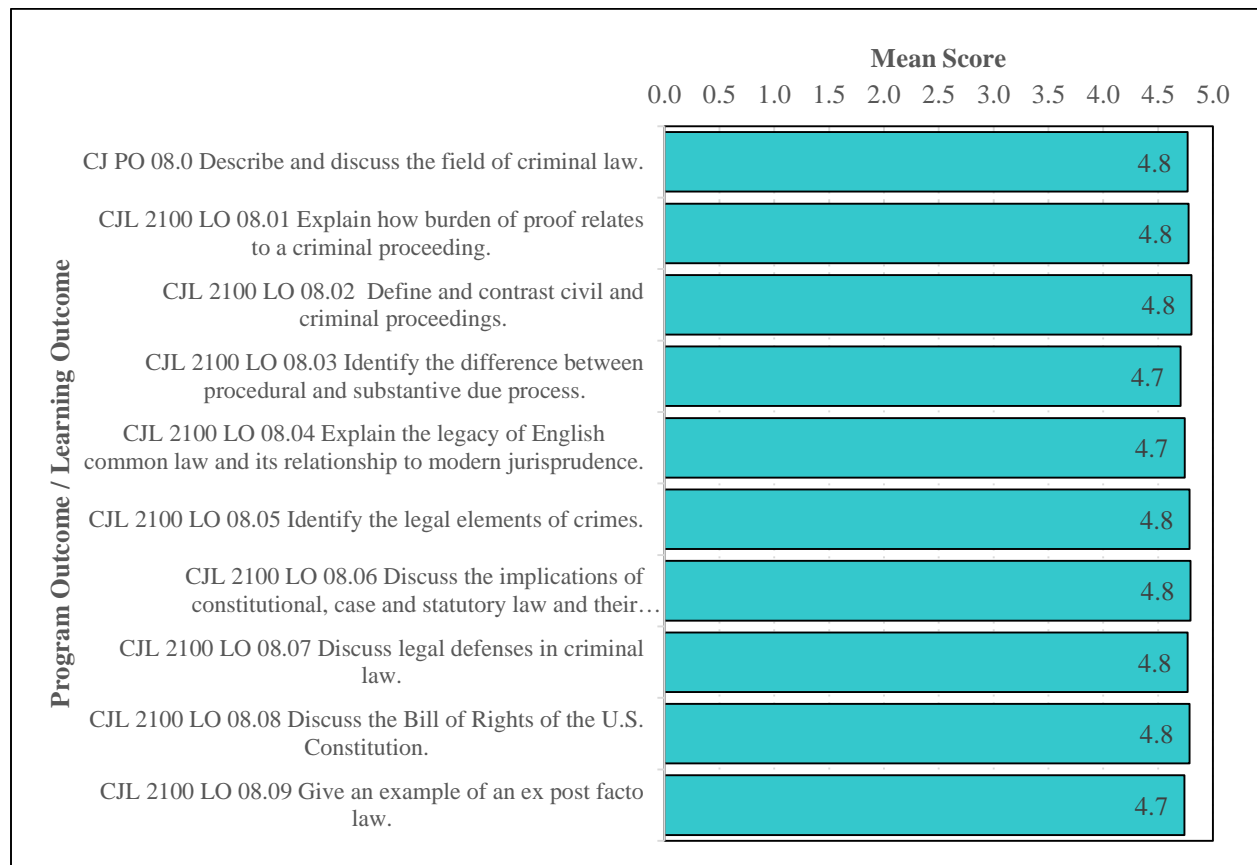


Figure 1. Bar graph of mean score by outcome for CJL 2100.

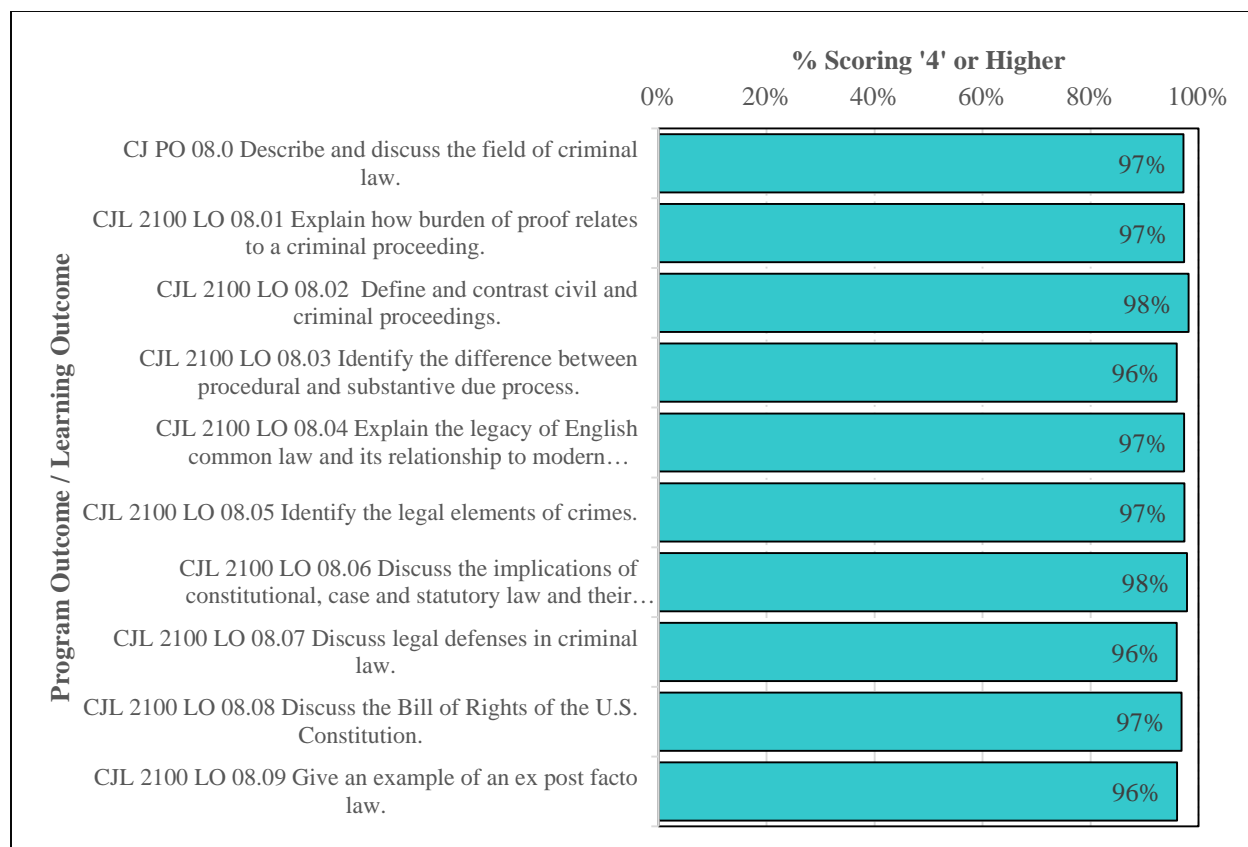


Figure 2. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CJL 2100.

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 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, one course section was offered online while two others were offered traditionally. All three sections reported data. Depending on outcome, a range of 61-633 artifacts were scored from online sections compared with a range of 112-922 for traditional sections. A comparison of basic statistics is provided in Table 2. Online artifacts mean scores are lower than traditional mean scores for all outcomes (Figure 3). Note that despite this, both traditional and online artifacts exhibit means well above the stated goal for the department. 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). All are found to be statistically significantly different. Therefore, we can reject the null hypothesis that the

difference in the means of the online and traditional scores 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 08.0 Describe and discuss the field of criminal law.	922	4.7	96%	633	4.9	99%
CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.	648	4.7	96%	446	4.9	99%
CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.	162	4.7	98%	108	4.9	99%
CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.	237	4.6	95%	160	4.9	98%
CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.	117	4.7	97%	69	4.9	99%
CJL 2100 LO 08.05 Identify the legal elements of crimes.	597	4.7	96%	400	4.9	99%
CJL 2100 LO 08.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.	421	4.7	97%	279	4.9	99%
CJL 2100 LO 08.07 Discuss legal defenses in criminal law.	112	4.7	94%	61	4.9	100%
CJL 2100 LO 08.08 Discuss the Bill of Rights of the U.S. Constitution.	455	4.7	96%	308	4.9	98%
CJL 2100 LO 08.09 Give an example of an ex post facto law.	136	4.6	95%	91	4.9	98%

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**.

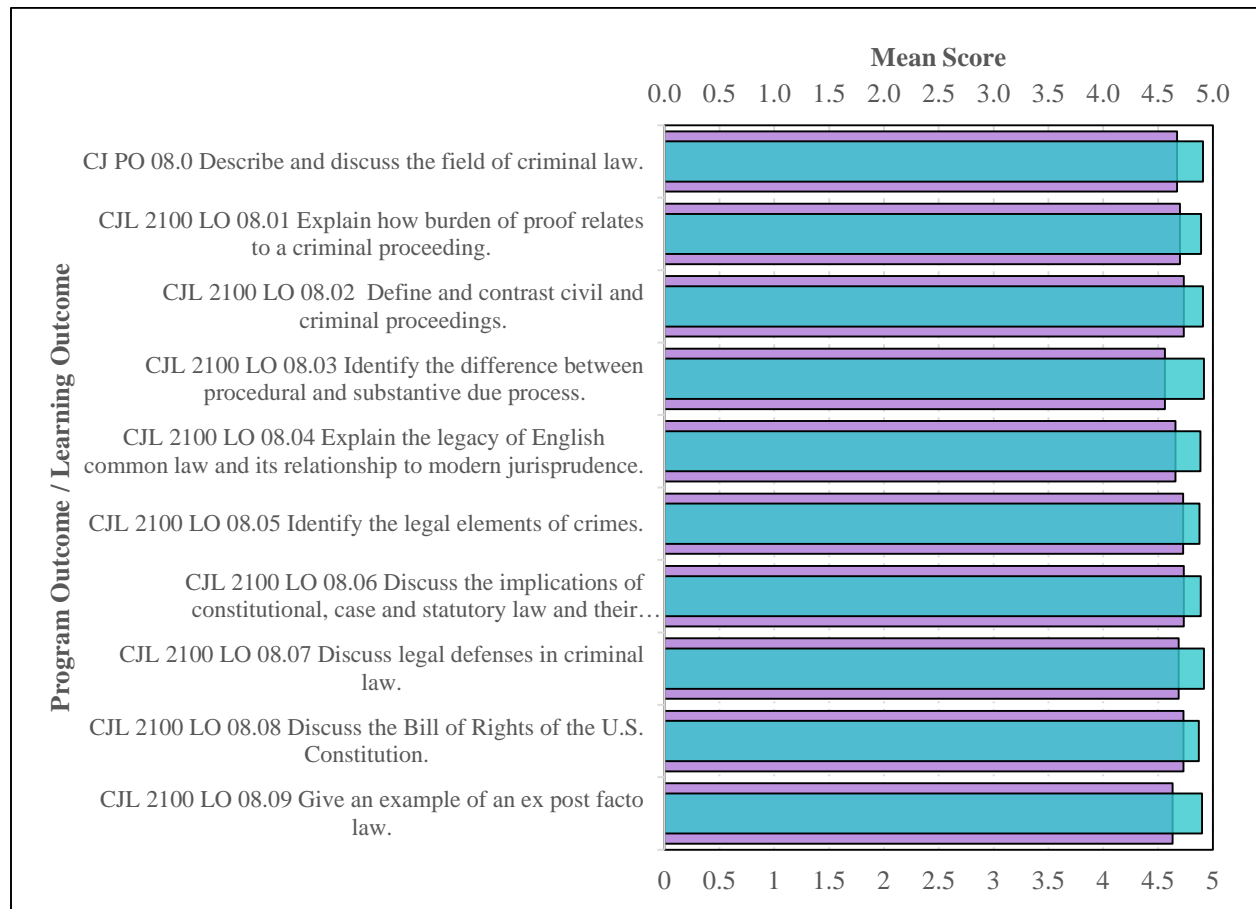


Figure 3. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).

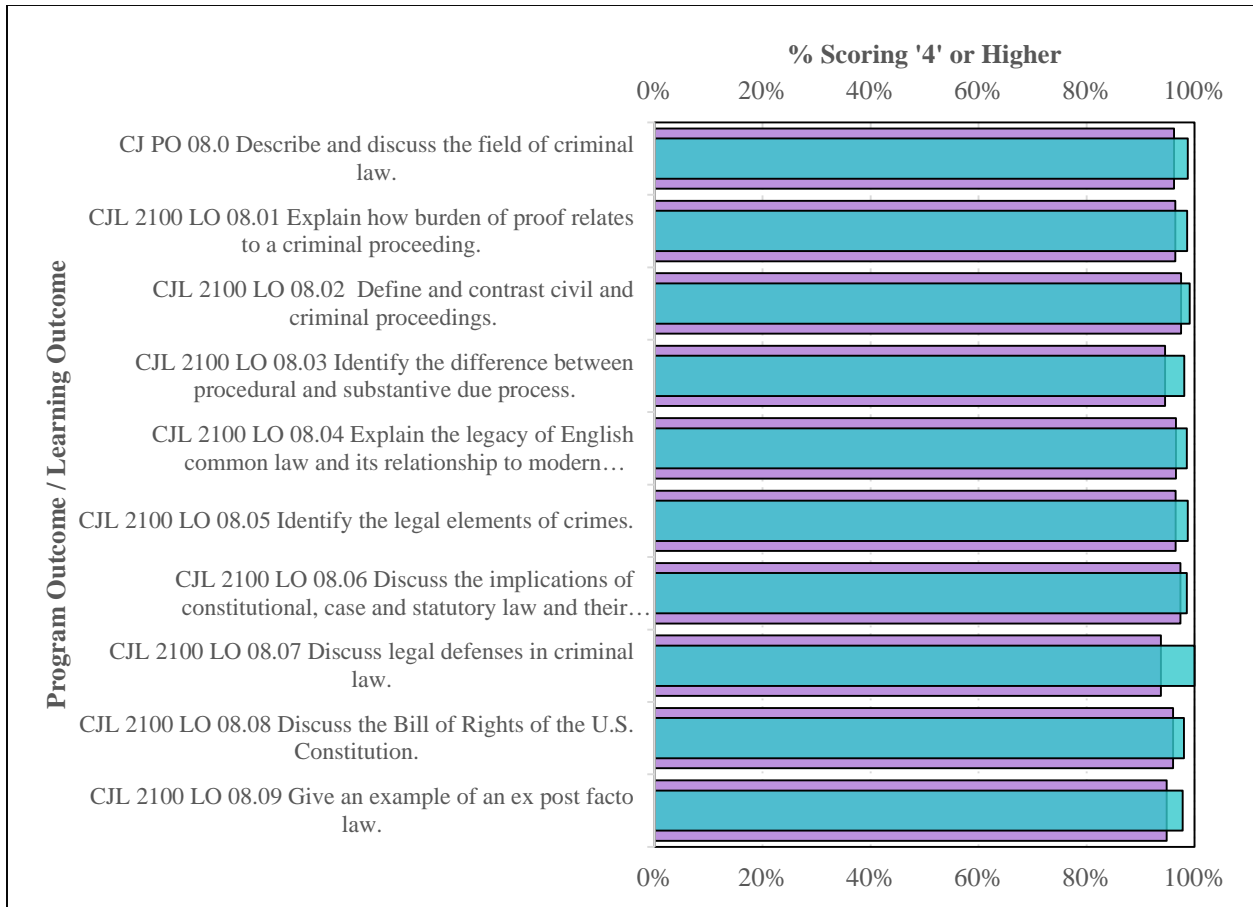


Figure 4. Comparison of percentage of artifacts scoring '4' or higher by modality with Traditional (purple) and Online (aqua).

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-medium effect sizes. In other words, non-overlap score distribution from online artifacts to traditional artifacts is a range of approximately 16% to 39%.

2.2.3 Comparison by Campus/Site

Of the three course sections reporting data in CJL 2100, 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 3. The Collier campus exhibits the lowest mean scores of the three sites across all LOs and the PO. A graphic representation of this is shown in Figure 5.

	Collier	FSW Online	Thomas Edison
PO 08.0	4.4	4.9	4.9
LO 08.01	4.4	4.9	4.9
LO 08.02	4.5	4.9	5.0
LO 08.03	4.2	4.9	4.9
LO 08.04	4.4	4.9	5.0
LO 08.05	4.6	4.9	4.9
LO 08.06	4.5	4.9	4.9
LO 08.07	4.5	4.9	4.9
LO 08.08	4.6	4.9	4.9
LO 08.09	4.4	4.9	4.8

Table 3. Comparison of mean scores by site. Bold denotes highest among all sites.

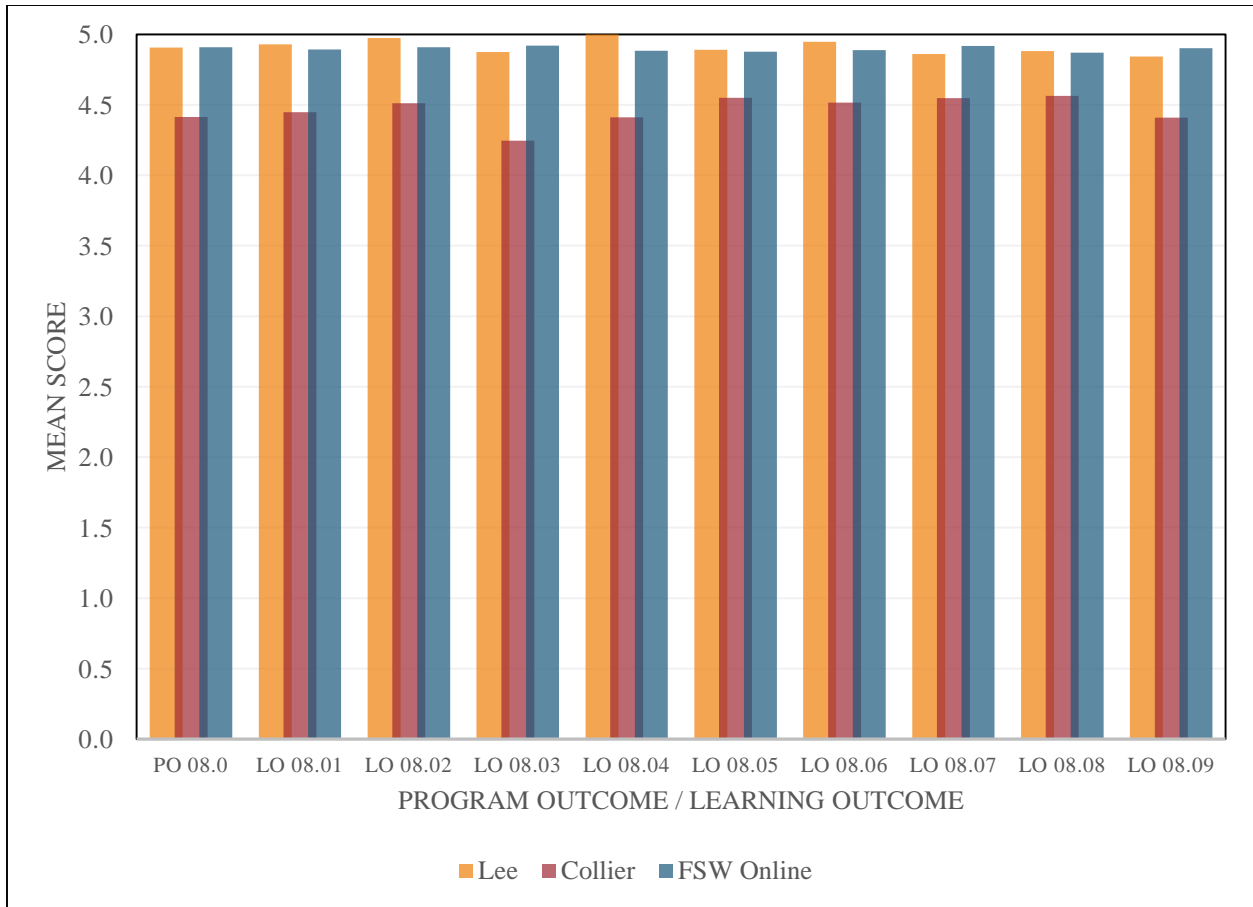


Figure 5. Comparison of mean scores by site for CJL 2100 Learning Outcomes and Program Outcome.

2.3 LONGITUDINAL STUDY

Description of achievement over time in CJL 2100 is provided in Figures 6 and 7. No LO exhibits a significant difference from any other over time. A difference is somewhat apparent across three terms, although no patterns are evident at present. Differences may be a result of normal variation. 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.

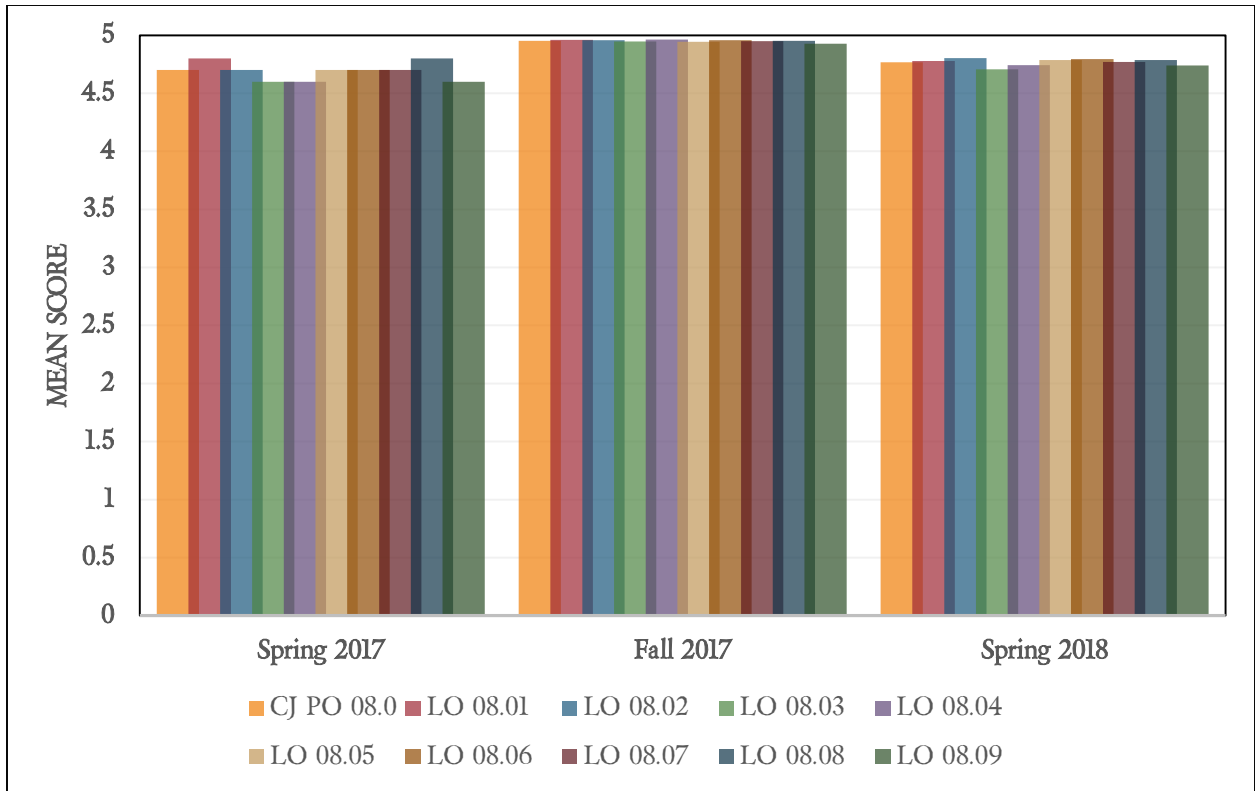


Figure 6. Bar graph of mean score by outcome for CJL 2100 over time

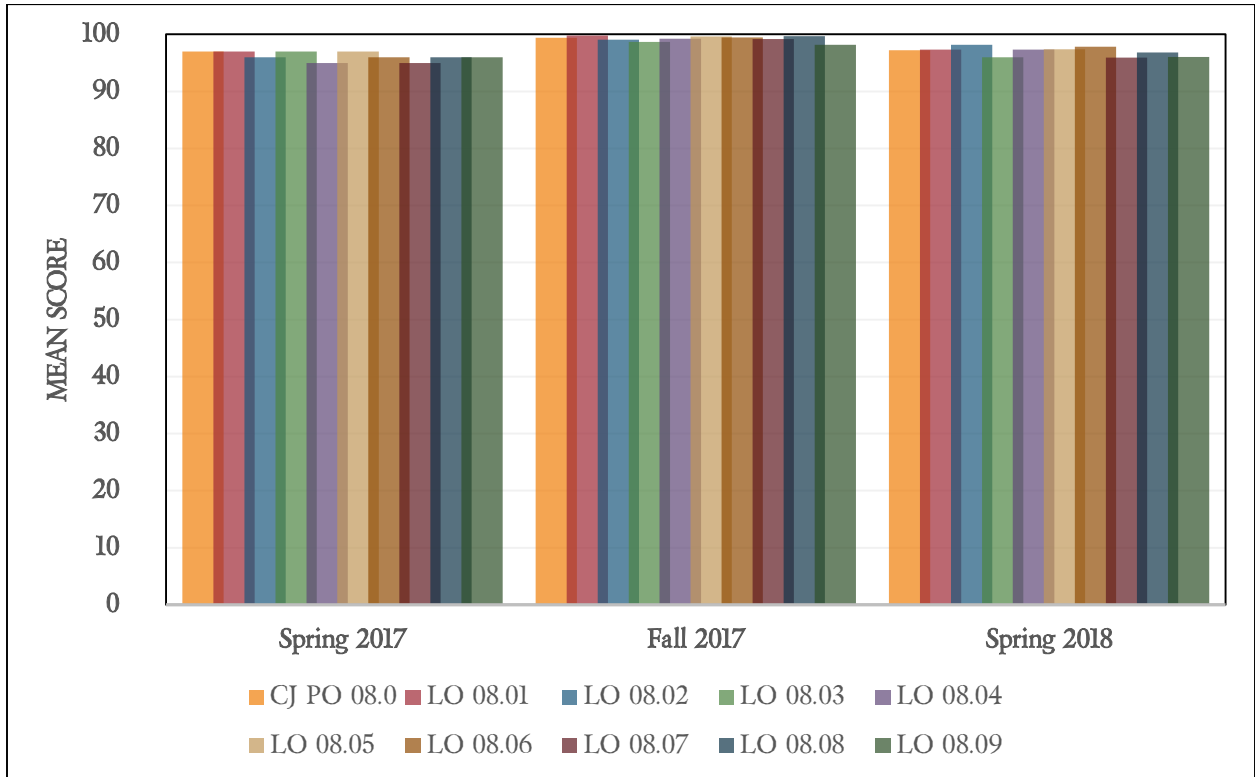


Figure 7. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CJL 2100 over time.

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 for the spring 2018 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 2018 semester, an enrollment of 44 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 8 and percentage of artifacts scoring ‘4’ or higher is shown in Figure 9. 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	1137	4.7	93%
CJL 2130 LO 09.01 State the purpose of evidence.	7	269	4.8	93%
CJL 2130 LO 09.02 Name and describe types of evidence.	11	414	4.8	93%
CJL 2130 LO 09.03 Define admissibility of evidence.	21	806	4.7	92%
CJL 2130 LO 09.04 Define sufficiency of evidence.	15	573	4.8	94%
CJL 2130 LO 09.05 Discuss the legal procedures for securing admissions and confessions.	5	200	4.8	96%
CJL 2130 LO 09.06 Describe the general process and handling of all evidence from time of discovery through disposition.	9	345	4.7	92%
CJL 2130 LO 09.07 Describe the nature, purpose and legal framework of privileged information regarding evidence.	11	421	4.6	91%

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

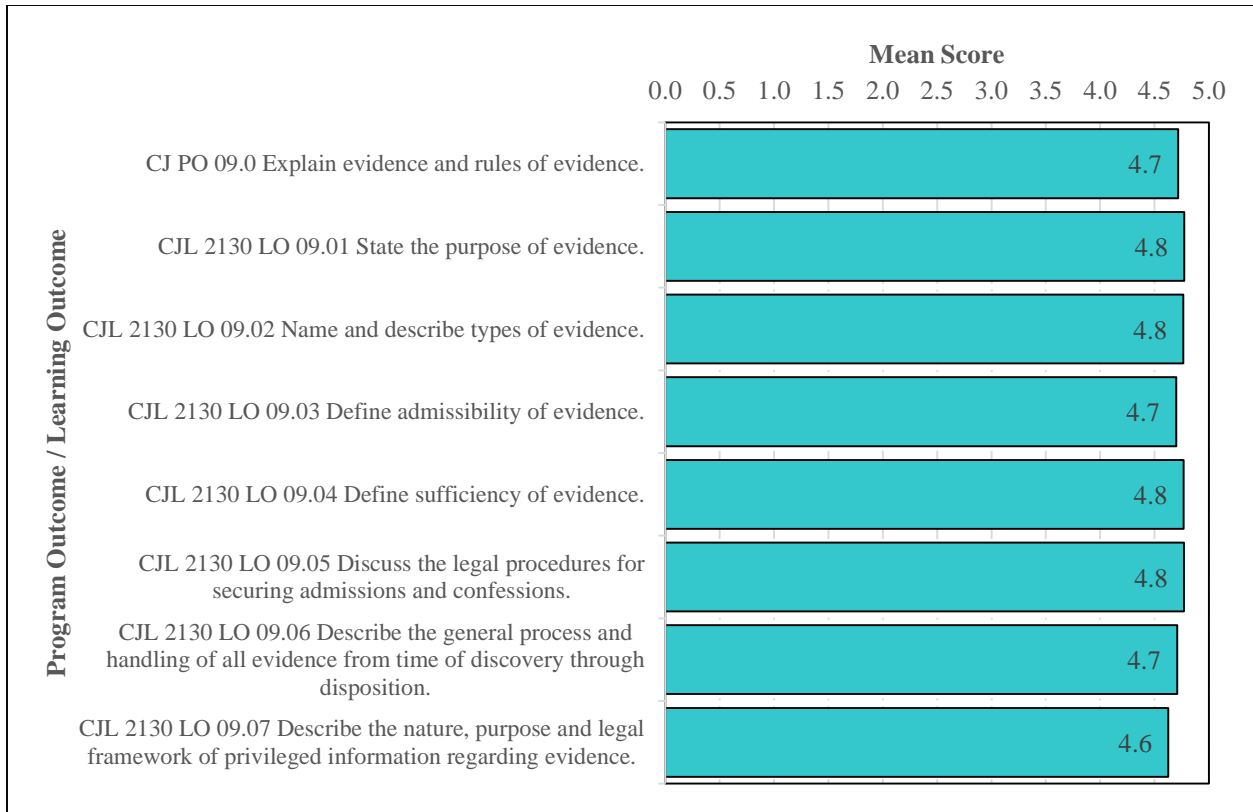


Figure 8. Bar graph of mean score by outcome for CJL 2130.

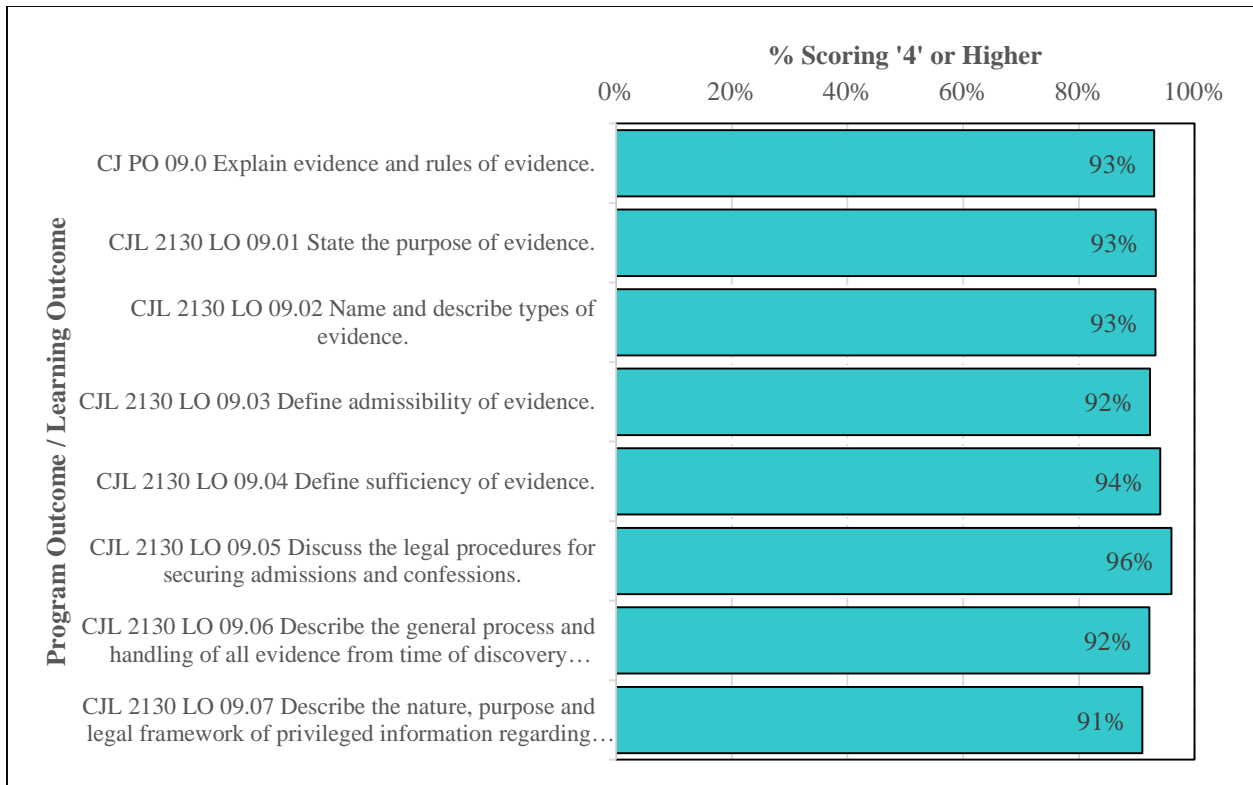


Figure 9. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CJL 2130.

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 (Concurrent) to Non-Dual Enrollment Comparison

No dual enrollment (concurrent) 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, one course section was offered online while one was offered traditionally. Both sections reported data. Depending on outcome, a range of 107-594 artifacts were scored from online sections compared with a range of 93-543 for traditional sections. A comparison of basic statistics is provided in Table 5. Online artifacts mean scores are higher than traditional mean scores for all outcomes (Figure 10). Note that despite this, both traditional and online artifacts exhibit means well above the stated goal for the department. Percentage of artifacts scoring '4' or higher are also similar for all outcomes (Figure 11). 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 are found to be statistically significantly different. Therefore, we can reject the null hypothesis that the difference in the means of the online and traditional scores 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			Online		
	n	Mean	% Scoring 4 or Higher	n	Mean	% Scoring 4 or Higher
CJ PO 09.0 Explain evidence and rules of evidence.	543	4.5	87%	594	4.9	99%
CJL 2130 LO 09.01 State the purpose of evidence.	124	4.6	87%	145	4.9	99%
CJL 2130 LO 09.02 Name and describe types of evidence.	189	4.6	86%	225	4.9	99%
CJL 2130 LO 09.03 Define admissibility of evidence.	375	4.5	85%	431	4.9	99%
CJL 2130 LO 09.04 Define sufficiency of evidence.	263	4.6	88%	310	4.9	99%
CJL 2130 LO 09.05 Discuss the legal procedures for securing admissions and confessions.	93	4.7	95%	107	4.9	97%
CJL 2130 LO 09.06 Describe the general process and handling of all evidence from time of discovery through disposition.	163	4.4	85%	182	4.9	99%
CJL 2130 LO 09.07 Describe the nature, purpose and legal framework of privileged information regarding evidence.	204	4.3	83%	217	4.9	99%

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**.

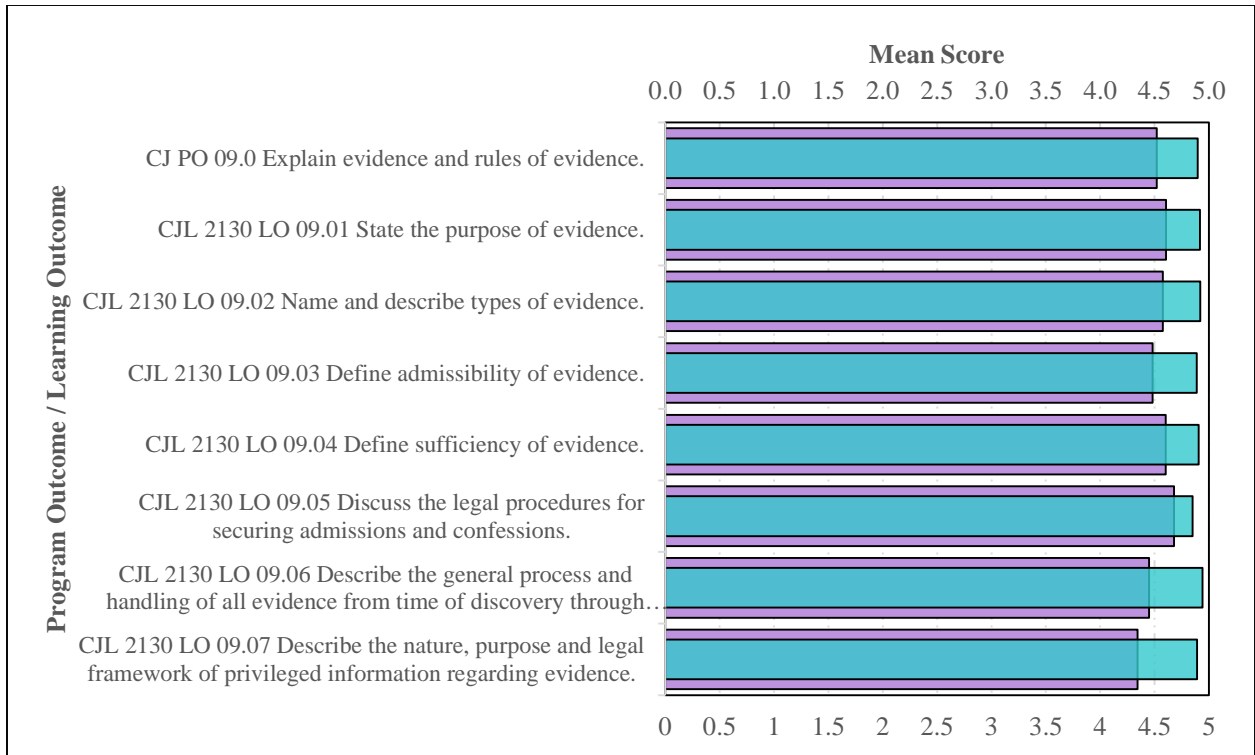


Figure 10. Comparison of mean scores by modality with Traditional (purple) and Online (aqua).

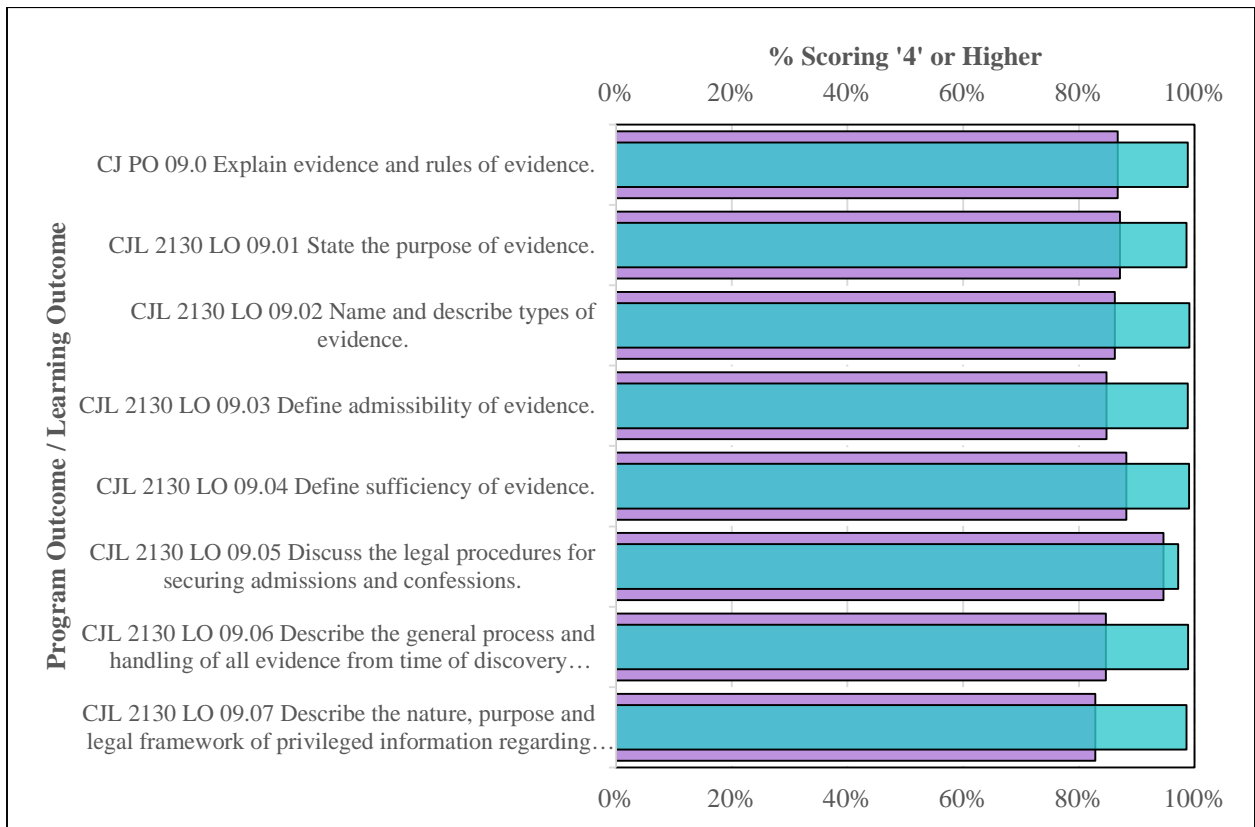


Figure 11. Comparison of percentage of artifacts scoring '4' or higher by modality with Traditional (purple) and Online (aqua).

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-medium effect sizes. In other words, non-overlap score distribution from online artifacts to traditional artifacts is a range of approximately 24% to 40%.

3.2.3 Comparison by Campus/Site

Only two sections of the course were run during spring 2018 (one online, one traditional) so the comparison is included in Section 3.2.2. above.

3.3 LONGITUDINAL STUDY

Description of achievement over time in CJL 2130 is provided in Figures 12 and 13. No LO exhibits a significant difference from any other over time. A difference is somewhat apparent across three terms, although no patterns are evident at present. Differences may be a result of normal variation. 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.

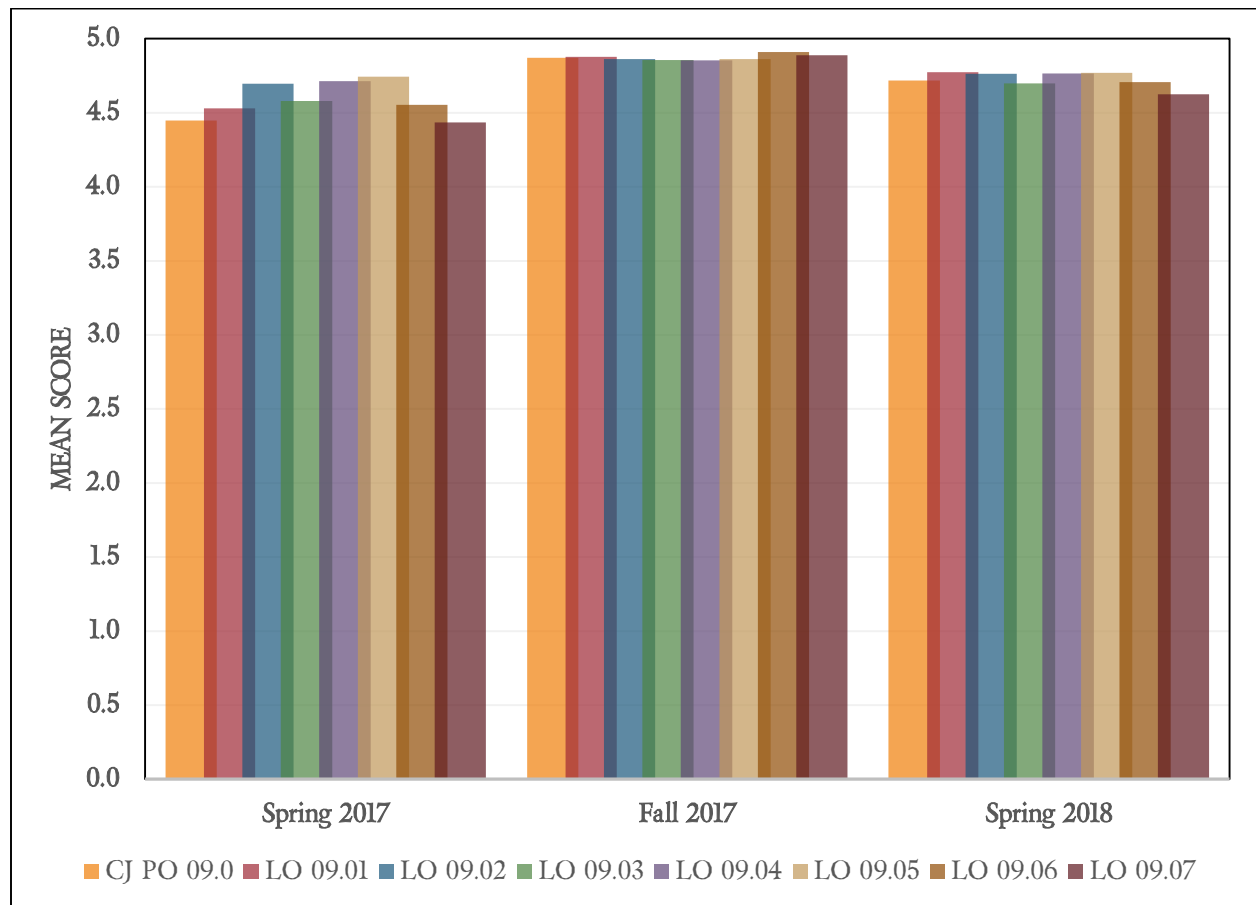


Figure 12. Bar graph of mean score by outcome for CJL 2100 over time.

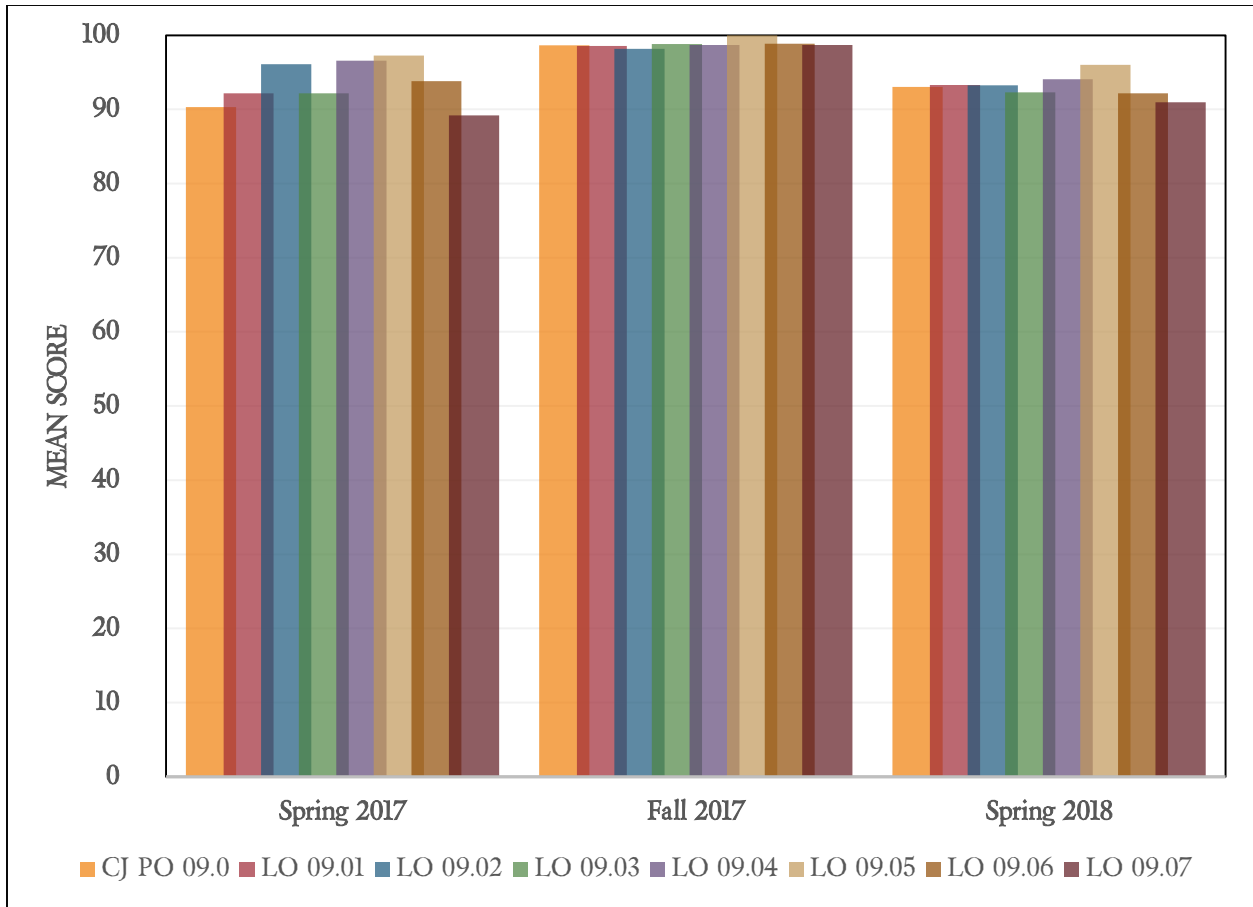


Figure 13. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CJL 2100 over time.

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. 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.
2. In a study comparing Online with Traditional course sections, Online artifacts mean scores are lower than traditional mean scores for all outcomes. Percentage of artifacts scoring '4' or higher are also similar for all outcomes. Differences in the means were all found to be statistically significantly different.
3. In a cross-campus comparison, the Collier campus exhibits the lowest mean scores of the three sites across all LOs and the PO, although all sites meet achievement goals.

4. In a longitudinal study of achievement, no LO exhibits a significant difference from any other over time. A difference is somewhat apparent across three terms, although no patterns are evident at present.

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.
2. In a study comparing Online with Traditional course sections, Online artifacts mean scores are higher than traditional mean scores for all outcomes. Note that despite this, both traditional and online artifacts exhibit means well above the stated goal for the department. Percentage of artifacts scoring '4' or higher are also similar for all outcomes. All are 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 of achievement, no LO exhibits a significant difference from any other over time. A difference is somewhat apparent across three terms, although no patterns are evident at present. Differences may be a result of normal variation.

5 REFERENCES

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