

# Criminal Law & Procedure Assessment Report

## Fall 2019

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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. 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, Asst. Vice President of Institutional Research, Assessment & Effectiveness, Academic Affairs ([jfvangaalen@fsw.edu](mailto:jfvangaalen@fsw.edu); x16965).

## 2 CJL 2100

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### 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 fall 2019 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 2019 semester, an enrollment of 19 contributed to scores tallied from 1 of 2 sections of CJL 2100. The second section did not have data synced with the LMS so no data was reported. 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	414	4.8	95%
CJL 2100 LO 08.01 Explain how burden of proof relates to a criminal proceeding.	21	289	4.8	95%
CJL 2100 LO 08.02 Define and contrast civil and criminal proceedings.	5	87	4.8	93%
CJL 2100 LO 08.03 Identify the difference between procedural and substantive due process.	7	113	4.8	94%
CJL 2100 LO 08.04 Explain the legacy of English common law and its relationship to modern jurisprudence.	3	64	4.8	94%
CJL 2100 LO 08.05 Identify the legal elements of crimes.	19	262	4.8	94%
CJL 2100 LO 08.06 Discuss the implications of constitutional, case and statutory law and their relationship to the criminal justice system.	13	191	4.8	94%
CJL 2100 LO 08.07 Discuss legal defenses in criminal law.	3	55	4.8	93%
CJL 2100 LO 08.08 Discuss the Bill of Rights of the U.S. Constitution.	15	212	4.8	94%
CJL 2100 LO 08.09 Give an example of an ex post facto law.	4	61	4.8	93%

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

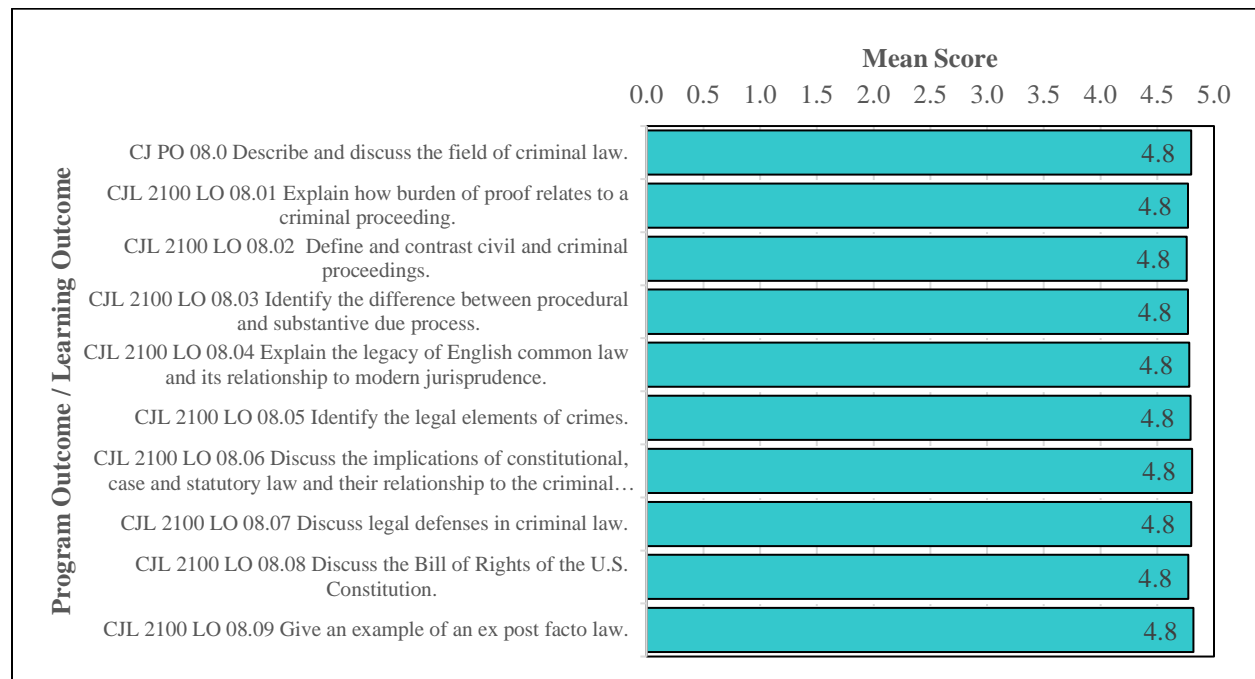


Figure 1. Bar graph of mean score by outcome for CJL 2100.



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 2019 so no comparison study between dual enrollment and non-dual enrollment could be completed.

### 2.2.2 Online to Traditional Comparison

While there was an online and a traditional section run in fall 2019, because only one course section of data was reported, no analysis between online and traditional could be completed.

### 2.2.3 Comparison by Campus/Site

Only one section of data was reported so no comparisons across sites could be completed.

## 2.3 LONGITUDINAL STUDY

Description of achievement over time in CJL 2100 is provided in Figures 6 and 7. All LO exhibit declines in the most recent terms for percentages scoring '4 or higher' but not in mean scores. A difference is apparent from fall to spring term. Differences may be a result of normal variation or demographic switches by term (e.g., courses offered at one site in fall, but not in spring). 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).

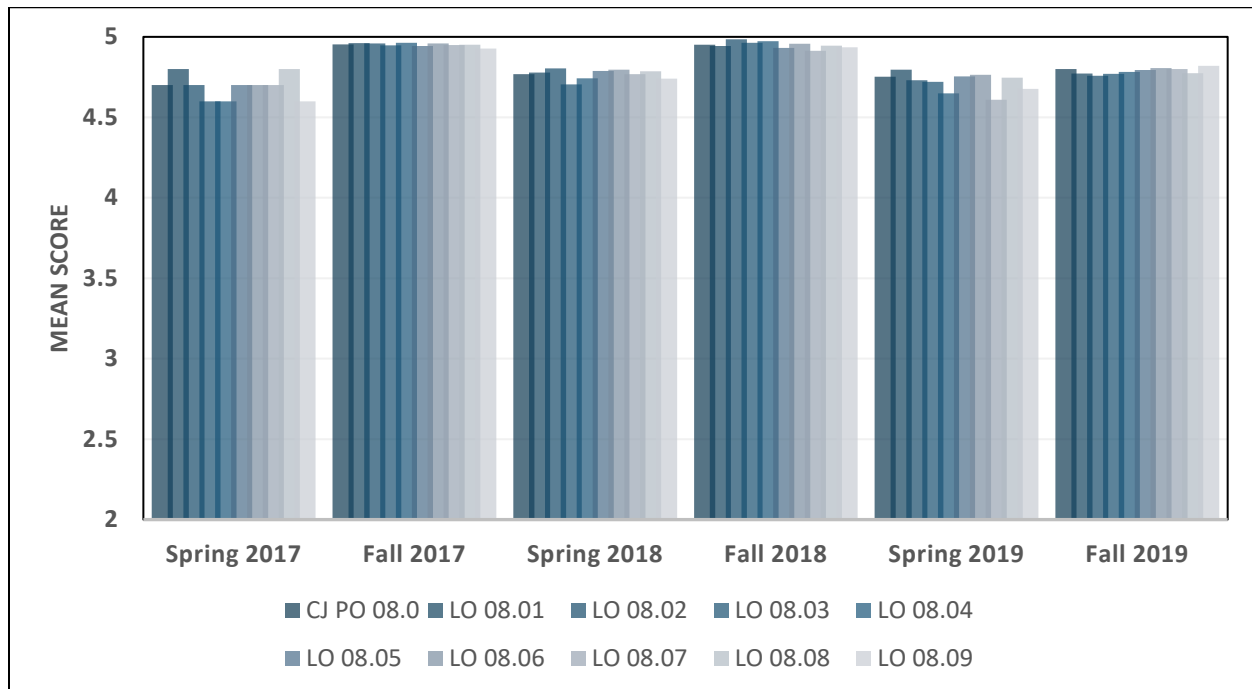


Figure 3. Bar graph of mean score by outcome for CJL 2100 over time.

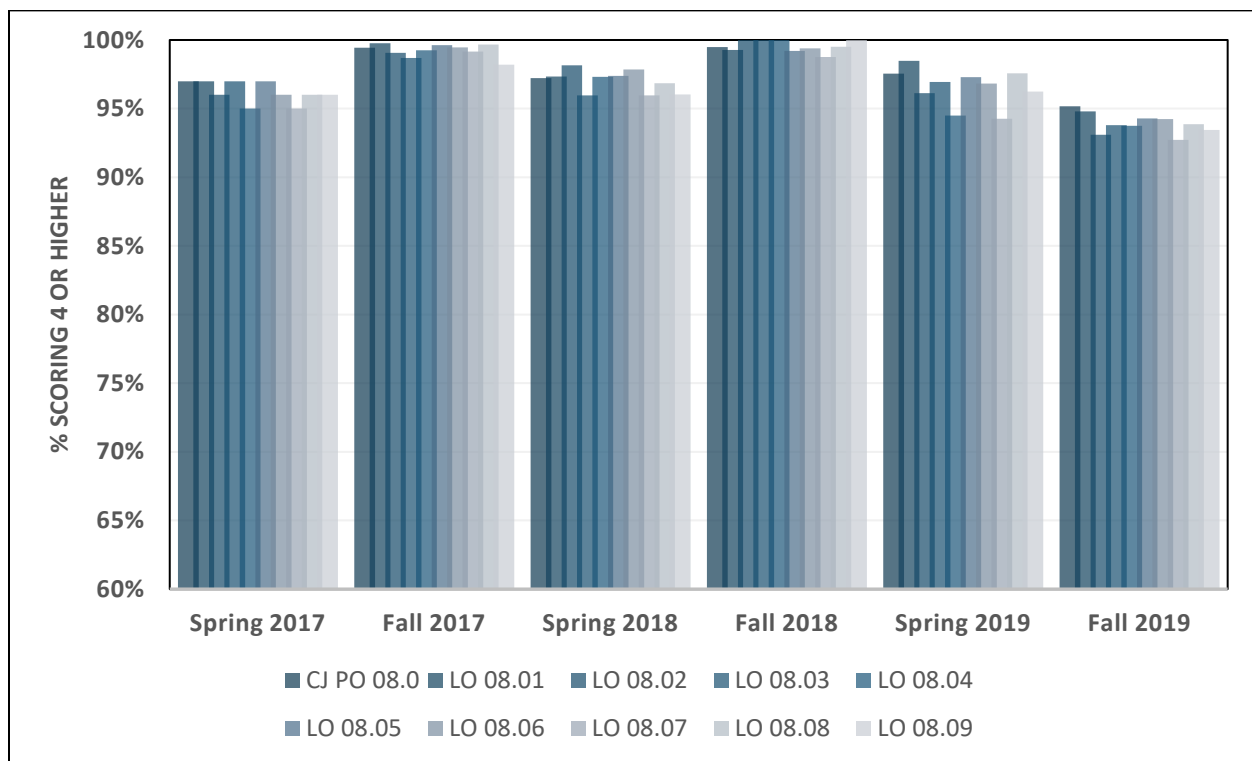


Figure 4. Bar graph of percentage of artifacts scoring '4' or higher by outcome for CJL 2100 over time.

## 3 CJL 2130

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### 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 2019 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 2019 semester, no data was reported due to the outcomes not properly being synced within the Learning Management System (LMS).

## 4 CONCLUSIONS

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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 to traditional artifacts, while there was and online and a traditional section run in fall 2019, because only one course section of data was reported, no analysis between online and traditional could be completed.
3. In a cross-campus comparison, only one section of data was reported so no comparisons across sites could be completed.
4. In a longitudinal study of achievement, all LO exhibit declines in the most recent terms for percentages scoring ‘4 or higher’ but not in mean scores. Differences may be a result of normal

variation or demographic switches by term (e.g., courses offered at one site in fall, but not in spring).

## 4.2 CJL 2130

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

1. During the spring 2019 semester, no data was reported due to the outcomes not properly being synced within the Learning Management System (LMS).

## 5 REFERENCES

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