

Comprehensive Program Of Criminal Justice For

AY 2022 – 2023

Prepared by

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February 29, 2024



Independence
COMMUNITY COLLEGE

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1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program. List degrees and certificates being reviewed.

Narrative:

The criminal justice program exists for students who are interested in careers in law enforcement or social work and is an appropriate major for those interested in pursuing a law degree (ICC Course Catalog).

Students who complete the program will receive an Associate of Science degree (A.S.).

There are three program specific courses to provide students with an introduction to the field of Criminal Justice: Introduction to Criminal Justice, Introduction to Criminal Behavior and Introduction to Criminal Law. These are transferrable courses that serve as most students' formal introduction into the academic study of criminal justice. These introductory courses serve as gatekeepers for the degree; if a student does not enjoy or succeed in these courses, they should reconsider being a criminal justice major.

The Introduction to Criminal Justice and Criminal Law class are general education courses under the Kansas Board of Regents (KBOR) systems wide transfer agreement; being placed in the Social and Behavior Science bucket.

The discipline specific courses make up 9 of the 62 hours in the degree; the remaining hours in the program align with KBOR and ICC general study requirements.

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

- Number of Faculty (Full Time; Part Time; Total)
- Student Credit Hours by Faculty Type
- Enrollment by Faculty Type
- Faculty Name by Type
- Average Class Size, Completion, and Attrition
- Course Completion, Success and Attrition by Distance Learning v Face-to-Face
- Number of Degrees/Certificates Awarded
- Number of Graduates Transferring (if available from IR)
- Number of Graduates Working in Related Field (technical programs only)
- Expenditures and Revenues)

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

(See Section 1.2 in the Program Review Handbook for more information.)

Chart:

		2021-2022	2022-2023
Number of Faculty:			
	Full time	0	0
	Adjunct	1	2
Enrollment & Student credit hours by Faculty type:			
	Full Time	0	0
	Adjunct	12	15
Average Class size:			
	Face-to-Face classes	19	19
	Online classes	11	10
	All courses	13	13.8
Completion Rates:			
	Face-to-Face classes	84%	100%(hybrid)
	Online classes	94%	93%
	All courses	90%	97%

Pass ('D' or better) rates:			
	Face-to-Face classes	81%	70%
	Online classes	90%	82%
	All courses	87%	75%
Pass ('C' or better) rates:			
	Face-to-Face classes	75%	56%
	Online classes	87%	79%
	All courses	83%	66%
Number of Majors:		13	16
Degrees Awarded:		2	4
Retention within Program		5	6

Narrative:

By the numbers, this is a successful program.

There are consistently 10 – 20 declared majors each year.

Between the degree awarded and retention numbers, over 50% of the declared majors are accounted for each year. There is no reason to think that the students who are unaccounted for are leaving because of the program.

The success rate of students taking the program classes is above average.

This program has no unique cost to run. There is only the normal overhead of paying the professor and operating the space.

2.0 External Constituency and Significant Trends

An important component of maintaining a program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

- Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (*).
- Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (9.0).

2.1: Program Advisory Committee:

Narrative:

N/A. There is no program advisory committee.

2.2: Specialized Accreditation:

- Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
- Upload the most recent self-study and site visit documents.
- Upload agency correspondence which confirm accreditation status.
- If this does not apply to your program, write “N/A.”

Narrative:

N/A. There is no specialized accreditation.

2.3: Other:

Discuss any external constituencies that may apply to the program. *(See Section 2.3 in the Program Review Handbook for more information.)*

Narrative:

N/A.

3.0 Assessment of Program Level Student Learning Outcomes

Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials.

Provide evidence of how assessment of program learning outcomes has been used to improve student learning.

Narrative:

The program follows the guidelines established by KBOR and ICC as for what classes are required. The difference between this program and the liberal studies program are replacing three elective courses with required courses, the outcomes of this program match that achieved in the liberal studies program.

Program Level:

Criminal Justice Program Outcomes:

1. The ability to think critically about the cause and effect of criminal behavior

- ties to Introduction to Criminal Justice, outcome 3
- ties to Introduction to Criminal Behavior, outcome 1
- ties to Criminal Law, outcome 1

2. Provide students with an understanding of the criminal justice system, its agencies, personnel, and historical foundation.

- ties to Introduction to Criminal Justice, outcome 1
- ties to Criminal Law, outcome 2

3. Prepare students to join the ranks of public servants in their communities.

- ties to Introduction to Criminal Justice, outcome 5
- ties to Criminal Law, outcome 6

4. Help develop students and practitioners with critical and analytical skills to promote the administration of justice and crime prevention and control in a diverse and global society

- ties to Introduction to Criminal Justice, outcome 5 and 6
- ties to Criminal Law, outcome 5 and 6

5. give students a strong understanding of crime, the justice system, and other social issues you'll encounter in the professional field.

- ties to Introduction to Criminal Justice, outcome 2
- ties to Introduction to Criminal Behavior, outcome 5
- ties to Criminal Law, outcome 2, 3, and 4

Program level outcomes are met, based on an average of course level tied outcomes.

On the course level:

Each learning outcome had a target of 70% of students receiving a 70% or better on the direct measure. This goal was exceeded on all learning outcomes in both classes. See the appendix section for full details on each learning outcome and the results.

Observations from Adjunct Professors:

Jerry Harris:

The objective measures support that most students are understanding the material and retaining it well enough to succeed during the eight-week session of class. Helping students understand the importance of a syllabus, writing style, and grammar seem to be recurring challenges. Overall, I feel that most students make some improvements in writing style. Many students will take the other criminal justice course before or after this class. Because the classes are founded on the same theories students seem to retain the information and do well in both classes.

Anita Chappuie:

Students did well with practical applications of law. Their biggest struggle was with reading statutes and pulling apart the various elements of a crime. Adjustments are planned to provide more practice with this skill before moving on to more practical application of fact patterns.

4.0 Curriculum Reflection

4.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program's curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. It is not expected that programs specifically answer each and every question.

- Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
- How does this program transfer to four-year universities? (give specific examples)

Narrative:

Currently the ICC criminal justice program consists of three specific criminal justice courses: Introduction to Criminal Justice, Introduction to Criminal Behavior and Criminal Law. The rest of the program courses are prescribed by KBOR guidelines for awarding an associate degree. These prescribed courses are updated as they are taught per the course specific changes.

Introduction to Criminal Justice (CRJ1010) and Criminal Law (CRJ2010) are in the KBOR transfer matrix guaranteeing it will transfer statewide across all public institutions.

4.2 Diversity, Equity, and Inclusion

How does your program curriculum include diverse populations and viewpoints?

Narrative:

The program level outcomes for Criminal Justice directly address how this program helps students develop critical and analytical skills to promote the administration of justice and crime prevention and control in a diverse and global society (Outcome 4). Individual courses also touch on various diverse viewpoints while teaching about the historical foundations of the criminal justice system (Outcome 2) and common social issues encountered in the professional field (Outcome 5).

The intentional inclusion of diverse viewpoints in the curriculum of this program is a critical part of making sure that our students can see themselves in the field. This program attracts a diverse student population, with a 50/50 split of male and female Criminal Justice majors over the last 2 years and with over 50% of majors identifying as non-white.

4.3 Mission and Strategic Plan Alignment

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy. These examples may be helpful and included in future campus reporting to HLC. (Refer to section 2.3 for HLC categories)

Narrative:

As with all academic programs at ICC, the Criminal Justice program aligns with the ICC mission by providing academic excellence. Cultural enrichment and economic development are circumstantial; depending on what a student plans on doing with their degree but both are plausible as this degree is foundational and can be used in many different future pursuits.

5.0 Program Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

The program faculty should highlight noteworthy program accomplishments.

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

Narrative:

Adjunct Professor Jerry Harrison, is a certified law enforcement officer; currently serving as the Independence Chief of Police.

Adjunct Professor Anita Chappuie, is a licensed attorney in the state of Kansas who has been pursuing continuing education hours as part of her professional requirements.

6.0 Program Planning & Development for Student and Program Success

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality.

Potential Enhancement Opportunities: Program faculty continuously monitor discipline/ profession trends and/or interact with external educational partners and business and industry. In doing so, it may become apparent that potential opportunities for enhancement and innovation are warranted. These should be reflected in the program goals and action plans. For initiatives that include curriculum, the Academic Affairs Office should be consulted.

Some guidelines which indicate a program should be given a Category 1 vitality recommendation are:

Maintain Current Levels of Support/Continuous Improvement: Programs with consistent successful outcomes will want to ensure that trends, resources and/or other factors remain at high quality with minor modifications suggested for improvement. Even very successful programs need to look at even small ways to continuously improve. These initiatives should be reflected in the program goals and action plans.

Revitalization Opportunities or Needs: At times, programs may find that more substantial change is needed in order to best serve the needs of students. These programs may determine that due to impacting trends and/or inconsistent and/or declining indicators of student success that Program Revitalization is necessary. Revitalization initiatives should be reflected in the program goals and action plans. In some cases, it may be appropriate to temporarily deactivate a program in the college inventory and suspend new declaration of major or enrollment until action plans can be implemented.

Phase Out: A program is unlikely to consider this category and it would be the rare exception for the VPAA to recommend Category 4 for a program that has not first gone through program revitalization. In fact, an outcome of revitalization may be a very new curriculum or new direction for a program, thus making it necessary to phase out the current iteration of the program in favor of a new one. In this case, a program may find they are both revitalizing and phasing out. In the rare case that the VPAA would make such a recommendation, it would be following failed attempts to revitalize, continued decreased demand, obvious obsolescence or compelling evidence that continuation of the program is not in the best interest of the students served and/or the best use of college resources.

(See Section 6.1 in the Program Review Handbook for more information.)

6.1 Academic Program Vitality Reflection

Narrative:

Please highlight the cell in the table below indicating the Vitality Indicator for your Program.

Potential Enhancement Opportunities	Maintain Current Levels of Support	Revitalization Opportunities/Needs	Phase Out
-------------------------------------	------------------------------------	------------------------------------	-----------

Explain why:

Having these classes taught by a dedicated full-time faculty member is an opportunity for program growth, both in bringing students in and improving the retention and completion numbers.

Clearly, there is an interest in criminal justice. With the program merely being an option students can choose, no specific recruiting is currently happening for it. Still, there is student interest. With a dedicated full-time faculty member, students would have a dedicated advisor/mentor as they pursue a degree and explore work force opportunities.

6.2 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success and the vitality indicator. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years. Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 6.2 in the Program Review Handbook for more information.)*

Narrative:

[No narrative submitted.]

Long-Term

1: Find a consist adjunct professor for face-to-face classes. This is an individual who can teach one or two in person classes for multiple semesters.

Rationale: Adjunct professor J. Harrison is relocating and will no longer be able to teach in person classes.

Short-Term

1: Work with local criminal justice entities to discover opportunities for students to get real world experience. For example: this could be doing a ride-along or getting internship hours or part-time jobs in the departments.

7.0 Fiscal Resource Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college's Chief Financial Officer. Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections (personnel and operation)
- Expenditures and Revenue
- Extraordinary Costs
- Position Change Requests
- Educational Technology Support
- Instructional Technology Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Non-Capital Furniture & Equipment
- New Capital Furniture & Equipment
- Replacement Capital Furniture & Equipment
- Other, as applicable
- Accreditation Fee Request
- Membership Fee Request
- Coordinating Reports

Programs should not include salary or fringe benefits here

Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

7.1 Budget Requests/Adjustments

Narrative: There are no budget request or adjustments with the current model of adjunct professors.

Please tie needs to SMART Goal (from 6.2)

Immediate Budget Requests/Needs

Long Term Requests/Needs

Immediate Budget Requests

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Long Term Requests/Needs

Budget Item	Justification (use assessment data and goals to justify)	Cost	Budget Line Number

Extraordinary Costs Information

EXAMPLES OF WHAT TO INCLUDE:

- extraordinary, specific equipment required for a program (*i.e.*, an X-ray machine for a radiology program, **alignment lift for auto tech, welding booths, gait belts for Occupational Therapy, fencing for Ag animal programs**)
- program-specific consumable materials (*i.e.*, the specialty paint used in an automotive collision repair program, **metal for welding, food for culinary programs, fuel for CDL, feed for Ag animal programs, microscope slides, codes, workbooks, supplies that cannot be returned**)
- depreciation **on equipment** if applicable (**equipment for which depreciation is listed should also be listed**)

- **personal protective equipment that is NOT charged to students and is replaced for each course or cohort, such as gloves and masks for nursing**
- **accreditation fees specific to the program (that are not included in fees charged to students)**
- facility rent (if applicable) **for space due to being unable to house the program in existing campus facilities. Rent for facilities to provide education in remote locations is not extraordinary in nature**
- **donated equipment (such as equipment donated by Business and Industry for a specific program)**
- **Please include equipment/tools/materials that were paid for via grants (such as Carl D. Perkins) in addition to those paid for by the institution.**

DO NOT INCLUDE:

- salaries, travel, professional development costs, **marketing costs**,
- instructional materials/curriculum,
- computer software or subscriptions,
- **classroom resources such as books/DVD's/manuals**,
- facilities-based services or facility modifications/**upgrades**,
- audio/video equipment,
- **printers, paper, pens**,
- **computers/laptops**,
- tables/chairs/cabinets,
- insurance costs
- student testing fees
- student uniforms, etc.

(The costs of routine office/instructional supplies and ordinary class materials and equipment are already captured in instructional and/or institutional support calculations within the cost model.)

Item	Year	Year

8.0 Authorship and Oversight

8.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

Narrative:

This program review was completed by Ben Seel. The institutional data was provided by Anita Chappuie. Adjunct Professors Chappuie and Harrison provided insight.

8.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA's response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

Narrative:

This program review is acceptable. Brian Southworth, Division Chair of Math & Science, July 2, 2024.

This program review meets requirements. Taylor C. Crawshaw, VPAA

9.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Course Learning Outcome Data for Introduction to Criminal Justice:

Introduction to Criminal Justice

03-SOC-1113-1058

Prepared by Jerry Harrison
Adjunct Instructor

I. KBOR Goals & Outcomes

1. Recall and define the structure of the criminal justice system, including the components of each of the core elements (police, courts, and corrections); and the procedures, rules and agencies for each of the core elements.

- i. Direct Measure

1. Chapter 1 assignment, Question 1

- a. Describe the major components of the criminal justice system and what each component does.

- ii. Target

1. 70% of students received 70% or more.

- iii. Data

1. 46 of 49 (94%) students met this target.

- iv. Learning Outcome Result

1. Met

- v. Summary of Results & Future Actions

1. Target was met, continue using this measure.

II. KBOR Goal & Outcome

2. Analyze the interconnectivity of the elements of the criminal justice system, distinguishing between conflicting and harmonious goals of the agencies present in each core element.

- i. Direct Measure

1. Chapter 1 Assignment, Question 2

- a. Explain how due process impacts police as they attempt to control crime.

- ii. Target

1. 70% of students received 70% or more.

- iii. Data
 - 1. 46 of 49 (94%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
- III. KBOR Goal & Outcome
 - 3. Explain and evaluate the effectiveness of the criminal justice system in its response to crime, criminals and victims; the procedures and practices present in each of the core elements of the criminal justice system; and the agencies participating in and affected by the criminal justice system.
 - i. Direct Measure
 - 1. Chapter 3 News Analysis-Essay assignment that evaluates an article describing how an agency utilized Crime Prevention Through Environmental Design (CPTED).
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 40 of 44 (91%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
- IV. KBOR Goal & Outcome
 - 4. Analyze and compare the criminal justice system's various elements and the agencies within each element for each its effectiveness in addressing crime, criminals and victims.
 - i. Direct Measure
 - 1. Chapter 11 Assignment, Question 6
 - a. Explain how the Eighth Amendment to the US Constitution applies to prison conditions.
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 41 of 45 (91%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.

V. KBOR Goal & Outcome

5. Summarize each element of the criminal justice system; provide constructive criticism of each of the elements, including arguments in support of and in opposition to each of the elements, agencies present in each element, and rules and procedures for each element.
 - i. Direct Measure
 1. Chapter 4 Assignment, Question 2
 - a. Contrast substantive law versus procedural law.
 - ii. Target
 1. 70% of students received 70% or more.
 - iii. Data
 1. 45 of 47 (96%) students met this target.
 - iv. Learning Outcome Result
 1. Met
 - v. Summary of Results & Future Actions
 1. Target was met, continue using this measure.

VI. KBOR Goal & Outcome

6. Devise alternative criminal justice system elements and summarize the effectiveness of alternative methods of criminal justice.
 - i. Direct Measure
 1. Chapter 1 Assignment, Question 3
 - a. Provide an actual example of an evidence-based practice that controls crime. Describe the evidence that supports the practice.
 - ii. Target
 1. 70% of students received 70% or more.
 - iii. Data
 1. 46 of 49 (94%) students met this target.
 - iv. Learning Outcome Result
 1. Not met
 - v. Summary of Results & Future Actions
 1. Target was met, continue using this measure.

Introduction to Criminal Behavior

03-SOC-1133-1467

Prepared by Jerry Harrison

Adjunct Instructor

II. KBOR Goals & Outcomes

2. Identify basic sociological concepts and theories used to study criminology.

i. Direct Measure

1. News Analysis Chapter 18

- a. Develop a primary, secondary, and tertiary crime prevention method for specific crimes. Explain what theory supports your method.

ii. Target

- 1. 70% of students received 70% or more.

iii. Data

- 1. 29 of 39 (74%) students met this target.

iv. Learning Outcome Result

- 1. Met

v. Summary of Results & Future Actions

- 1. Target was met, continue using this measure.

vi. Direct Measure Fall

1. Final Exam

- a. What theory explains that what people do in their private lives can increase or decrease their chances of being a victim of crime?

vii. Target

- 1. 70% of students received 70% or more.

viii. Data

- 1. 4 of 5 (80%) students met this target.

ix. Learning Outcome Result

- 1. Met

x. Summary of Results & Future Actions

- 1. Target was met, continue using this measure.

xi. Learning Outcome Result

- 1. Met

xii. Summary of Results & Future Actions

- 1. Target was met, continue using this measure.

VII. KBOR Goal & Outcome

2. Be able to describe the relationship between crime, deviance, and criminal law.

- i. Direct Measure
 - 1. Chapter 1 Discussion
 - a. Explain criminal behavior from sociological perspective, deviance, and legal defenses.
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 61 of 64 (95%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
- VIII. KBOR Goal & Outcome
 - 3. Be able to describe how consensus and conflict perspectives contribute to different definitions of crime and our understanding of criminal behavior.
 - i. Direct Measure
 - 1. Final Exam, Question 40
 - a. This theory argues that certain behavior is labeled as a crime so that the powerful people in society can maintain their power.
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 11 of 36 (31%) students met this target.
 - iv. Learning Outcome Result
 - 1. Not met
 - v. Summary of Results & Future Actions
 - 1. This question was reviewed due to poor student response. The proper answer was conflict theory. Labeling Theory was a distractor and the word “labeled” was in the question. I believe this may have led students to incorrectly select Labeling Theory. This question will be reworded to measure this outcome in future classes.
- IX. KBOR Goal & Outcome
 - 5. Be able to describe the effects of media coverage, including public ignorance, public fear and concern, and racial and ethnic stereotyping.
 - i. Direct Measure
 - 1. News Analysis Chapter 2

- a. Explain a news paper article that involves the “virtuous victim myth”.
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 41 of 46 (89%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
 - vi. Summary of Results & Future Actions
 - 1. Target was not met, question will be modified or removed.
- X. KBOR Goal & Outcome
 - 5. Be able present various types of research methods in criminological research.
 - ii. Direct Measure
 - 1. Chapter 3 Discussion
 - a. Explain the importance of measuring crime, the use of statistics, and three surveys used as measures.
 - ii. Target
 - 1. 70% of students received 70% or more.
 - iii. Data
 - 1. 12 of 12 (100%) students met this target.
 - iv. Learning Outcome Result
 - 1. Met
 - v. Summary of Results & Future Actions
 - 1. Target was met, continue using this measure.
 - vi. Learning Outcome Result
 - 1. Met
 - vii. Summary of Results & Future Actions

Target was met, continue using this measure

Assessment Report for SOC1143 Criminal Law

Term: Fall 2022

Prepared By: Anita Chappuie

List of Learning Outcomes:

This course is KBOR Aligned: YES/NO

1. LO #1 Identify the historical, methodological, and theoretical practices in the criminal legal system.
2. LO #2 Distinguish the elements of criminal offenses.
3. LO #3 Explain vicarious liability and parties to crime.
4. LO #4 Explain defenses to criminal liability.
5. LO #5 Demonstrate the ability to read and evaluate case and statutory law.
6. LO #6 Apply criminal law to practical scenarios.

Summary:

Instructions for summary: In this area, write a summary of the report. Include which learning outcomes were met, which were not met and which were only partially met. Additionally, include a brief summary of plans you have to meet more of your learning outcomes in the future.

The goal for each measure was that 70% of students completing the measure assignment would master the outcome. Outcomes 4, 5, and 6 were all met by at least 70% of students who completed the last measure assignment. Outcomes 1 and 3 were only partially met, but in both cases the final measure was a final project. I think the smaller details that would have shown mastery for these two outcomes just didn't stand out as important to the students in the larger context of their final paper. Outcome 2 was not met. Students clearly need more practice in this area. I'm hopeful that adding an assignment specific to identifying elements of crimes will also give future student more practice with reading statutes and applying them to practical scenarios as well.

Measures, Data, and Results:

- I. Learning Outcome #1: overall average: 3 of 8 met
 1. Measure #1: Chapter 1 Discussion
 - a.Data: 6 of 8 met the outcome
 2. Measure #2: Chapter 2 Discussion
 - a. Data: 5 of 8 met the outcome, 5 of 7 who completed the assignment
 3. Measure #3: Scenario Paper
 - a.Data: 2 of 8 met the outcome, 2 of 6 who completed the assignment
 4. Results: This learning outcome was _____ (Met/Not met/Partially Met)

5. Future Changes: Many students simply failed to incorporate any mention of the history or development of the laws at issue into their final paper. Clarifying instructions on this might help.
6. Strengths: Students did well with these concepts early in the course.
7. Weaknesses: As we moved beyond just history and theory of criminal legal systems, other aspects such as specific laws and defenses were just obviously more interesting to students, making it hard for them to remember to also think about these earlier concepts.
8. Additional Comments:

II. Learning Outcome #2: overall average: 2 of 8 met

1. Measure #1: Chapter 3 Discussion
 - a.Data: 4 of 8 met
2. Measure #2: Chapter 5 Discussion
 - a.Data: 3 of 8 met
3. Measure #3: Chapter 13 Discussion
 - a.Data: 2 of 8 met, 2 of 7 who completed the assignment
4. Results: This learning outcome was _____ (Met/Not met/Partially Met)
5. Future Changes: I would add an assignment to get students to practice looking at statutes and pulling out elements of criminal offenses. By the end, it was clear they really just needed more practice at separating out the elements.
6. Strengths:
7. Weaknesses:
8. Additional Comments:

III. Learning Outcome #3: overall average: 2 of 8 met

1. Measure #1: Chapter 4 Discussion
 - a.Data: 5 of 8 met
2. Measure #2: Scenario Paper
 - a.Data: 3 of 8 met, 3 of 6 who completed the assignment
3. Results: This learning outcome was _____ (Met/Not met/Partially Met)
4. Future Changes: Similar to outcome 1, changing some of the instructions on the scenario paper could help make it more clear. Students did a good job identifying parties to a crime when specifically asked to do so. But in the context of a larger analysis paper, many just skipped over this part without realizing it.
5. Strengths:
6. Weaknesses:
7. Additional Comments: The students who failed to meet this outcome on measure 2 did not do so because they misidentified the parties to a crime, they merely skipped over identifying the parties at all.

- IV. Learning Outcome #4: overall average: 3 of 8 met
1. Measure #1: Chapter 6 Discussion*
 - a.Data: 3 of 8 met
 2. Measure #2: Scenario Paper
 - a.Data: 5 of 8 met, 5 of 6 who completed the assignment
 3. Results: This learning outcome was _____ (Met/Not met/Partially Met)
 4. Future Changes: No changes.
 5. Strengths:
 6. Weaknesses:
 7. Additional Comments: *After grading this assignment (which dealt with juvenile offenders and the lacking capacity defense), I realized that over half the class failed to meet the outcome because they had answered the question based on Googling the question and getting results interpreted it in a civil rather than criminal context. 7 of 8 students passed the quiz over the same material, but just messed up their discussion post because they got lazy and used Google to help answer the question instead of looking at the relevant section in their textbook.
- V. Learning Outcome #5: overall average: 1 of 8 met
1. Measure #1: Chapter 7 Discussion
 - a.Data: 3 of 8 met
 2. Measure #2: Chapter 9 Discussion
 - a.Data: 1 of 8 met, 1 of 7 who completed the assignment
 3. Measure #3: Chapter 10 Discussion
 - a.Data: 6 of 8 met, 6 of 7 who completed the assignment
 4. Results: This learning outcome was _____ (Met/Not met/Partially Met)
 5. Future Changes: I'd like to include more practice reading statutory law for the purpose of working on separating out elements of crimes. This will help with both outcomes 5 and 2.
 6. Strengths:
 7. Weaknesses:
 8. Additional Comments: Students improved in this area towards the end of the semester, with almost all of them mastering the outcome as measured by the chapter 10 discussion.
- VI. Learning Outcome #6: overall average: 3 of 8 met
1. Measure #1: Chapter 11 Discussion
 - a.Data: 2 of 8 met, 2 of 7 who completed the assignment
 2. Measure #2: Chapter 12 Discussion
 - a.Data: 5 of 8 met, 5 of 7 who completed the assignment
 3. Results: This learning outcome was _____ (Met/Not met/Partially Met)

4. Future Changes: Again, adding more practice with real statutes and fact patterns to apply them to will help on this outcome.
5. Strengths:
6. Weaknesses:
7. Additional Comments: