

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Criminal Justice	160	CJT 160 04/18/2022- Criminal Justice Constitutional Law
College	Division	Department
Advanced Technologies and Public Service Careers	Advanced Technologies and Public Service Careers	Public Service Careers
Faculty Preparer		Ruth Walsh
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize the rights guaranteed for citizens stemming from the Bill of Rights.

- Assessment Plan
 - Assessment Tool: Departmentally-developed test
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Test will be scored using an answer key.

- Standard of success to be used for this assessment: 75% of the students should score 75% or higher on the assessment test.
- Who will score and analyze the data: The Department Chair will score and analyze the data with all other constitutional law instructors.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
45	18

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

There were two sections of this course offered. Only one was in the Blackboard (Bb) format and this was this first run through of this Bb assessment. The other class was virtual and not assessed. All students were required to take this test as a final and eight students had withdrawn from the class.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

As stated above, only the one section was assessed. The other instructor did not use Bb in the virtual class but can use the Bb tests for future assessments.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Specific questions were identified in each test which addressed the particular outcome. For outcome one, there were 29 "fill in" questions, largely taken from one test. Answer keys were embedded within each test within the Bb test site.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Our target goal was for 75% of students to achieve a score of 75% or higher. Data indicated we met that target as 17 of the 18 students (94%) scored 75% or higher.

- Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well understanding the rights guaranteed through the Bill of Rights and in particular, the 4th and 8th Amendments.

- Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students often confuse the rights guaranteed by the 5th and 6th Amendments, although they are aware the rights exist. There appears to be some confusion regarding the 1st Amendment rights, and Freedom of Speech in particular. More time should be spent ensuring students know what types of speech are and are not protected.

Outcome 2: Identify the procedural rules stemming from the first ten constitutional amendments.

- Assessment Plan
 - Assessment Tool: Departmentally-developed test
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Test will be scored using an answer key.
 - Standard of success to be used for this assessment: 75% of the students should score 75% or higher on the assessment test.
 - Who will score and analyze the data: The Department Chair will score and analyze the data with all other constitutional law instructors.

- Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021		

- Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
45	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Only one section of this course was assessed (see below). Out of the one section, 22 of the 26 students completed the tests. Students are allowed to drop or miss two of the twelve given tests.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course was assessed. The other section was virtual and taught by a part-time instructor who did not have access to the Bb site. In the future, the tests within Bb will be available to all sections for assessment purposes.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

19 questions were identified in various tests. The majority of the tests were objective and graded according to an answer key.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

Students did not meet the goal of 75% scoring 75% or higher. Only 4 of the 22 students (18%) taking the test met the targeted goal. However, the average score was 65.6%.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

There are few areas of "strength" for this outcome other than the fact that out of the 14 students who did not meet the targeted goal, most came close with an average score of 65.6%

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This outcome contains very complex material requiring a careful reading of the material. I am unsure of how to fix this in a Bb course. More "lecture" videos could be added or possibly voluntary zoom sessions. These ideas will be explored with the Bb staff.

Outcome 3: Identify the court case that determined the procedural rules stemming from the first ten constitutional amendments.

- Assessment Plan
 - Assessment Tool: Departmentally-developed test
 - Assessment Date: Fall 2012
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Test will be scored using an answer key.
 - Standard of success to be used for this assessment: 75% of the students should score 75% or higher on the assessment test.
 - Who will score and analyze the data: The Department Chair will score and analyze the data with all other constitutional law instructors.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2021		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
45	26

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Only the Bb section of this course was assessed. Four students did not take the test possibly due to absence or they may have chosen this as one of their two "dropped" quizzes.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Two sections were offered, one virtual and one Bb. Only the Bb course was assessed as this was the first "run" of assessing through identified questions embedded in Bb.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Objective tests consisting of T/F and "fill-in" questions were used, totaling seven questions. Answer keys were embedded within Bb.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

12 of the 22 students taking the test scored 75% or above, indicating only about 55% met the targeted goal. In reviewing the seven questions, only two questions appeared to be problematic.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, students did well with the outcome although only 12 of the 22 students taking the test scored 75% or higher. It was easy to identify that two of the questions were the problem.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The two questions that the majority of the students failed to answer correctly had to do with the 6th Amendment. It was identified in another outcome that students have problems distinguishing the 6th and 5th Amendments and the cases explaining these rights. More information will be added to the Bb site regarding these two Amendments.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Students appear to have problems with criminal procedure concepts. This is understandable as it is incredibly complex. It is important for students who will be attending the Police Academy where many of these concepts will be re-introduced and hopefully, reinforced. For other students, the mere exposure to these concepts may be sufficient. But nonetheless, we need to explore way to ensure students have at least a basic understanding, thus the targeted goal of 75% scoring 75% or higher (basic) needs to be met.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Only two other faculty (part-time) teach this course and the assessment will be addressed during the Fall faculty meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Update assessment tool to outcome-related test questions.	Outcome-related questions are used for assessment, not entire tests.	2022
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	The Bb site will be reviewed to see where video lectures need to be embedded to clarify difficult concepts. Possibly explore only offering this class as a MM class??	To accommodate the learning needs of students, one apparent solution appears to be more embedded lecture.	2023
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Additional emphasis on the rights guaranteed by the 5 th and 6 th amendments. Additional emphasis on 1 st	This is a difficult area for students.	2022

	Amendment rights, especially related to what types of speech are and are not protected.		
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[CJT 160 SLO2 Data](#)

[CJT 160 SLO1 Data](#)

[CJT 160 SLO3 data](#)

[CJT 160 Summary](#)

Faculty/Preparer: Ruth Walsh **Date:** 04/18/2022

Department Chair: Ruth Walsh **Date:** 04/20/2022

Dean: Jimmie Baber **Date:** 04/21/2022

Assessment Committee Chair: Shawn Deron **Date:** 09/01/2022