



**Course-Level Assessment Project
Final Report**

To complete the Final Report, type your responses to the prompts below. Share a copy of the document with your supervisor and the Associate Provost of Assessment and Institutional Research.

Faculty Name(s): William R. Bergan
Division/Department: Social & Behavioral Science / Criminal Justice
Course Assessed: Introduction to Criminal Justice Crim 101-01

Step 1. Define

Explain the purpose or rationale for assessing the selected course.

Identify which course objective(s) were assessed. Briefly explain why you selected these course objectives for assessment.

Identify to which program goal(s) selected course objective(s) align.

CRIM-101 is a high-enrollment course at Carroll and as such has been identified for a course assessment project.

Course objectives 3, 4, and 6 will be assessed for this project.

- 3. Summarize the history and functions of policing.**
- 4. Review the history and functions of courts.**
- 6. Apply the Amendments of the Constitution of the United States as they relate to the American Criminal Justice System.**

The course objectives have been selected for assessment because they reflect essential course content and professional skills. Course objective 6 requires students to apply learned course content to real-world scenarios, requiring students to engage in higher-order thinking.

Step 2. Design

Describe the instrument (project/assignment) used to assess identified course objective(s).

What benchmarks and/or controls were established?

Explain how the assessment instrument was externally reviewed and validated.

The selected course objectives will be assessed through an item analysis of common questions on Exams 1-3. These common exam questions will be mapped to course objective 3, 4, or 6. A case study with associated multiple-choice exam questions mapping to course objective 6 will be deployed to students during Exam 1, providing a baseline indication of student performance. During Exam 3, students will encounter the same case study and questions; performance on this second set of questions will serve as a summative indicator of student proficiency in course objective 6.

Data will be collected in Fall 2019 and Spring 2020. Data will be analyzed beginning in January 2020. Any necessary instructional interventions will be put in place and re-assessed in Fall 2020. Data based on the re-assessment will be analyzed in January 2021.

Step 3. Implement

Explain how the assessment was implemented.

Did any unexpected challenges arise in implementing the assessment?

Three sections of CRIM-101 will be offered in Fall 2019. One section is fully online. Both faculty will use the same common questions and case study on exams. Course content, objectives, and resources are the same. Students will record exam responses on scantrons, which will be used to collate item analyses of common exam questions throughout the semester.

Step 4. Analyze

Explain the data that was collected and how the data was analyzed.

To what degree did students meet the established benchmarks?

Consider intention of learning activity and assessment as compared to results.

Data:

In the Fall semester of 2019, an assessment was conducted on "Introduction to Criminal Justice - Crim 101-01." To measure the outcomes students needed to obtain a range between seven to ten points to meet course objectives. The practical exam consisted of thirteen questions and a written statement of probable cause had to be completed by the students. This practical examination was given to the students to take with Examination one. The students would complete a sixty-question exam and then complete an additional twenty-four questions. The students would then receive a combined grade. The scores of the practical examination were also kept separate to provide data for this assessment. This same procedure was applied to the final examination. For the **pre-exam** questions **54%** of the students met the objectives and **46%** did not meet the objective. On the **post-exam** **69%** met the objective and **31%** did not. **This was a 15-point increase from the first exam and the final.** In dealing with the **statement of probable cause** on the pre-exam **68%** met objectives and **32%** did not. In the **post-exam** **80%** met the objective and **20%** did not met. There was **an increase of 12 points on the post exam statement of probable cause.**

The writer also uses benchmarks questions as used by the Maryland Police Training Commission, which was implemented in exam one, two and the final. In the **Fall semester of 2019**, **70%** of the students met the objectives in the post examination.

In the **Fall semester of 2020** due to COVID I gave the practical examination separate from exam one and the final examination. My expectation was that this practical exam would take the students twenty minutes to complete and I would finish up a chapter in the textbook. I was surprised that the students took fifty-five to sixty-five minutes to complete this portion of the practical exam (thirteen questions and write a statement of probable cause). On the pre-exam **69%** of the students met the objective of the questions of the practical exam; seventy percent was needed to meet the objectives. On the statement of probable cause, **45%** met the objective and again seventy percent was required. After this examination examples were given of criminal cases and students completed written statements of probable cause, to enhance their learning experience. A post exam was given and **88%** of the students met the objectives of the statement of probable cause and **77%** of the students met the objectives of the questions. I learned from the students that this portion of the exam needed

to be a separate exam and an increase of criminal cases had to be reviewed to increase their understanding of the material.

In the **Spring semester of 2021**, a pre-practical exam was given and **85%** of the students met the objective on the questions. With the statement of probable cause **84%** of the students met the objective. The post practical exam was given and **93%** met the objectives with the questions and **85%** met the objectives with the statement of probable cause. As compared to the Fall semester 2019, **88%** met the objectives of the questions (increase of 5 points) and **77%** (increase of 8 points) met the objectives of the statement of probable cause. In reference to the MPTC questions on the final examination **90%** of the students met the objective.

Step 5. Modify/Maintain

Based on analysis of data, describe changes made to the course and/or course materials.

Summarize the results of implementing changes, re-administering the assessment, and collecting and analyzing new data.

The practical examination needed to be a separate examination, adding this portion onto exam one and the final exam caused too much stress on the student causing poor test scores. Once the practical exam was separated test scores increased. Also, investigating criminal cases increased the students understanding of the material. With the approval of the Criminal Justice Lab students can now actually investigate a crime scene, develop probable cause, and apply for a statement of probable cause. As the lab develops an increase of hands on demonstrations will increase student learning of the material. In an accidental discovery the pre-practical exam was conducted as an open discussion over the material, students were engaged and enjoyed the learning experience, which improved their scores. This teaching method was exactly how we were taught in the police academy.

What I learned from the assessment project prepared me to develop new teaching methods for the criminal justice lab to increase student involvement and understanding of the material covered in class.

Final Results and Recommendations

With the approval of the criminal justice lab, flexibility is going to be the key to student learning. Through trial and error the instructor will have to gauge what worked and what did not. The more a student participates in hands on scenarios, the more proficient the student will become in the field.

Supervisor Signature _____ Date _____

Please forward a copy of the signed report to the Associate Provost of Assessment and Institutional Research.