

# Dalton State College

## Detailed Assessment Report

**2015-2016 CRJU 1100**

*As of: 8/15/2016 09:23 AM EDT*

(Includes those Action Plans with Budget Amounts marked **One-Time, Recurring, No Request**.)

### Course Description

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Introduces the structure, functions, and operations of criminal justice agencies, including the police, the courts, and corrections.

READ 0098 unless exempt

### Program Outcomes

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**PO 1: Mastery of Criminology Core Curriculum**

Students will demonstrate mastery of the essential content of the criminology core curriculum.

**PO 2: Critical Analysis of Concepts and Theory**

Students will demonstrate the ability to critically analyze major concepts and theoretical perspectives in criminal justice.

**PO 3: Professional and Ethical Values**

Students will demonstrate an understanding of professional and ethical values in the criminal justice field.

### Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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**Outc. 1: Components of the Criminal Justice System**

Students will demonstrate an understanding of the three major components of the Criminal Justice System - law enforcement, the courts, and corrections (Fall 2014/ Semora).

Relevant Associations:

**Standard Associations**

**SACSCOC 2012\* Principles of Accreditation**

3.3.1.1 educational programs, to include student learning outcomes

**General Education Goals Associations**

6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

Related Measures

**M 1: Tests covering law enforcement, courts, and corrections**

Students will take 3 tests that cover law enforcement, the courts, and corrections.

Source of Evidence: Academic direct measure of learning - other

**Target:**

A minimum of 70% of students will score a 70% or better on the 3 tests.

**Finding (2015-2016) - Target: Partially Met**

This course, CRJU 1100, was a traditional, face-to-face course taught on the main campus of Dalton State College in Dalton, Georgia. There were 40 students in the course (who finished and received a final grade). Students scored an average of 70% or better only on test 2 (87%); where the class average was an 83-B. Twelve percent of students did not meet the target on test 2; 53% of students scored above the 70% threshold on test 1 (47% did not meet the target); and 59% of students scored above the 70% threshold on test 3 (41% did not meet the target). Students were provided a study guide mid-way through a unit. The study guide contained a list of key terms and concepts that were going to be covered on the exams. After each exam, students were asked where they thought problems existed regarding their preparation for the exams. The consensus is that they relied too heavily on the study guide, and little on actually reading the chapter content for which there were examined. In the future, I'll make it mandatory that study groups be formed, then measure variance in the success rate on exams. As for strengths of my measures, I'd say that the great improvement on student success rates on exam 2 compared to exam 1 demonstrates their interest in specific subject related content. On exam 1, students were primarily examined on general criminal justice related content. For exams 2, 3, and 4, the focus is primarily on the major components of the CJ system (exam 2 - policing; exam 3 - the courts; exam 4 - corrections). (I did not assess this course the previous term) (Edited by James Wright - For Fall 2015 semester (edited: April 2016))

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Study time should be provided and student outcomes rewritten.**

*Established in Cycle:* 2012-2013

Students taking this class were still new to Dalton State. I divided them into study groups, but the groups did not meet. I wi...

**M 5: Test over the criminal justice system and theory.**

Test 1 measures students' knowledge about crime and justice in the United States, including a basic understanding of criminological theory.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**

A minimum of 70% of students will score a 70% or better on Test 1 on the criminal justice system and criminological theory.

**Finding (2015-2016) - Target: Met**

Spring, 2016 (Bonnie Semora): In Introduction to Criminal Justice, a traditional class taught on the Dalton campus, 30 students were enrolled in the course. One student took only the second test, and failed the course. I will present pass/fail information including and excluding him from the data. Of the 29 students who completed all assignments and tests, 100%, 29 or 29, demonstrated a basic understanding of crime and justice in the United States as well as criminological theory by earning 70% or better on Test 1. One student did not take the test.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Explain the importance of using language precisely.**

*Established in Cycle:* 2015-2016

Students' vocabularies should be improved. Just as important is explaining to them the need to use language precisely in the wa...

**Outc. 2: Origins and Evolution of American CJ System**

Students will demonstrate an understanding of the origins and evolution of the American Criminal Justice system (Fall, 2014/Semora).

**Relevant Associations:**

**Standard Associations**

**SACSCOC 2012\* Principles of Accreditation**

3.3.1.1 educational programs, to include student learning outcomes

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

**Related Measures**

**M 2: Test covering the origins and evolution of the American CJ system**

Students will take a test that covers the origins and evolution of the American Criminal Justice system (Fall, 2014/Semora).

Source of Evidence: Academic direct measure of learning - other

**Target:**

A minimum of 70% of students will score a 70% or better on the test.

**Finding (2015-2016) - Target: Not Met**

This course, CRJU 1100, was a traditional, face-to-face course taught on the main campus of Dalton State College in Dalton, Georgia. There were 40 students in the course (who finished and received a final grade). The first test covers the structure of the criminal justice system and legal concepts. Only 53% of students passed the test with a grade of 70% or better, whereas 47% of students did not pass the test with a grade of 70%, thus missing the target. The class average for this test was 71%. On exam 1, students were primarily examined on general criminal justice related content; which I feel can be overwhelming for new students just declaring a major and or entering college. They are given a wealth of introductory information that can be easily confused. As for the strength of my measures, the information contained in exam 1 is pertinent to criminal justice as a discipline. Students are introduced to major issues, figures, and information that will serve as a foundation for student success as they move through the program. As I've stated, in the future, I think I'm going to require students to form study groups to aid in their preparation for exams in the course. (I did not assess this course the previous term) (Edited by James Wright - For Fall 2015 semester (edited: April 2016))

**M 5: Test over the criminal justice system and theory.**

Test 1 measures students' knowledge about crime and justice in the United States, including a basic understanding of criminological theory.

Source of Evidence: Writing exam to assure certain proficiency level

**Outc. 3: Frameworks, Models, and Concepts Common to CJ System**

Students will demonstrate an understanding of frameworks, models, and concepts common to the Criminal Justice System (Fall, 2014/Semora).

**Relevant Associations:**

**Standard Associations**

**SACSCOC 2012\* Principles of Accreditation**

3.3.1.1 educational programs, to include student learning outcomes

**General Education Goals Associations**

6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

**Related Measures**

**M 3: Test on frameworks, models, and concepts common to the CJ system**

Students will take a test on frameworks, models, and concepts common to the Criminal Justice System.

Source of Evidence: Academic direct measure of learning - other

**Target:**

A minimum of 70% of students will score a 70% or better on the test.

**Finding (2015-2016) - Target: Not Met**

This course, CRJU 1100, was a traditional, face-to-face course taught on the main campus of Dalton State College in Dalton, Georgia. There were 40 students in the course (who finished and received a final grade). The first test covers not only the structure of the criminal justice system, but frameworks, models, and concepts common to the criminal justice system. Only 53% of students passed the test, whereas 47% did not pass the test, thus failing to meet the target. Common to Outcome 1, the students were new to college and were newly exposed to criminal justice as a discipline. Therefore, I feel that this is an important measure to gauge possibilities for student success in not only the course; but as a CJ major. In an attempt to compensate for this, students were provided with a study guide to aid in their preparation for the exam. (I did not assess this course the previous term) (Edited by James Wright - For Fall 2015 semester (edited: April 2016))

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Frameworks, models, and concepts**

*Established in Cycle: 2012-2013*

In the future, more time will be spent on important frameworks, models, and common criminal justice concepts. It is essential th...

**Outc. 4: Influence of American System on Behavior & Institutions**

Students will demonstrate an understanding of the influence of the American Criminal Justice System on human behavior and other social institutions (Fall, 2014/Semora).

**Relevant Associations:****Standard Associations****SACSCOC 2012\* Principles of Accreditation**

3.3.1.1 educational programs, to include student learning outcomes

**General Education Goals Associations**

6.2 Students will analyze social institutions, world religions, natural landscapes, or human behavior using appropriate disciplinary frameworks.

**Institutional Mission Associations**

2 Dalton State offers targeted bachelor's degrees, a full range of associate's degrees and career certificate programs, and a wide variety of public service activities.

**Related Measures****M 4: Test on the influence of the American Criminal Justice System on human behavior and other social institutions**

Students will take a test the influence of the American Criminal Justice System on human behavior and other social institutions

Source of Evidence: Academic direct measure of learning - other

**Target:**

A minimum of 70% of students will score a 70% or better on the test.

**Finding (2015-2016) - Target: Met**

This course, CRJU 1100, was a traditional, face-to-face course taught on the main campus of Dalton State College in Dalton, Georgia. There were 40 students in the course (who finished and received a final grade). Eighty-seven percent of students scored 70% or better on the test assessing the influence of the American Criminal Justice System on human behavior and other social institutions. Thirteen percent of students scored below 70% or better on the same test, thus failing to meet the target. Students were provided with a study guide to aid in their preparation for the exam. It seemed to work on exams 2 and 4, where an increase in success rates were found.(I did not assess this course the previous term) (Edited by James Wright - For Fall 2015 semester (edited: April 2016))

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Influence of the American Criminal Justice System on human behavior/social institutions**

*Established in Cycle: 2012-2013*

To ensure students obtain a better understanding of the influence of the CJ system on human behavior and other social institutio...

**Outc. 5: Outline of the criminal justice system and theory.**

[B. Semora, Spring, 2016] Students will demonstrate an understanding of crime and justice in the United States, including a basic understanding of criminological theory.

**Outc. 6: Models and concepts of law enforcement.**

[B Semora, Spring, 2016] Students will demonstrate an understanding of the models and concepts common to law enforcement.

**Related Measures****M 6: Understanding of law enforcement models and concepts.**

[B Semora, Spring, 2016] Test 2 measures students' knowledge of models and concepts common to law enforcement.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

[B Semora, Spring, 2016] At least 70% of students will score 70% or better on a test evaluating their knowledge of models and concepts common to law enforcement.

**Finding (2015-2016) - Target: Met**

[B Semora, Spring, 2016] Spring, 2016 (Bonnie Semora): In Introduction to Criminal Justice, a traditional class

taught on the Dalton campus, 96.6% of the students who completed the course, 28 out of 29, demonstrated a basic understanding models and concepts common to law enforcement by earning 70% or better on Test 2. Only 1 student who met all requirements for the class, or 3.4%, failed to meet the objective. The class average was 80.5%. An item analysis for the whole class showed that students had difficulty learning new definitions and understanding arrest procedures. The one student who only took this test passed it. I encouraged him to complete the work in this class, but he did not take the other three tests or submit a paper as required. If he is omitted from these figures, 28 of 29 students, 96.5 %, passed the test, but one, or 3.5% failed it.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Emphasize precise language usage and arrest procedures.**

*Established in Cycle:* 2015-2016

[B Semora, Spring, 2016] As with the last finding, I will emphasize the need to use language precisely. I will also encourage ...

**Outc. 7: Understanding of the judicial system.**

[B Semora, Spring, 2016] Students will demonstrate an understanding of the models and concepts common to the courts.

**Related Measures**

**M 7: Understanding of models and concepts common to American courts.**

[B Semora, Spring, 2016] Test 3 measures students' understanding of models and concepts common to the court system.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

[B Semora, Spring, 2016] At least 70% of students in the class will score 70% or better on a test measuring their understanding of models and concepts common to the American court system.

**Finding (2015-2016) - Target: Met**

[B Semora, Spring, 2016] Spring, 2016 (Bonnie Semora): In Introduction to Criminal Justice, a traditional class taught on the Dalton campus, 89.6% of the students who completed all assignments, or 26 of 29 students, demonstrated a basic understanding models and concepts common to the courts by earning 70% or better on Test 3. Only 3 students, 10.3%, failed to meet the objective. The class average was 81.3%. An item analysis for the whole class showed that students had difficulty with vocabulary, the function of courts, and the processes involved. If the student who did not complete all assignments is considered, 86.7% of the students who completed the course, 26 out of 30, demonstrated a basic understanding models and concepts common to the courts by earning 70% or better on Test 3. Only 4 students, 13.3%, failed to meet the objective.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Develop vocabulary and understanding of court functions.**

*Established in Cycle:* 2015-2016

As with other targets and finding, a need to work on vocabulary was evident on this test. I will also will have to address the ...

**Outc. 8: Understanding of the American corrections system.**

[B Semora, Spring, 2016] Students will demonstrate an understanding of the models and concepts common to corrections.

**Related Measures**

**M 8: Understanding models and concepts of corrections.**

[B Semora, Spring, 2016] Test 4 measures students' understanding of models and concepts in the field of corrections.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

[B Semora, Spring, 2017] At least 70% of students will score 70% or better on a test measuring students' understanding of models and concepts in the field of corrections.

**Finding (2015-2016) - Target: Met**

[B Semora, Spring, 2016] Spring, 2016: In Introduction to Criminal Justice, a traditional class taught on the Dalton campus, 93.1% of the students who submitted all the course work, 27 out of 29, demonstrated a basic understanding of corrections in the United States by earning 70% or better on Test 4. A total of 2 students, or 609%, failed to meet the objective. The class average was 81.3%. An item analysis for the whole class showed that students had difficulty with vocabulary and with the concept that social position defines outcomes in criminal justice. When including the student who was unsuccessful in the course, 27 out of 30, or 90%, passed Test 4. A total of 3 students, or 10%, failed to meet the objective.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Work on vocabulary and understanding the impact of social status.**

*Established in Cycle:* 2015-2016

[B Semora, Spring, 2016] As with other assessments for this class, it is obvious that students have trouble using language with...

**Outc. 9: Ability to write a basic research paper.**

[B Semora, Spring, 2016] Students will demonstrate the ability to write a basic research paper using proper grammar and organizational skills.

**Related Measures**

**M 9: Complete a paper on a criminal justice occupation.**

[B Semora, Spring, 2016] Students will complete a paper on an occupation within the field of criminal justice to

demonstrate their ability to write a basic research paper using proper grammar and organizational skills.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

[B Semora, Spring, 2016] At least 70% of students will receive a grade of 70% or better on a paper describing an occupation within the field of criminal justice designed to assess students' ability to write a basic research paper using proper grammar and organizational skills.

**Finding (2015-2016) - Target: Met**

[B Semora, Spring, 2016] In Introduction to Criminal Justice, a traditional class taught on the Dalton campus, 100% of the students who completed the course, 29 out of 29, demonstrated the ability to write a basic research paper using proper grammar and organizational skills by earning 70% or better on the assigned paper covering an occupation within criminal justice. The average grade on all papers submitted was 91%. If the student who did not submit all assignments is considered, 96.7% of the students who completed the course, 29 out of 30, demonstrated the ability to write a basic research paper using proper grammar and organizational skills by earning 70% or better on the assigned paper covering an occupation within criminal justice. One student, 3.3%, failed to meet the objective.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Refer students to the writing lab.**

*Established in Cycle: 2015-2016*

[B Semora, Spring, 2016] In this lower level class, some students have not completed English 1102, which addresses composition,...

## **Details of Action Plans for This Cycle (by Established cycle, then alpha)**

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**Frameworks, models, and concepts**

In the future, more time will be spent on important frameworks, models, and common criminal justice concepts. It is essential that students gain a full understanding of these items.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Test on frameworks, models, and concepts common to the CJ system | **Student Learning**

**Outcome:** Frameworks, Models, and Concepts Common to CJ System

**Influence of the American Criminal Justice System on human behavior/social institutions**

To ensure students obtain a better understanding of the influence of the CJ system on human behavior and other social institutions, I will encourage students to form study groups and will provide extensive review sessions for students. I will also incorporate more supplemental materials into the instruction to provide relevant examples of this association.

**Established in Cycle:** 2012-2013

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Test on the influence of the American Criminal Justice System on human behavior and other social institutions | **Student Learning Outcome:** Influence of American System on Behavior & Institutions

**Study time should be provided and student outcomes rewritten.**

Students taking this class were still new to Dalton State. I divided them into study groups, but the groups did not meet. I will take more care to help form the study groups in the future. I will have a study session before the tests in class. Student outcomes should be rewritten as described in the assessment of Outcome 4.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Tests covering law enforcement, courts, and corrections | **Student Learning Outcome:** Components of the Criminal Justice System

**Continue to press students to read their text.**

Students grades improved during the course of the semester. This was a class of criminal justice majors who worked to improve their performance during the semester. I will encourage students to continue to take an active role in their own educations. Spring, 2015 Students grades improved during the course of the semester, in part because they realized they need to study. I also instructed them to use the notes as they read their text books. They tried to get me to lead study sessions, but I wanted them to learn to expend the effort to manage their own educations. They were able to do so, as reflected in their improved test scores. I will work with the students earlier in the semester to teach them to study and take responsibility for their educations.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Continue to push students to read their text books.

**Responsible Person/Group:** Instructor, students.

**Encourage reading of the text.**

Spring, 2015 Students were encouraged to read their texts, especially the supplemental materials. I also began to suggest that they use their notes and text book together in studying. [Bonnie Semora]

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Encourage students to read their texts.

**Responsible Person/Group:** Instructor, students.

**Encourage reading of the text.**

Students will be encouraged to read their text, especially the supplemental portions not covered in class.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Encourage students to read their texts.

**Responsible Person/Group:** Students.

**Encourage reading of the text.**

Students will be encouraged to read their texts, especially the supplemental materials. Spring, 2015 After seeing their scores on the first two tests, I realized they needed more direction on how to study. I began to suggest that they use their notes and text book together. The students who remained in class also realized they need to expend some effort in order to be successful in class. [Bonnie Semora]

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Encourage reading of the text.

**Responsible Person/Group:** Instructor, students.

**Teach students to study.**

Spring, 2015: While the Fall, 2014, class consisted primarily of criminal justice majors, this class included many students with other majors who were less focused on the subject. In addition, many of the students in this class were younger and less developed as students. After seeing their scores on the first two tests, I realized they needed more direction on how to study. I began to suggest that they use their notes and text book together. [Bonnie Semora]

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Responsible Person/Group:** Instructor, students.

**Teach writing skills.**

Students will be reminded of the importance writing skills they are supposed to know. I will emphasize grammar and paragraph structure, as well as the overall structure of the paper. Spring, 2015 Again, I will remind students of the importance of writing skills. This assignment is one that they should all be able to complete successfully. [Bonnie Semora]

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Instruct students on grammar, paragraph structure, and organization of a paper.

**Responsible Person/Group:** Instructor

**Develop vocabulary and understanding of court functions.**

As with other targets and finding, a need to work on vocabulary was evident on this test. I will also will have to address the function and processes of American courts.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Understanding of models and concepts common to American courts. | **Student Learning Outcome:**

Understanding of the judicial system.

**Emphasize precise language usage and arrest procedures.**

[B Semora, Spring, 2016] As with the last finding, I will emphasize the need to use language precisely. I will also encourage students to learn specific arrest procedures important to law enforcement.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Understanding of law enforcement models and concepts. | **Student Learning Outcome:**

Models and concepts of law enforcement.

**Explain the importance of using language precisely.**

Students' vocabularies should be improved. Just as important is explaining to them the need to use language precisely in the way of academics.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Test over the criminal justice system and theory. | **Student Learning Outcome:** Components of the Criminal Justice System

**Pre/Post Testing**

During Fall semester of 2015, I implemented pre and post testing to measure student comprehension of major issues, terms/concepts, and facts associated with the Introduction to Criminal Justice course.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** The students were given a test containing 74 questions from chapters within the textbook. Students took the pre-test during the 2nd full week of class; and the post-test was administered the last week of class. The variation in response rates will be tracked in subsequent semesters in which I teach the class.

**Refer students to the writing lab.**

[B Semora, Spring, 2016] In this lower level class, some students have not completed English 1102, which addresses composition, and very few have had English 3000, Writing for the Social Sciences. I will continue to give instruction on writing. I will also make students familiar with the writing lab.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Complete a paper on a criminal justice occupation. | **Student Learning Outcome:** Ability to write a basic research paper.

**Work on vocabulary and understanding the impact of social status.**

[B Semora, Spring, 2016] As with other assessments for this class, it is obvious that students have trouble using language with precision. In this segment of the class, we discussed the impact on social status on outcome in the criminal justice system. I will do more to emphasize and explain this issue.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Student Learning Outcome):**

**Measure:** Understanding models and concepts of corrections. | **Student Learning Outcome:** Understanding of the American corrections system.

## Analysis Questions and Analysis Answers

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**What strengths and weaknesses did your assessment results show? In addition, please describe 2 to 3 significant improvements or continuous improvement measures you'll put in place as a result of your assessment findings.**

I specifically want to address implementing pre/post testing into the class. The pre/post testing is designed to measure student comprehension of major CJ concepts, issues, etc. The students were given a test containing 74 questions from chapters within the textbook. Students took the pre-test during the 2nd full week of class; and the post-test was administered the last week of class. The variation in response rates will be tracked in subsequent semesters in which I teach the class. In fall 2015, the test results are as follows: Pre-test: 38 students took the pre-test. On average, students got 38 of the 74 questions on the test correct. Post-test: 33 students took the post-test. On average, students got 42 of the 74 questions on the test correct. As for strengths associated with the testing process, I was pleased to see that there was an increase in the number of questions correct between the pre and post tests. I did expect for this difference to be much more significant given the fact that the pre-test was administered "cold turkey". In the future, I'll prep the students better, emphasizing the importance of them preparing for the actual post test; then measuring the results. [James Wright, Fall, 2015] [B Semora, Spring, 2016] There were two consistent problems in this class. First, students were not adept in the vocabulary needed to be successful in the course. In the past, I have learned that students do not understand the precision with which academics use language. I will emphasize this in future classes, especially the lower level course. Second, students displayed an incomplete understanding of the processes involved in the criminal justice system. I will work to explain these better, and to emphasize to students their needs to be able to answer such questions. I was quite pleased with the students' overall performance on the assigned paper. There were a few that were a bit rough. I have had individual students which I have taught to use the writing lab. In future courses, I will work to have all the students become familiar with this service.