

Final **CRJU 1100 - Introduction to Criminal Justice**

Reporting Period

< **2016-2017** >

Course Description

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

Program Outcomes/Goals

POG1 This program provides students with a foundation of the knowledge, principles, theories, and functions of criminal justice.

This program provides students with a foundation of the knowledge, principles, theories, and functions associated with the American criminal justice system.

Student Learning Outcomes

SLO1 **Components of the Criminal Justice System**

Students will demonstrate an understanding of the three major components of the Criminal Justice System - law enforcement, the law and courts, and corrections.

Supported Initiatives

2 Standards 2 General Education 0 Institutional Priorities 14 Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

I will continue to work to improve student success on their understanding of essential elements of law enforcement, the law and courts, and corrections by providing more details on my PowerPoint slides regarding these issues. I will edit my PowerPoint slides, providing more elaboration on the above issues.

Due Date

Status
Planned

Measures

M1 **Tests covering law enforcement, the law and courts, and corrections**

Students will take tests that cover essential elements of law enforcement, the law and courts, and corrections.

Methodology

Students' grades on tests covering law enforcement, the law and courts, and corrections will be used to assess this measure.

Source of Evidence: Test/Exam/Quiz

Target

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

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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Improve Intentionally

70%

This class, CRJU 1100-01: Introduction to Criminal Justice, was a traditional, face-to-face class that met at the main campus of Dalton State College in Dalton, Georgia, during Fall 2016. To measure students' understanding of the three major components of the Criminal Justice System - law enforcement, the courts, and corrections, I administered 2 separate exams. Exam 1 covered information regarding the law and American court system; exam 2 covered information regarding law enforcement and the American correctional system. Of the 33 students who took the exam covering the law and court systems, 76 percent (N=25/33) achieved the target score of 70% or better, whereas 24 percent (N=8/33) did not. Of the 31 students who took the exam covering law enforcement and corrections, 84 percent (N=26/31) achieved the target score of 70% or better, whereas 16 percent (N=5/31) did not. This illustrates that the target of 70 percent of students earning a 70 percent or better on select exams was met, and that students in CRJU 1100-01 (Fall 2016) showed an understanding of the major components of the American Criminal Justice system.

I edited my PowerPoint slides, providing more elaboration on key issues associated with this measure. As a result, student success on questions relating to these issues did improve.

Course Revision: Revised existing course or courses, added assignment, modified assignment, modified content of course, changed textbook, etc.

Met

Analysis of Finding and Evaluation Results

This measure's success can be tied to the distribution of study guides and lecture notes for each exam. Students in CRJU 1100-01 during fall 2016 were provided with lecture notes, which were distributed at the beginning of the lesson, while the study guides were made available at least one week prior to each exam. The study guides contained a list of key terms from which exam questions would be written. These study guides were provided at least one week prior to each exam. While this system seems to have been successful, I plan to give mastery quizzes and continue to provide study guides in the future.

While the overall target was met, there were a few key concepts that students seemed to struggle with. The models of justice and the comprehension of the elements of crime seemed to confuse students on the exam testing knowledge regarding the law and courts; while levels of security and the styles of policing were problematic for students on the law enforcement and corrections exam. To help students better know and understand these issues, I will thoroughly cover each in future classes taught, making it a point to quiz students on these key issues.

SLO2

Origins and Evolution of American CJ System

Students will demonstrate an understanding of the origins and evolution of the American Criminal Justice system.

Supported Initiatives



Action Plans for Improvement

Action Plans for Improvement Description

Students did not meet the target for this particular measure. In the future, study guides, copies of lecture notes will continue to be provided to students. I will also spend extra time review these key concepts and terms with students to ensure student understanding. I will also implement chapter quizzing to further reinforce key issues and concepts to ensure students fully understand key concepts and terms.

Due Date
May 05 2017

Status
Planned

Measures

M1

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 .

Methodology

Students' grades on a test covering the origins and evolution of the American Criminal Justice system will be used to assess this measure.

Source of Evidence: Test/Exam/Quiz

Target

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

Improve Intentionally

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	This course, CRJU 1100-01: Introduction to Criminal Justice, was a traditional, face-to-face course taught on the main campus of Dalton State College in Dalton, Georgia, during Fall 2016. To measure students' understanding of the origins and evolution of the American Criminal Justice System, students were administered an exam. Of the 34 students who took the exams, 65 percent (N= 22/34) percent achieved the target score of 70% or better, whereas 35 percent (N= 12/34) did not. This illustrates that the target of 70 percent of students earning a 70 percent or better on select exams was not met. 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. The students 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.	The last time I taught this course, in Fall of 2015, I mentioned in my action plan that I planned to provide study guides for students as they prepared for exams. While this was done, the measure missed its target by 5 percentage points. Therefore, I will continue to provide this information and spend a little more time making sure students understand these key concepts and terms.	Assessment: Assessment Method Revised	Not Met

Analysis of Finding and Evaluation Results

In an effort to ensure success for this measure in the future, I plan to continue to distribute study guides and lecture notes for students to use to prepare for each exam. Students in CRJU 1100-01 during fall 2016 were provided with lecture notes, which were distributed at the beginning of the lesson, while the study guides were made available at least one week prior to each exam. The study guides contained a list of key terms from which exam questions would be written. These study guides were provided at least one week prior to each exam. While this system seems to have been successful, I plan to give mastery quizzes and continue to provide study guides in the future.

As I mentioned in my findings summary, the first exam in an introductory course can be difficult for students because they are being introduced to new concepts and terminology. The origins and subsequent evolution of the American Criminal Justice system seemed to confuse students. To help students better know and understand these issues, I will thoroughly cover this information in future classes taught, making it a point to quiz students on these key issues.

SLO3 Frameworks, Models, and Concepts Common to CJ System

Students will demonstrate an understanding of frameworks, models, and concepts common to the Criminal Justice System.

Supported Initiatives

2 Standards 1 General Education 0 Institutional Priorities 14 Strategic Initiatives

Measures

M1 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.

Methodology

Students's grades on a test about frameworks, models, and concepts common to the Criminal Justice System will be used to assess this measure.

Source of Evidence: Test/Exam/Quiz

Target

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

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%

This course, CRJU 1100-01: Introduction to Criminal Justice, was a traditional, face-to-face course taught on the main campus of Dalton State College in Dalton, Georgia, during Fall 2016. To measure students' understanding of the frameworks, models, and concepts common to the criminal justice system, an exam was administered. Of the 33 students who took the exam, 94 percent (N=31/33) of students achieved the target score of 70% or better, where as 6.0 percent (N=2/33) did not. This illustrates that the target of 70 percent of students earning a 70 percent or better on select exams was met. 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.

Met

Analysis of Finding and Evaluation Results

This measure's success can be tied to the distribution of study guides and lecture notes for each exam. Students in CRJU 1100-01 during fall 2016 were provided with lecture notes, which were distributed at the beginning of the lesson, while the study guides were made available at least one week prior to each exam. The study guides contained a list of key terms from which exam questions would be written. These study guides were provided at least one week prior to each exam. While this system seems to have been successful, I plan to give mastery quizzes and continue to provide study guides in the future.

While the overall target was met, students still seemed to struggle with a few major concepts like: models of justice, foundational theoretical concepts, and the like. To help students better know and understand these issues, I will thoroughly cover each in future classes taught, making it a point to quiz students on these key issues.

SLO4

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.

Supported Initiatives

2

Standards

2

General Education

0

Institutional Priorities

14

Strategic Initiatives

Measures

M1

Test on the influence of the American Criminal Justice System on human behavior and other social institutions

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

Methodology

Students' grades on a test about the influence of the American Criminal Justice System on human behavior and other social institutions will be used to assess this measure.

Source of Evidence: Test/Exam/Quiz

Target

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

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	<p>This course, CRJU 1100-01: Introduction to Criminal Justice, was a traditional, face-to-face course taught on the main campus of Dalton State College in Dalton, Georgia, during Fall 2016. To measure students' understanding of the influence of the American Criminal Justice system on behavior and institutions, an exam was administered. To measure this, a total of twelve multiple-choice questions were selected from three graded exams. Of the 33 students would book the exams, an average of 73 percent (N=24/33) answered the questions correctly, whereas 27 percent (N=9/33) did not. This illustrates that the target of 70 percent of students earning a 70 percent or better on select questions was met, and that students in CRJU 1100-01 (Fall 2016) showed an understanding of the American criminal justice system's influence on human behavior and other social institutions.</p>	:		Met

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
<p>Analysis of Finding and Evaluation Results</p> <p>This measure's success can be tied to the distribution of study guides and lecture notes for each exam. Students in CRJU 1100-01 during fall 2016 were provided with lecture notes, which were distributed at the beginning of the lesson, while the study guides were made available at least one week prior to each exam. The study guides contained a list of key terms from which exam questions would be written. These study guides were provided at least one week prior to each exam. While this system seems to have been successful, I plan to give mastery quizzes and continue to provide study guides in the future.</p>				

Related Projects

There are no related projects to this project.

Project Collaborators



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Project Attachments

There are no files attached to this project.

Comments