

**LA HARBOR COLLEGE**  
**Student Learning Outcomes (SLOs) Assessment Report**  
**Course Assessment**

Division: **Social and Behavioral Sciences**

Discipline/Program: **Administration of Justice**

Course Number and Name: **ADMJUS 001 Introduction to Administration of Justice**

Program Contact Person: **Michael Reid**

Phone: **(310) 233-4066**

Reviewed by: Joachin Arias, Ph.D. (SLO Coordinator)

Date: **9/25/15**

Attach additional pages as necessary.

| Institutional Learning Outcomes | Course Intended Outcomes   | Means of Assessment and Criteria for Success  | Summary of Data Collected  | Use of Results   |
|---------------------------------|--|---|--|--|
| 1                               | 1. Describe the history, structure, functions of law enforcement, courts, and corrections and their interactions with one another. | <b>Means:</b> 500 word essay<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.  | <b>82% scored 75% or better on an essay question on a mid-term exam.</b><br><b>Sp-2015</b><br><b>3 sections, 118 students</b>                                      | <b>Means will be discussed, suggestion of changing SLO to multiple choice questions for next cycle</b> |
| 1                               | 2. Identify, define, and discuss the various crime classifications.  | <b>Means:</b> Multiple choice questions to evaluate competency.<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.               | 83% scored 75% or better on a midterm exam using 6 multiple choice questions were used to evaluate students' knowledge.<br>Spring 13, (3) sections, 96 students*** | Will discuss with instructors and modify means of assessment for next cycle                            |
| 1                               | 3. Identify and discuss the "due process" protections provided by the United States Constitution.                                  | <b>Means:</b> 500 word essay<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.  | <b>88% scored 75% or better on an essay question on a mid-term exam.</b><br><b>Fall-2014</b><br><b>4 sections, 140 students</b>                                    | <b>Assessment for next cycle is to evaluate if this question fits in the transfer model curriculum</b> |
| 1                               | 4. Identify the attributes of leadership and discuss their relationship to ethical decision making by law enforcement officials.   | <b>Means:</b> Objective Multiple choice questions embedded in a midterm exam.<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter. | 76% scored 75 or better on a midterm exam<br>Spring 2012<br>2 sections, 107 students   | Will discuss with instructors and modify means of assessment for next cycle.                           |

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| 1 | 5. Identify and explain each of the seven common "perspectives on crime".              | <b>Means:</b> 500 word essay<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.  | 82% scored 75 or better on questions embedded on a midterm exam<br>Fall 2012<br>4 sections 110 students | Will discuss with instructors and means of assessment will be modified next cycle. |
| 1 | 6. Identify and explain the fifteen (15) steps in the formal criminal justice process. | <b>Means:</b> Objective Multiple choice questions embedded in a midterm exam.<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter. | 79% scored 75 or better on a midterm exam<br>Spring 2012<br>2 sections, 107 students                    | Will discuss with instructors and modify means of assessment for next cycle.       |

Date: 12/05/2012 Note: 5/10/2011 (New SLOs)

Attach additional pages as necessary.

| Institutional Learning Outcomes | Course Intended Outcomes   | Means of Assessment and Criteria for Success  | Summary of Data Collected  | Use of Results  |
|---------------------------------|--|---|--|---|
| 1                               | 1. Describe the history, structure, functions of law enforcement, courts, and corrections and their interactions with one another. | <b>Means:</b> 500 word essay<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.  | 77% scored 75% or better on an essay question on a mid-term exam.<br>Fall-2011<br>3 sections, 123 students                   | Will discuss with instructors and modify means of assessment for next cycle               |
| 1                               | 2. Identify, define, and discuss the various crime classifications.  | <b>Means:</b> 500 word essay<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.  | 83 scored 75% or better on an essay question on a mid-term exam.<br>Fall-2011<br>3 sections, 123 students                    | Will discuss with instructors and modify means of assessment for next cycle               |
| 1                               | 3. Identify and discuss the "due process" protections provided by the United States Constitution.                                  | <b>Means:</b> 500 word essay<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.  | 75% scored 75% or better on an essay question on a mid-term exam.<br>Fall-2011<br>3 sections, 123 students                   | Will discuss with instructors and modify means of assessment for next cycle               |
| 1                               | 4. Identify the attributes of leadership and discuss their relationship to ethical decision making by law enforcement officials.   | <b>Means:</b> Objective Multiple choice questions embedded in a midterm exam.<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter. | <b>76% scored 75 or better on a midterm exam</b><br><b>Spring 2012</b><br><b>2 sections, 107 students</b>                    | <b>Will discuss with instructors and modify means of assessment for next cycle.</b>       |
| 1                               | 5. Identify and explain each of the seven common "perspectives on crime".  | <b>Means:</b> 500 word essay<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter.  | <b>82% scored 75 or better on questions embedded on a midterm exam</b><br><b>Fall 2012</b><br><b>4 sections 110 students</b> | <b>Will discuss with instructors and means of assessment will be modified next cycle.</b> |
| 1                               | 6. Identify and explain the fifteen (15) steps in the formal criminal justice process.   | <b>Means:</b> Objective Multiple choice questions embedded in a midterm exam.<br><b>Criteria:</b> Using a department rubric, 75% of students will show a 70% level of competence in the subject matter. | <b>79% scored 75 or better on a midterm exam</b><br><b>Spring 2012</b><br><b>2 sections, 107 students</b>                    | <b>Will discuss with instructors and modify means of assessment for next cycle.</b>       |



December 2010

| Institutional Learning Outcomes | Course Intended Outcomes  | Means of Assessment and Criteria for Success  | Summary of Data Collected  | Use of Results   |
|---------------------------------|---|---|--|--|
| 1                               | 1. Trace the historical development of criminal law and the criminal justice system in the U.S. | <b>Means:</b> Objective multiple choice questions<br><b>Criteria:</b> 75% of students will score 75% or better on five common embedded questions on the final exam.   | 79% scored 75% or better on five common embedded questions on the final exam.<br>SP 2010, 3 sections, 92 students  | Modify means of assessment for next cycle. Discussions with instructors are ongoing. |
| 1                               | 2. Define the structure and functions of the police, courts and corrections                     | <b>Means:</b> Objective multiple choice questions<br><b>Criteria:</b> 75% of students will score 75% or better on five common embedded questions on the final exam.   | 81% scored 75% or better on five common embedded questions on the final exam.<br>SP 2010, 3 sections, 92 students  | Modify means of assessment for next cycle. Discussions with instructors are ongoing. |
| 1                               | 3. Identify the historical development of U.S. constitutional <i>law</i>                        | <b>Means:</b> Objective multiple choice questions<br><b>Criteria:</b> 75% of students will score 75% or better on five common embedded questions on the final exam.   | 76% scored 75% or better on five common embedded questions on the final exam.<br>SP 2010, 3 sections, 92 students  | Modify means of assessment for next cycle. Discussions with instructors are ongoing. |
| 1                               | 4. Identify the various career opportunities in the criminal justice system                     | <b>Means:</b> Objective multiple choice questions<br><b>Criteria:</b> 75% of students will score 75% or better on five common embedded questions on the final exam.   | 88% scored 75% or better on five common embedded questions on the final exam.<br>SP 2010, 3 sections, 92 students  | Modify means of assessment for next cycle. Discussions with instructors are ongoing. |
| 1                               | 5. Identify how crime and victimization impact society  | <b>Means:</b> Objective multiple choice questions<br><b>Criteria:</b> 75% of students will score 75% or better on five common embedded questions on the final exam.   | 87% scored 75% or better on five common embedded questions on the final exam.<br>SP 2010, 3 sections, 92 students  | Modify means of assessment for next cycle. Discussions with instructors are ongoing. |
| 5                               | 6. Discuss why leadership, professionalism and ethics, in criminal justice system, is important | <b>Means:</b> Essay question<br><b>Criteria:</b> 75% of students will show a 70% level of competence in a 300 word essay evaluating why leadership, professionalism, and ethical conduct is important to the U.S. Criminal Justice System. Student Response will be scored using a departmental rubric. | 81% scored 75% or better on an embedded essay question discussing why leadership, professionalism and ethic is important in all areas of the criminal justice system, FA2010<br>Four sections<br>N = 130 | Data reviewed and discussed among staff who recommended no change at this time.      |

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| 4 | 7. Discuss the impact of cultural diversity and discrimination within the criminal justice system. | <p><b>Means:</b> Essay question</p> <p><b>Criteria:</b> 75% of students will show a 70% level of competence in a 300-word essay evaluating the positive and negative impact that cultural diversity and discrimination have on the fair and impartial application of criminal laws by police officers. Student Response will be scored using a departmental rubric</p> | <p>92 % scored 75% or better on an embedded essay question discussing why leadership, professionalism and ethic is important in all areas of the criminal justice system, FA2010</p> <p>Four sections</p> <p>N = 130</p>       | <p>Data reviewed and discussed among staff who recommended no change at this time.</p>      |
| 1 | 8. Compare the differences between the adult and juvenile justice systems                          | <p><b>Means:</b> Essay question</p> <p><b>Criteria:</b> 75% of students will show a 70% level of competence in a 350-word essay comparing the difference between the adult and juvenile justice systems. Response will be scored using a departmental rubric</p>   | <p>75 % scored 75% or better on an embedded essay question discussing why leadership, professionalism and ethic is important in all areas of the criminal justice system.</p> <p>SP 2011</p> <p>Two Sections</p> <p>N = 89</p> | <p>Modify means of assessment for next cycle. Discussions with instructors are ongoing.</p> |
| 1 | 9. Identify the innovations and role expectations of law enforcement personnel                     | <p><b>Means:</b> Objective multiple choice questions</p> <p><b>Criteria:</b> 75% of students will score 75% or better on five common embedded questions on the final exam.</p>   | <p>79 % scored 75% or better on an embedded essay question discussing why leadership, professionalism and ethic is important in all areas of the criminal justice system.</p> <p>SP 2011</p> <p>Two Sections</p> <p>N = 89</p> | <p>Modify means of assessment for next cycle. Discussions with instructors are ongoing.</p> |