

Program: Criminal Justice/Law Enforcement

Assessment period: 2021-2022

Instructional Program Student Learning Outcomes & Assessment Plan

The mission of the Criminal Justice/Law Enforcement Program at Jefferson State Community College is to provide a comprehensive knowledge base pertaining to the various areas within the broad scope of the Criminal Justice field. The goal is to provide all students, access to a quality education through a variety of coursework, opportunities, and experiences that will meet the needs of an ever-changing and increasingly demanding society.

SLO 1 - Students will be assessed on the history, structure and functions of the American Criminal Justice System

SLO 2 - Students will be assessed on the history, structure, and function of the American Law Enforcement Officer

SLO 3 - Students will be assessed on the history, structure, and functions of the American Correctional System

SLO 4 - Students will be assessed on the collection, preservation, chain of custody through evidence testing to courtroom presentation.

SLO 5 - Students will be assessed on the study of crime's historical foundation and theoretical frameworks which study crime

SLO 6 - Student will be assessed on crime scene response, documentation, evaluation of scene, and collection/preservation of evidence. Lab work will also be required for course completion

SLO 7 - Students will be assessed on different criminal justice topics, and current events

SLO 8 - Students will be assessed on the difference in state and federal system. Evaluate the factors influencing the decision-making process in the criminal justice system

SLO 9 - Students will be assessed on the history, structure, and functions of the Private Security Industry

SLO 10 - Students will be assessed on the collection, preservation, chain of custody narcotics, and the criminal offenses associated with the scheduled drug

SLO 11 - Students will be assessed on criminal laws of Alabama and the criminal process

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 1 Students will be assessed on the history, structure and functions of the American Criminal Justice System</p>	<p>CRJ 100: Intro to Criminal Justice Performance measured on PowerPoint Project</p> <p>Graded using a rubric</p>	<p>75% of students will score 75% or higher on core introductory courses on PowerPoint Project.</p>	<p>CRJ 100: Fall 2021</p> <p>Total Students: 46 <u>Above 75% Project Score: 45</u> <u>Below 75% Project Score: 1</u></p> <p>CRJ 100: Spring 2022</p> <p>Total Students: 43 <u>Above 75% Project Score: 40</u> <u>Below 75% Project Score: 3</u></p> <p>CRJ 100: Summer 2022</p> <p>Total Students: 12 <u>Above 75% Project Score: 9</u> <u>Below 75% Project Score: 3</u></p>	<p>CRJ 100 Fall 2021: <u>Outcome Met</u> 98% of class made above standard 75%</p> <p>CRJ 100 Spring 2022: <u>Outcome Met</u> 93% of class made above standard 75%</p> <p>CRJ 100 Summer 2022: <u>Outcome Met</u> 75% of class made above standard 75%</p> <p>The data from the courses listed will be used to update course curriculum. The course will move to shorter online lecture/video base models, to help improve trend.</p>
<p>SLO 2 Students will be assessed on the history, structure, and function of the American Law Enforcement Officer</p>	<p>CRJ 110: Intro to Law Enforcement Performance measured on Instructor-developed examinations in core introductory course.</p>	<p>75% of students will score 75% or higher on core introductory Final Exam.</p>	<p>CRJ 110: Fall 2021</p> <p>Total students: 18 <u>Above 75% Final Instrument Score: 17</u> <u>Below 75% Final Instrument Score: 1</u></p> <p>CRJ 110: Spring 2022</p> <p>Total Students: 16 <u>Above 75% Final Instrument Score: 11</u> <u>Below 75% Final Instrument Score: 5</u></p>	<p>CRJ 110 Fall 2021: <u>Outcome Not Met</u> 94% of class made above standard 75%</p> <p>CRJ Spring 2022: <u>Outcome Not Met</u> 69% of class made above standard 75%</p> <p>Student's mastery of the learning objectives will be observed by their performance on the final exam. The exam will encompass all topics covered throughout the academic semester.</p>

<p>SLO 3 Students will be assessed on the history, structure, and functions of the American Correctional System</p>	<p>CRJ 150: Intro to Corrections Performance measured on Project/Assignment Paper</p>	<p>Graduates will score 75% or higher on core introductory Project: Written Paper</p>	<p>CRJ 150: Spring 2022 Total Students: 14 <u>Above 75% Project Score: 13</u> <u>Below 75% Project Score: 1</u></p> <p>CRJ 150: Summer 2022 Total Students: 12 <u>Above 75% Final Instrument Score: 11</u> <u>Below 75% Final Instrument Score: 1</u></p>	<p>CRJ 150 Spring 2022: Outcome Met 93% of class made above standard 75%</p> <p>CRJ 150 Summer 2022: Outcome Met 92% of class made above standard 75%</p> <p>The student's mastery of the learning objectives will be observed in the student's research, data, articulation, presentation, dialogue, structure, and material presented in a written research paper. Student's will be required to show research in relation to the student learning objective in their written work. Instructors will stress the grading rubric with students throughout the assignment.</p>
<p>SLO 4 Students will be assessed on the collection, preservation, chain of custody through evidence testing to courtroom presentation</p>	<p>CRJ 146: Criminal Evidence Performance measured on Project/Assignment Paper</p>	<p>75% of students will score 75% or higher on core introductory Project: Written Paper</p>	<p>CRJ 146: Summer 2022 Total Students: 1 <u>Above 75% Project Score: 1</u> <u>Below 75% Project Score: 0</u></p>	<p>CRJ 146 Spring 2021: Outcome Met 100% of class made above standard 75%</p> <p>The student's mastery of the content will be observed based upon the student's research, data, articulation, presentation, dialogue, structure, and material presented in a written research paper. The student will have to answer the research questions within their research paper using the topic as a focal point to show their understanding of the material.</p>

<p>SLO 5 Students will be assessed on the study of crime’s historical foundation and theoretical frameworks which study crime</p>	<p>CRJ 208/SOC 208: Criminology Performance measured on paper project</p>	<p>75% of students will score 75% or higher on a paper project</p>	<p>CRJ 208: Fall 2021</p> <p>Total Students: 14 <u>Above 75% Final Score: 10</u> <u>Below 75% Final Score: 4</u></p> <p>SOC 208: Fall 2021</p> <p>Total Students: 5 <u>Above 75% Final Score: 5</u></p> <p>CRJ 208: Spring 2022</p> <p>Total Students: 12 <u>Above 75% Final Score: 12</u></p> <p>SOC 208: Spring 2022</p> <p>Total Students: 10 <u>Above 75% Final Score: 7</u> <u>Below 75% Final Score: 3</u></p>	<p>CRJ 208 Fall 2021: <u>Outcome Not Met</u> 71% of class made above standard 75%</p> <p>SOC 208 Fall 2021: <u>Outcome Met</u> 100% of class made above standard 75%</p> <p>CRJ 208 Spring 2022: <u>Outcome Met</u> 100% of class made above standard 75%</p> <p>SOC 208 Spring 2022: <u>Outcome Not Met</u> 70% of class made above standard 75%</p> <p>The student’s mastery of the content will be observed based upon the student’s research, data, articulation, presentation, dialogue, structure, and material presented in a written research paper. The student will have to answer the research questions within their research paper using the topic as a focal point to show their understanding of the material. Instructors will review the rubric with students to ensure understanding.</p>

<p>SLO 6 Student will be assessed on Crime Scene Response, Documentation, Evaluation of Scene, and Collection/Preservation of Evidence</p>	<p>CRJ 220: Crime Scene Investigation Performance measured on Project/Assignment Paper</p>	<p>75% of students will score 75% or higher on Project/Assignment Paper</p>	<p>CRJ 220: Summer 2022 Total Students: 9 <u>Above 75% Project Score: 7</u> <u>Below 75% Project Score: 2</u></p>	<p>CRJ 220 Summer 2021: Outcome not Met 78% of class made above standard 75%</p> <p>Revision: The student’s mastery of the learning objectives will be observed in the student’s research, data, articulation, presentation, dialogue, structure, and material presented in a written research paper. Student’s will be required to show research in relation to the student learning objective in their written work.</p>
<p>SLO 7 Students will be assessed on different criminal justice topics, and current events</p>	<p>CRJ 290: Selective Topics Performance measured on Instructor-developed examinations- Final</p>	<p>75% of students will score 75% or higher on Project/Assignment Paper</p>	<p>CRJ 290: Fall 2021 Total Students: 4 <u>Above 75% Final Score: 4</u></p>	<p>CRJ 290 Summer 2021: Outcome Met 100% of class made above standard 75%</p> <p>Students will be observed completing an observation of a police interview. Students will be required to provide detailed information on deceptive language present to include body language. The student will also be required to review a statement written by a subject from a real criminal case, that has been declassified. The student will be observed completing an analysis of the statement, looking for deception within the statement. Followed by the student completing a final exam, which encompasses all topics covered throughout the academic semester, to show mastery of the student learning objectives.</p>

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>SLO 8 Students will be assessed on the difference in state and federal system. Evaluate the factors influencing the decision-making process in the criminal justice system.</p>	<p>CRJ 130: Intro to Law and Judicial Process Performance measured on course project</p>	<p>75% of students will score 75% or higher on course project/case brief</p>	<p>CRJ 130: Fall 2021 Total students: 3 <u>Above 75% Final Instrument Score: 3</u></p>	<p>CRJ 130 Fall 2021: <u>Outcome Not Met</u> 100% of class made above standard 75%</p> <p>Students will be measured on the presentation, research, and articulation of two case brief and an analysis on the historical events. Each analysis will require the student to show the knowledge learned from the course material in their work.</p>
<p>SLO 9 Students will be assessed on the history, structure, and functions of the Private Security Industry.</p>	<p>CRJ 160: Intro to Private Security Performance measured on Project</p>	<p>75% of students will score 75% or higher on core Project</p>	<p>CRJ 160: Fall 2021 Total Students: 8 <u>Above 75% Project Score: 8</u></p>	<p>CRJ 160 Fall 2022: <u>Outcome Met</u> 100% of class made above standard 75%</p> <p>Student's mastery of the SLOs will be observed based on the research collected, presented, and articulated in the PowerPoint project as to the content presented.</p>

<p>SLO 10 Students will be assessed on the collection, preservation, chain of custody narcotics, and the criminal offenses associated with the scheduled drug.</p>	<p>CRJ 178: Narcotics Performance measured on Project/Assignment Paper</p>	<p>75% of students will score 75% or higher on core introductory Project: Written Paper</p>	<p>CRJ 178: Spring 2022 Total Students: 11 <u>Above 75% Project Score: 10</u> <u>Below 75% Project Score: 1</u></p>	<p>CRJ 178 Spring 2021: <u>Outcome Met</u> 91% of class made above standard 75%</p> <p>The student's mastery of the content will be observed based upon the student's research, data, articulation, presentation, dialogue, structure, and material presented in a written research paper. The student will have to answer the research questions within their research paper using the topic as a focal point to show their understanding of the material.</p>
<p>SLO 11 Students will be assessed on criminal laws of Alabama and the criminal process.</p>	<p>CRJ 140: Criminal Law and Process Performance measured on final</p>	<p>75% of students will score 75% or higher on final</p>	<p>CRJ 140: Summer 2022 Total Students: 9 <u>Above 75% Final Score: 9</u></p>	<p>CRJ 140 Summer 2022: <u>Outcome Met</u> 100% of class made above standard 75%</p> <p>Student's mastery of the learning objectives will be observed by their performance on the final exam. The exam will encompass all topics covered throughout the academic semester.</p>
<p>Submission date: 9/13/2022</p>			<p>Submitted by: Dr. Robert S. Bland</p>	

Rubric for SLO 1

CRJ 100 Intro to Criminal Justice PowerPoint Project

Rubric 250 Possible Points

	Full Credit	Half Credit	Zero Credit
Content (Engagement with Topic)	Content is clear; <i>shows a thorough understanding of the criminal justice job type and function</i> ;	Some content is clear and understandable; slide may contain inaccurate information or data which is not researched well;	Content lack's purpose and does not show and understand of the topic
Presentation of Text (Language)	Text is well presented; text is readable (font size, color, & spelling)	Some text is present or appropriate	Text is not well presented with either too much wording or not enough; no text
Design (Layout)	Design is presented with appropriate amount of description (textual/media); all slides are accounted for; slides are presented in a logical order	Some slides have text but lack complete supporting text to completely describe slide; slides are not in logical order or slides are missing proper content	Slides are completely missing; slides are hard to understand
Multimedia (Pictures/Clipart)	Images are present; images support the text and are presented with good quality;	Some slides have images or clipart; images do not support the material	Either no media or clipart
Originality and Creativity	Slides contain a professional tone to support content; 1-reference within the PowerPoint (intext and reference section)	Slides lack a professional tone to support content	No reference section

Content = 50 points

Language= 50 points

Layout = 50 points

Media = 50 points

Creativity= 50 points

Total = 250

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SLO -2 – Final Exam

CRJ 110 Introduction to Law Enforcement

Final Exam - Instructor's Copy of Exam

(Test is 250 possible points at 5 points per question)

1. Policing has a mixture of different people, races, cultures, beliefs, and religions. But policing also has a shared subculture which has different beliefs, morals, or backgrounds share common norms among other police officers. This subculture is very different than that of other professions?
True
2. A terry stop or pat-down is when a officer pats down a person for weapons. Officers receive this ability to conduct this type of safety search from the court case *Miranda v. Arizona*?
False
3. As these signs and symptoms become more frequent it induces stress on the body causing an effect on the ability for the person to function properly?
True
4. Bipolar Effective Disorder; Alternation between mood states above and below normal?
True
5. Blue Wall is when an officer refuses to report the misconduct of other officers, usually out of a misguided sense of solidarity or a fear of social ostracism and denial of assistance on duty?
True
6. Compstat evaluates quantitative statistics of crime and relates this in a sophisticated mapping program to predict future crimes?
True
7. Community Policing relies heavily on police-community relationships and information sharing about criminal activity?
True

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Rubric for SLO – 3

CRJ 150 Introduction to Correction
 Rubric for Research Paper in Corrections

(Total possible points is 300)

Directions:

Your research project for this semester is to find and locate three different countries around the world and compare and contrast those countries' correctional systems to the United States.

Read and summarize the issue you want to write about in your own words. Include important details, factual information, history, findings, and suggestions. This is NOT an opinion paper. You are expected to conduct research and explore the existing literature on a given topic. Minimum Requirements: Papers shall be double spaced, 12 size font, and New Times Roman style characters using Microsoft Word. Each paper is required to have a reference or bibliography citing your sources (at least three) in the proper APA style format. Sources of information can include books, articles, videos, the Internet, in-person interviews, etc. However, only one Web page source may be used in the entire bibliography. The campus library has numerous books and videos on criminal justice topics. Familiarize and remember the rules for citing someone else's work. APA rules apply. If you are not familiar with APA rules for writing papers, go to the library for assistance. Papers shall be a minimum of 4 pages of text and no longer than 6 pages in length, not including your reference or bibliography page and cover page. Papers that do not meet at least the minimum requirements will not receive credit. Be very familiar with the rules on how to avoid plagiarizing someone else's work. Papers are due on or before week 14 of class. Late papers will not be accepted. Grammar, spelling, paragraph structure, the complexity of the topic chosen, and the content will all be considered for your grade.

Rubric:

	Full Credit	Half Credit	Zero Credit
Content (Evidence) Worth 25% = possible 75 points	Relevant and legitimate information that clearly supports a central purpose or argument and show an in-depth analysis of three different correction systems in the world compared to the United States. Compelling evidence from professionally legitimate sources are used and clearly represented in both intext and in a reference section	Information supports a central purpose or argument at times. Analysis is basic or general.	Central purpose or argument is not clearly identified. Analysis is vague or not evident.
Presentation (Articulation) Worth 50% = possible 150 points	Balanced presentation, the ideas are arranged logically to support the purpose or argument. The paper flows smoothly from one country of interest to another. The line of reasoning is easily followed. The word choice is consistently precise and accurate, matching a scholarly tone associated with the student's level of education.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The writing appears to be unengaging. Word choice is merely adequate, and the range of words is	Many words are used inappropriately, confusing the reader. Errors in sentence structure are frequent enough to be a major distraction.

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CRJ 146 Research Project

Research Project

Directions:

In this assignment, you will be required to research a known criminal case from the internet. Known, meaning that this is a well-publicized court case. You will also be required to fully cite this case and any outside source material used during your research and data collection.

You will be assessed on your articulation of the evidence presented, the methods that the evidence was preserved (whether good or bad), and any issues that related to chain of custody issues.

The paper will follow APA 7th edition guidelines which can be found at Perdue online writing lab. The paper must have a title page and a reference page with a minimum of three scholarly references. An example and template can be located under the handout section of the blackboard. The length of the paper must be five pages not counting the title or reference page. An abstract page is not needed for this project, and will also not be counted. The paper should not go over seven pages in length.

Rubric: Total possible points is 300

SLO 5 – Rubric for Review

Research Paper Rubric

300 Possible Points

Directions:

Crime from your area: You are a criminologist in this class. You are to research crime within your town, county, and or State. Compare and contrast the crime rates, sentencing, and or types of penalties imposed. It is up to you.

Look at social, economic, and criminological factors as influences on crime. You may include items such as population size, rural versus urban area, rate of college graduates, divorce rate, etc. Criminological factors, such as crime rates, arrest rates, number of officers, etc., can be obtained from the state crime information center. You should focus in the writing on the ties of various social and economic forces operating within the area to the levels and types of crimes.

The paper will follow APA 7th edition guidelines which can be found at: [Perdue online writing lab](#). The must have a title page and a reference page with a minimum of three scholarly references. An example and templet can be located under the handout section of blackboard.

Rubric:

	Full Credit	Half Credit	Zero Credit
Content <i>Worth 75 possible points</i>	The writer's central purpose or argument is readily apparent to the reader. Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.	The central purpose or argument is not consistently clear throughout the paper. Analysis is basic or general. Reader gains few insights.	Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed.
Mechanics (Grammar) <i>Worth 75 possible points</i>	The writing is free or almost free of errors.	The writing has many errors, and the reader is distracted by them	There are so many errors that meaning is obscured. The reader is confused and stops reading.
Organization / Feel <i>Worth 75 possible points</i>	The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning. The writing is compelling. It hooks the reader and sustains interest throughout.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.
Format	Paper is the number of pages specified in the assignment. APA format is used accurately and	There are frequent errors in APA format.	Format of the document is not recognizable as APA.

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SLO 7 – Written statement for student review

Statement

Casey Anthony Statement

I got off of work, left Universal driving back to pick up Caylee like a normal day. An I show up to the apartment knock on door nobody answers. So, I call Zeniada cell phone and it's out of service. It says the phone is no longer in service, excuse me. So, I sit down on the steps and wait for a little bit to see if maybe it was just a fluke if something happened and time passed and I didn't hear from anyone. No one showed up to the house so I went over to J. Blanchard Park and checked a couple of other places where maybe possible they would have gone; couple stores, just regular places that I know Zenida shops at and she's taken Caylee before. And after about 7:00 when I still hadn't heard anything I was getting pretty upset, pretty frantic and I went to a neutral place. I didn't really want to come home I wasn't sure what I would say about not knowing where Caylee was still hoping that I would get a call or you know find out that Caylee was coming back so that I could go get her. And I ended up going to my boyfriend Anthony's house who lives in Sutton Place.

Directions (Watch Week 9 Lecture Video before trying to fill out)

At the top use the color highlighter to highlight the statement.

- **Use Pink for Emotions (Fear, anger etc.)**
- **Underline and highlight Pink for locations**
- **Place [brackets] around the statement balance: This is the portion that specifically describes the event**
- **Underline and highlight Pink Sensory (Touch, smell, taste etc.)**
- **Highlight in Green (kind of, I think, probably, assume, somewhat, someone, to the best of my knowledge)**
- **Highlight and underline in green contractions (didn't, wouldn't)**
- **Underline Equivocation, lack of conviction, evading risk of commitment**
- **List below Expectancy Violation (reports anything that is out of the ordinary)**
- **Highlight in yellow Extraneous Information (Used to justify someone's action) (fill space by time)**
- **Highlight in light blue Verbs (List the tenses below)**
- **Highlight in light blue and underline nouns (Examine the order of appearance, mark changes in nouns below) (Noun example: weapons vs gun; someone vs tall man; wife vs Sandi)**
- **Highlight in red pronouns (me, we, I, They etc.) Remember if the pronoun disappears it could mean that there is tension) example: I drove to Tom's- stopped for gas. I got a burger. Remember the word "we" is strong showing "together"**
- **Note any shifts in adjectives/adverbs (the red car, the red car, a red car)**

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