

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Criminal Justice	170	CJT 170 09/20/2019- Domestic and International Terrorism
Division	Department	Faculty Preparer
Advanced Technologies and Public Service Careers	Public Service Careers	Kevin Lindsey
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Distinguish between terrorism and other criminal acts and between international and domestic terrorism.

- Assessment Plan
 - Assessment Tool: Departmentally-developed exam
 - Assessment Date: Fall 2013
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed answer key

- Standard of success to be used for this assessment: 80% of students will score 75% or higher.
- Who will score and analyze the data: Two CJT faculty and Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
26	25

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student did not complete any of the exams.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This was the only section of this course offered this semester.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The exam consisted of multiple-choice and short answer questions. The multiple-choice questions were scored via an answer key and scantron sheets. The short essay questions were scored by the Instructor on record.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 The entire exam consisted of 40 points. However, a review of the various questions was completed, and it was noted that 14 questions on this exam directly related to the outcome.

Based on the 14 questions that directly related to the outcome, 88% of students scored 75% or better on the outcome-related questions on the exam. Therefore, the standard of success was met for this outcome and tool.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The areas of strength for the students in this area are overall student knowledge. 22 of the 25 students that took the exam received at least a score of 75% on the outcome-related questions on the exam. Further, several students received a score of 100%.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Although students met the achievement criteria for this outcome, there were still several students who did poorly on the exam. In fact, those students scored near 50% on their exams. Therefore, further repetition relative to the terms for this outcome will continue to be done.

Outcome 2: Identify reasons for the use of terrorism by groups and individuals, including cultural and religious reasons.

- Assessment Plan
 - Assessment Tool: Departmentally-developed exam
 - Assessment Date: Fall 2013
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed answer key
 - Standard of success to be used for this assessment: 80% of students will score 75% or higher.
 - Who will score and analyze the data: Two CJT faculty and Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
26	25

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student did not take any exams.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This was the only section of this course offered this semester.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The exam consisted of multiple-choice and short answer questions. The multiple-choice questions were scored via an answer key and scantron sheets. The short essay questions were scored by the Instructor on record.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The entire test consisted of 40 points. However, a review of the various questions was completed, and it was noted that 12 questions on this exam directly related to the outcome.

Upon scoring the tool, it was noted that 84% of the students scored at least 75% on the outcome-related questions on the exam. Based on this criteria, the students met the standard of success for this outcome and tool.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well in this area. Overall, 21 of the 25 students who took the exam received at least a 75% score on the outcome-related questions. Further, three students received a 100% on the exam, which were different students than those who received 100% on the previous exam.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This tool also met the standard of success. However, there were several students who did not meet the standard of success. Most of these students were different from students in the previous exam who did not do well. Further repetition with the students to increase their knowledge in the subject area will be completed.

Outcome 3: Identify the type of individuals involved with terrorism.

- Assessment Plan
 - Assessment Tool: Departmentally-developed exam
 - Assessment Date: Fall 2013
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed answer key
 - Standard of success to be used for this assessment: 80% of students will score 75% or higher.
 - Who will score and analyze the data: Two CJT faculty and Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
26	23

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Two exams were not located, and one student did not take any of the exams.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

There was only one section of this course offered during this semester.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The entire exam consisted of 40 points. The exam consisted of multiple-choice and short answer questions. The multiple-choice questions were scored via an answer key and scantron. The short-essay questions were scored by the Instructor on record.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The entire exam consisted of 40 points. However, a review of the various questions was completed, and it was noted that 11 questions on this exam directly related to the outcome.

Based on the 11 questions that directly related to the outcome, 56% of students scored 75% or better on the outcome-related questions on the exam. Therefore, the standard of success was not met for this outcome and tool.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students appear to have done well in the questions that did not require specific dates or date-related information to answer the question.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Overall, the students did not do well on this exam. The students appear to have had difficulty when specific dates were introduced as an indicator of an event. A review of the exam and probable changing of the question wording/removal of the questions will be completed.

Outcome 4: List the government agencies responsible to investigate terrorism and some of the investigative techniques that are used.

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 - How the assessment will be scored: Departmentally-developed answer key
 - Standard of success to be used for this assessment: 80% of students will score 75% or higher.
 - Who will score and analyze the data: Two CJT faculty and Department Chair

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
26	25

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

One student did not take any exams.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

There was only one section of this course offered in Fall of 2018.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The exam consisted of multiple-choice and short answer questions. The multiple-choice questions were scored via an answer key and scantron sheets. The short essay questions were scored by the Instructor of record.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The entire exam consisted of 40 points. However, a review of the various questions was completed, and it was noted that 20 questions on this exam directly related to the outcome.

Based on the 20 questions that directly related to the outcome, 87% of students scored 75% or better on the outcome-related questions on the exam. Therefore, the standard of success was met for this outcome and tool.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, the students did well in this area. 87% of those students that took the exam received a score of 75% or higher on the outcome-related questions on the exam. Several students received a perfect score on the exam questions, and several of these students had not received a perfect score prior.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The outcome standard was met for this section as well. Overall, several of the students who did poorly on this exam did poorly on previous exams as well. When a pattern is noted in individual student performance, attempted referral to tutoring or reaching out to the students will be considered.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

N/A

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall, the students are doing well in the course. The review of exam # 3 and the rather poor results was a surprise. Re-evaluation of that testing tool is needed to root out the nature of the struggle for the students.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The Instructor on record and both full-time employees were intimately involved in this evaluation process.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	A review of test # 3 will be completed to determine what can be done to maintain academic rigor while reducing the challenges shown by the students.	With only 56% of the students receiving a grade of 75% or better, and what appears to be a pattern of date-related difficulties, re-wording the exam so as not to rely as much on dates and still provide academic rigor may increase student scores.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Further repetition of terms related to Outcome 1	Additional emphasis on terms should improve student learning in weaker areas of this outcome.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Further repetition of concepts related to Outcome 2	Additional emphasis on weaker concepts related to this outcome should improve student learning.	2020
Other: Tutoring/Additional help	Monitor student performance; reach out to struggling students and/or suggest tutoring.	It is important to continually monitor student progress and reach out to struggling students as often as possible throughout the course. Offering	2020

		additional help or suggesting tutoring may enable students to identify and improve weaker areas sooner rather than later.	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Assessment Data Syllabi](#)

Faculty/Preparer: Kevin Lindsey **Date:** 10/09/2019
Department Chair: Ruth Walsh **Date:** 10/14/2019
Dean: Brandon Tucker **Date:** 10/15/2019
Assessment Committee Chair: Shawn Deron **Date:** 11/22/2019