

**Detailed Assessment Report for
2006-2007 Criminal Justice BS**

MISSION

The mission of the Department of Criminal Justice is to generate and disseminate knowledge and information that is theoretically driven and policy relevant for the fields of criminal justice and criminology. This is accomplished by (1) engaging in research and scholarly activities to address issues of crime and justice affecting diverse populations in urban settings; (2) producing students who are critical and ethical thinkers, knowledgeable about the issues of crime and justice, and prepared for leadership positions in public and private sector agencies that address crime and justice problems; and (3) collaborating with public and private agencies through education, training, and research ventures that enhance our understanding of, and response to, issues associated with crime and the administration of justice. Through these activities, the Department strives to promote basic principles of justice that enhance the criminal justice profession and benefit the community at large. Note: As of Spring Semester 2007, our program had 445 majors. 95 students graduated with a BS degree during this assessment cycle.

STUDENT LEARNING OUTCOMES

Outcome/Objective 1:

Demonstrate critical reading skills

Full Description:

Students will demonstrate the ability to read critically by reading and expounding on diverse literature that is related to the discipline.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 3: Oral Communication--major
- 4: Oral Communication--core
- 7: Critical Thinking--major
- 8: Critical Thinking--core

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- STU-1: Learning-centered environment that support individual learning

Accreditation Standards:

Note: Criminal Justice and Criminology Programs have no accrediting agency that dictates curriculum and other academic requirements. The Academy of Criminal Justice Sciences (ACJS) has developed voluntary certification standards that are harmonious with general accreditation requirements and that provide guidance to Criminal Justice and Criminology programs. Academy of Criminal Justice Sciences Certification Standards for College/University Criminal Justice Baccalaureate Degree Programs, Standard B.9 (hereinafter ACJS Certification Standard B.9): The purpose of undergraduate programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form. Programs should familiarize students with facts and concepts and teach students to apply knowledge to related problems and changing situations. Primary objectives of all criminal justice programs include development of critical thinking; communication, technology, and computing skills; quantitative reasoning; ethical decision-making; and understanding of diversity.

Related Measures:

- M. 2: Capstone portfolio
- M. 3: Capstone papers
- M. 5: Field placement experience
- M. 6: Writing intensive courses

Related Actions:

- A. 1: Review syllabi and revise learning outcomes
- A. 2: Develop assessment rubrics and protocols
- A. 4: Conduct a curriculum assessment

Outcome/Objective 2:

Demonstrate the ability to speak effectively

Full Description:

Students will demonstrate the ability to speak effectively in a public setting on diverse issues related to crime and justice.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 3: Oral Communication--major
- 4: Oral Communication--core
- 7: Critical Thinking--major
- 8: Critical Thinking--core

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- **PRO-2:** Excellence in the liberal arts and sciences
- **STU-1:** Learning-centered environment that support individual learning

Accreditation Standards:

ACJS Certification Standard B.9.

Related Measures:

- **M. 4:** Oral Progress Reports

Related Actions:

- **A. 1:** Review syllabi and revise learning outcomes
- **A. 2:** Develop assessment rubrics and protocols
- **A. 4:** Conduct a curriculum assessment

Outcome/Objective 3:

Demonstrate the ability to write effectively

Full Description:

Students will demonstrate the ability to write clearly and effectively in a manner that is appropriate to the discipline.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- **1:** Written Communication--major
- **2:** Written Communication--core

Strategic Plan Initiatives:

- **A-2:** Undergraduate Experience

Institutional Priorities:

- **PRO-2:** Excellence in the liberal arts and sciences
- **STU-1:** Learning-centered environment that support individual learning

Accreditation Standards:

ACJS Certification Standard B.9.

Related Measures:

- **M. 2:** Capstone portfolio
- **M. 3:** Capstone papers
- **M. 4:** Oral Progress Reports
- **M. 6:** Writing intensive courses

Related Actions:

- A. 1: Review syllabi and revise learning outcomes
- A. 2: Develop assessment rubrics and protocols
- A. 4: Conduct a curriculum assessment

Outcome/Objective 4:

Demonstrate critical thinking skills

Full Description:

Students will demonstrate the ability to think critically and will provide evidence of this skill through written and oral communications.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- STU-1: Learning-centered environment that support individual learning

Accreditation Standards:

ACJS Certification Standard B.9.

Related Measures:

- M. 2: Capstone portfolio
- M. 3: Capstone papers
- M. 4: Oral Progress Reports
- M. 6: Writing intensive courses

Related Actions:

- A. 1: Review syllabi and revise learning outcomes
- A. 2: Develop assessment rubrics and protocols
- A. 4: Conduct a curriculum assessment

Outcome/Objective 5:

Apply scientific reasoning skills

Full Description:

Students will apply scientific reasoning skills to the study of crime and justice.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 7: Critical Thinking--major
- 8: Critical Thinking--core
- 9: Contemporary Issues--major
- 10: Contemporary Issues--core

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- STU-1: Learning-centered environment that support individual learning

Accreditation Standards:

ACJS Certification Standard B.9

Related Measures:

- M. 6: Writing intensive courses

Related Actions:

- A. 2: Develop assessment rubrics and protocols
- A. 4: Conduct a curriculum assessment

Outcome/Objective 6:

Apply social science approach to study crime

Full Description:

Students will apply the social science approach to the study of crime and justice in society, which takes into consideration the academic contributions of anthropology, economics, history, political science, psychology, public administration, and sociology.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 7: Critical Thinking--major
- 9: Contemporary Issues--major
- 11: Quantitative Skills--major

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning

Related Measures:

- M. 6: Writing intensive courses

Related Actions:

- A. 2: Develop assessment rubrics and protocols
- A. 4: Conduct a curriculum assessment

Outcome/Objective 7:

Demonstrate understanding of the justice system

Full Description:

Students will develop an understanding of the criminal justice, which is demonstrated through discussions and written assessments of the evolution and current operations of the system`s principal components (public safety, judiciary, corrections, and juvenile justice).

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major
- 9: Contemporary Issues--major

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning

Related Measures:

- M. 1: Capstone examination
- M. 2: Capstone portfolio
- M. 3: Capstone papers
- M. 4: Oral Progress Reports
- M. 5: Field placement experience

- M. 6: Writing intensive courses

Related Actions:

- A. 2: Develop assessment rubrics and protocols

Outcome/Objective 8:

Assess the role of law in criminal justice

Full Description:

Students will assess the role of law, both substantive and procedural, as a central feature in the criminal justice system.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 1: Written Communication--major
- 3: Oral Communication--major
- 7: Critical Thinking--major
- 9: Contemporary Issues--major

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning

Related Measures:

- M. 1: Capstone examination
- M. 2: Capstone portfolio
- M. 3: Capstone papers
- M. 5: Field placement experience

Related Actions:

- A. 2: Develop assessment rubrics and protocols

Outcome/Objective 9:

Evaluate the role of crime in society

Full Description:

Students will identify and apply relevant criminological theories when evaluating the role that crime plays in society today.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 7: Critical Thinking--major
- 9: Contemporary Issues--major

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- PRO-6: Distinctive education due to urban center of international commerce, media, and government
- STU-1: Learning-centered environment that support individual learning

Related Measures:

- M. 1: Capstone examination
- M. 2: Capstone portfolio
- M. 3: Capstone papers
- M. 5: Field placement experience

Related Actions:

- A. 2: Develop assessment rubrics and protocols

Outcome/Objective 10:

Use of technology

Full Description:

Students will demonstrate the ability to effectively use various forms of technology including (but not limited to) computers, word processing software, internet resources, email, WebCT/Vista, and statistical software (SPSS).

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 13: Technology--major
- 14: Technology--core

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- STU-1: Learning-centered environment that support individual learning

Accreditation Standards:

ACJS Certification Standard B.9

Related Measures:

- [M. 9](#): Technological Skills

Related Actions:

- [A. 2](#): Develop assessment rubrics and protocols
- [A. 4](#): Conduct a curriculum assessment

Outcome/Objective 11:

Develop skills to promote career advancement

Full Description:

Graduates of this program will possess and display the skills necessary to continue in higher education and/or commence employment in a criminal justice career.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- [1](#): Written Communication--major
- [3](#): Oral Communication--major
- [7](#): Critical Thinking--major
- [9](#): Contemporary Issues--major
- [13](#): Technology--major

Strategic Plan Initiatives:

- [A-2](#): Undergraduate Experience

Institutional Priorities:

- [PRO-2](#): Excellence in the liberal arts and sciences
- [STU-1](#): Learning-centered environment that support individual learning

Accreditation Standards:

ACJS Certification Standard B.9

Related Measures:

- [M. 5](#): Field placement experience
- [M. 7](#): Alumni Survey

Related Actions:

- [A. 1](#): Review syllabi and revise learning outcomes
- [A. 2](#): Develop assessment rubrics and protocols

- A. 3: Develop and maintain a strategic plan
- A. 4: Conduct a curriculum assessment
- A. 5: Establish benchmarks for curricular success
- A. 6: Administer Alumni Survey

Outcome/Objective 12:

Analyze Contemporary Issues

Full Description:

Students will analyze contemporary, multicultural, global, and international issues impacting crime and justice utilizing a social science perspective.

A Student Learning Outcome? Yes

Associated General Education Outcomes:

- 8: Critical Thinking--core
- 10: Contemporary Issues--core

Strategic Plan Initiatives:

- A-2: Undergraduate Experience

Institutional Priorities:

- PRO-2: Excellence in the liberal arts and sciences
- STU-1: Learning-centered environment that support individual learning

Accreditation Standards:

ACJS Certification Standard B.9

Related Measures:

- M. 10: Contemporary Issues exam questions

Related Actions:

- A. 2: Develop assessment rubrics and protocols
- A. 4: Conduct a curriculum assessment

MEASURES

Measure 1:

Capstone examination

Measure Full Description:

All students are required to take a substantive knowledge examination in the semester immediately prior to enrollment in the Internship. The examination

covers the basic areas of Criminology, Public Safety, Courts, Corrections and Juvenile Justice.

Related Outcome(s)/Objective(s):

- **Obj. 7:** Demonstrate understanding of the justice system
- **Obj. 8:** Assess the role of law in criminal justice
- **Obj. 9:** Evaluate the role of crime in society

Target Level:

The desired performance is to have at least 80% of students pass the examination with a score 70% or better on the first attempt.

Findings:

Data collection for this assessment period occurred across three semesters: Fall 2006, Summer 2006, and Spring 2007. Analysis revealed that 91.5% of the 106 students who took the exam scored 70% or better on the first attempt with a mean score of 74.5%. Eight percent (8%) of students taking the exam scored between 58% and 68%.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 2:

Capstone portfolio

Measure Full Description:

Students will develop a portfolio of written work assessing their knowledge and understanding of crime and justice issues, components of the justice system, and the impact of criminological theory on criminal justice administration.

Related Outcome(s)/Objective(s):

- **Obj. 1:** Demonstrate critical reading skills
- **Obj. 3:** Demonstrate the ability to write effectively
- **Obj. 4:** Demonstrate critical thinking skills
- **Obj. 7:** Demonstrate understanding of the justice system
- **Obj. 8:** Assess the role of law in criminal justice
- **Obj. 9:** Evaluate the role of crime in society

Target Level:

On an annual basis the portfolios of 20% of all students completing the capstone courses will be randomly selected and reviewed to assess students' performance. Ninety percent (90%) of the portfolios chosen will receive a satisfactory rating of 70% or better.

Findings:

The portfolios of all students (N=19) in one section of Dr. Dean Dabney`s CrJu 4930 and CrJu 4940 courses were assessed during the Spring 2007 semester. This constituted 20% of all seniors graduating during the annual assessment period. 100% of the students` portfolios received a satisfactory rating of 70% or better.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 3:

Capstone papers

Measure Full Description:

Students write a variety of formal essays including (a) an essay describing the roles and functions of the internship agency, (b) an essay on a single criminological or criminal justice issue affecting the internship agency, (c) a theoretical essay that tests the students` understanding of theory in a criminal justice/criminological context, (d) a pro/con essay designed to test critical thinking skills as they relate to a controversial issue in the justice system, and (e) a critical assessment of the field placement agency and the students` professional growth and development as a result of the field placement experience.

Related Outcome(s)/Objective(s):

- **Obj. 1:** Demonstrate critical reading skills
- **Obj. 3:** Demonstrate the ability to write effectively
- **Obj. 4:** Demonstrate critical thinking skills
- **Obj. 7:** Demonstrate understanding of the justice system
- **Obj. 8:** Assess the role of law in criminal justice
- **Obj. 9:** Evaluate the role of crime in society

Target Level:

100% of students will receive a score of 70% or higher on each essay in the capstone series.

Findings:

The capstone papers were evaluated by Dr. Dabney during the Spring 2007 semester as a component of the capstone portfolio. 100% of the students received a score of 70% or higher on each essay. The average scores were as follows: Descriptive Essay 87%; Single Issue Essay 88%; Theoretical Essay 88%; Pro/Con Essay 83%; and Critical Assessment Essay 83%.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 4:

Oral Progress Reports

Measure Full Description:

Each student will present three oral progress reports during the semester, which relate information from extant criminal justice literature to the intern`s agency experience. One presentation will be developed in PowerPoint format to ensure familiarity with the technology.

Related Outcome(s)/Objective(s):

- **Obj. 2:** Demonstrate the ability to speak effectively
- **Obj. 3:** Demonstrate the ability to write effectively
- **Obj. 4:** Demonstrate critical thinking skills
- **Obj. 7:** Demonstrate understanding of the justice system

Target Level:

100% of the oral progress reports will receive a rating of satisfactory (70%) or better.

Findings:

Data on the oral presentations were collected and evaluated during the Spring 2007 semester by Dr. Dabney in CrJu 4930 and CrJu 4940. Each student presented three oral progress reports, one of which was accompanied by a PowerPoint presentation. 100% of the students received a score on the progress reports of 70% or better. The average score for report #1 was 93%; report #2 was 94%; and report #3 was 95%. The Power Point presentation was not graded but was reviewed to ensure the students` competency with the technology.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 5:

Field placement experience

Measure Full Description:

All students will intern in a criminal justice agency or other criminal law environment prior to graduation from the criminal justice program. This 10-week internship experience provides students an opportunity to integrate theory and practice in a professional setting. The field placement supervisor will assess the student`s knowledge of relevant criminal justice issues and his/her job readiness and submit a written evaluation to the Department prior to the end of the semester in which the internship is completed.

Related Outcome(s)/Objective(s):

- **Obj. 1:** Demonstrate critical reading skills
- **Obj. 7:** Demonstrate understanding of the justice system
- **Obj. 8:** Assess the role of law in criminal justice
- **Obj. 9:** Evaluate the role of crime in society
- **Obj. 11:** Develop skills to promote career advancement

Target Level:

100% of students will complete a criminal justice field placement prior to graduation and will receive an agency evaluation of 3 or higher on a 5-point scale, with 5 being excellent and 1 being poor.

Findings:

The Department has established relationships with over 100 agencies including state and local law enforcement agencies, courts, corrections, and private law firms that serve as field placement sites for criminal justice students. During the current period of assessment 95 students completed the field placement experience prior to graduation: 31 in Fall 2006; 33 in Spring 2007; and 31 in Summer 2007. Agency evaluations were completed on 44 students (46%) and returned to the Department`s Internship Coordinator. On the question of academic preparedness and skill level prior to the internship, 98% of the students for whom agency evaluations were received scored 3 (average) or higher on a 5-point scale; 44% were rated as excellent. Similarly, on the question of the student`s ability to perform the major duties of the internship, 100% of the students were rated 3 or higher, and 66% were rated as excellent.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 6:

Writing intensive courses

Measure Full Description:

Two core courses in the major (CrJu 3020 Research Methods in Criminal Justice and CrJu 4930 Seminar in Criminal Justice) have been designated as writing intensive in accordance with university guidelines and requirements.

Related Outcome(s)/Objective(s):

- **Obj. 1:** Demonstrate critical reading skills
- **Obj. 3:** Demonstrate the ability to write effectively
- **Obj. 4:** Demonstrate critical thinking skills
- **Obj. 5:** Apply scientific reasoning skills
- **Obj. 6:** Apply social science approach to study crime
- **Obj. 7:** Demonstrate understanding of the justice system

Target Level:

75% of students will complete each writing intensive course with a grade of

70% or better.

Findings:

More than 75% of the students in CrJu 3020 and CrJu 4930 completed the course with a grade of 70% or better.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 7:

Alumni Survey

Measure Full Description:

Recent Criminal Justice alumni will be surveyed regarding the perceived value of their major in facilitating the achievement of job placement, career aspirations, and other personal and professional goals.

Related Outcome(s)/Objective(s):

- [Obj. 11](#): Develop skills to promote career advancement

Target Level:

The Department will begin to gather baseline data from criminal justice majors by evaluating information obtained annually by the Office of Institutional Research in the Exit Survey of Recipients of Undergraduate degrees. An independent survey also will be administered to criminal justice alumni who have been separated from the University for three years beginning in 2008, in conjunction with the next departmental self study which will take place in 2008-2009.

Findings:

In 2002 the Department surveyed criminal justice majors and alumni in conjunction with a self study and concluded that a majority valued their major, were quite satisfied with their choice, and would recommend the Department to others. During the current assessment period, the Department's Undergraduate Committee analyzed the Office of Institutional Research's Fall 2004-Summer 2006 Exit Survey Results and concluded that recent Criminal Justice graduates accord an overall rating of good (3) to excellent (4) to the quality of required courses in the program (mean 3.52) and the quality of instruction (mean 3.47). More than 80% of students surveyed indicated that the academic program had prepared them for advanced study (86%) and provided them with good preparation for their career choice (82%). 86% of recent graduates surveyed also stated that they would recommend the program to a friend. The Undergraduate Committee is in the discussion and planning stages of developing a survey instrument to be administered to alumni who have been separated from the University for three years. It is still anticipated that the instrument will be constructed and administered in Fiscal Year 2007/2008 in conjunction with

the impending self study.

Target Level Achievement: Partially Met

Further Action Planned? Yes

Measure 8:

Analysis of curriculum and syllabi

Measure Full Description:

A panel of faculty will assess the department's curriculum and syllabi on a continuing basis to ensure that the subject matter reflects relevant and recent developments in the field.

Target Level:

100% of faculty will report that all classes taught reflect relevant and recent developments in the field.

Findings:

The Undergraduate Committee evaluated the syllabi for 10 courses in Areas E, F, G, H, and I: CrJu 2200; CrJu 1100; CrJu 3110; CrJu 3310; CrJu 3410; CrJu 3700; CrJu 3020; CrJu 3610; CrJu 3710; and CrJu 4760. 100% of the syllabi reflect that the subject matter taught by faculty is relevant and includes recent developments in the field of criminology and criminal justice. The Undergraduate Committee engaged in internal discussions and began to collect informal feedback from the Criminal Justice Student Association regarding the students' perceptions of the currency and relevancy of the existing criminal justice curriculum. The Committee will continue to evaluate this matter in the 2007/2008 academic year.

Target Level Achievement: Met

Further Action Planned? Yes

Measure 9:

Technological Skills

Measure Full Description:

During the process of completing their major criminal justice students will take a variety of classes requiring them to use technology in diverse forms. Indicative of this, CrJu 3020 requires students to use internet resources to conduct research, to use SPSS to analyze data, and to write a social science research proposal. CrJu 4930 requires students to use internet resources to conduct research and to develop and present a PowerPoint presentation. Other courses that are web-enhanced (e.g., CrJu 3110, CrJu 3710, and CrJu 4940) require students to display competency in using WebCT/Vista. In virtually every class

students use email a primary means of communicating with the instructor.

Related Outcome(s)/Objective(s):

- **Obj. 10:** Use of technology

Target Level:

100% of students will demonstrate an ability to use basic forms of technology including but not limited to computers, word processing software, internet resources, email, WebCT/Vista, and statistical software (SPSS).

Findings:

CrJu 4930 and CrJu 4940 require each interning student to use computers and word processing software to write papers and upload assignments to WebCT/Vista, and to communicate electronically with the professors. Students also are required to complete a Power Point presentation as a requirement for graduation. The presentations are not graded; however, students receive feedback on their work. With the exception of PowerPoint presentations, no data has been collected on the level of student competencies regarding the use of modern technology. Anecdotal evidence suggests that most students have little difficulty in this area and are able to complete assignments requiring them to use various technologies and online resources.

Target Level Achievement: Partially Met

Further Action Planned? Yes

Measure 10:

Contemporary Issues exam questions

Measure Full Description:

The course used to assess General Education Outcomes by the Department of Criminal Justice was CRJU 2200 - Social Science and the American Crime Problem. Three sections of this course were offered during the Spring 2007 semester and three objective examinations were administered in each section. Each examination covered approximately one-third (1/3) of the course materials. Three student learning outcomes (course goals) are associated with the course: Goal IV.1: Students will effectively analyze contemporary issues within the context of diverse disciplinary perspectives. Goal IV.2.a: Students will effectively analyze contemporary multicultural questions. Goal IV.2.b: Students will effectively analyze contemporary global and international questions. Two questions related to each Goal were asked on each examination in each section of the course. The questions were different substantively but addressed the stated issues.

Related Outcome(s)/Objective(s):

- **Obj. 12:** Analyze Contemporary Issues

Target Level:

For the 2005-2006 assessment cycle the target performance level was to have at least 60% of students answer 60% of the embedded questions correctly. This target was reconsidered and determined to be too low. The revised target performance level for 2006-2007 is to have at least 70% of students answer 70% of the embedded questions correctly.

Findings:

During the current assessment period two sections of CrJu 2200 were taught by Dr. Dean Dabney and one section was taught by Ms. Ingalill Atala, a part-time instructor. There was a combined total of 114 students (N=54 for Dabney and 60 for Atala). As to Goal IV.1 (Students will effectively analyze contemporary issues within the context of diverse disciplinary perspectives) the combined pass rate for both instructors' courses was 90.5%. For Goal IV.2.a (Students will effectively analyze contemporary multicultural questions) the average pass rate was 94.5%. For Goal IV.2.b (Students will effectively analyze contemporary global and international questions) the average pass rate was 78.3%. The breakdown of results by instructor, goal, and question follows. In Dr. Dabney's courses, for Goal IV.1, questions 1 and 2, the pass rate was 94%. Regarding Goal IV.2.a, question 1, the pass rate was 94% while the pass rate for question 2 was 88%. For Goal IV.2.b, questions 1 and 2, the pass rate was 74% and 72% respectively. In Ms. Atala's course, regarding Goal IV.1, questions 1 and 2, the pass rate was 84% and 90% respectively. Regarding Goal IV.2.a, question 1, the pass rate was 94% while the pass rate for question 2 was 92%. For Goal IV.2.b, questions 1 and 2 the pass rate was 79% and 88% respectively.

Target Level Achievement: Met

Further Action Planned? Yes

ACTIONS

Action 1:

Review syllabi and revise learning outcomes

Full Description

The Criminal Justice faculty will continue to review and revise course syllabi as is appropriate, taking into consideration the need to include clear and measurable student learning outcomes.

Related Objectives:

- **Obj. 1:** Demonstrate critical reading skills
- **Obj. 2:** Demonstrate the ability to speak effectively
- **Obj. 3:** Demonstrate the ability to write effectively
- **Obj. 4:** Demonstrate critical thinking skills
- **Obj. 11:** Develop skills to promote career advancement

Related Measures:

- M. 8: Analysis of curriculum and syllabi

Person/group responsible for the action

Undergraduate Committee and Faculty

Target date to implement the action

Ongoing

Priority

Med

Action 2:

Develop assessment rubrics and protocols

Full Description

Assessment rubrics and protocols are needed to ensure fair and consistent grading across students, assignments, and courses. They also serve as teaching tools to clearly apprise students of the criteria for achieving excellence in the criminal justice program.

Related Objectives:

- Obj. 1: Demonstrate critical reading skills
- Obj. 2: Demonstrate the ability to speak effectively
- Obj. 3: Demonstrate the ability to write effectively
- Obj. 4: Demonstrate critical thinking skills
- Obj. 5: Apply scientific reasoning skills
- Obj. 6: Apply social science approach to study crime
- Obj. 7: Demonstrate understanding of the justice system
- Obj. 8: Assess the role of law in criminal justice
- Obj. 9: Evaluate the role of crime in society
- Obj. 10: Use of technology
- Obj. 11: Develop skills to promote career advancement
- Obj. 12: Analyze Contemporary Issues

Related Measures:

- M. 2: Capstone portfolio
- M. 3: Capstone papers
- M. 4: Oral Progress Reports
- M. 5: Field placement experience
- M. 6: Writing intensive courses
- M. 9: Technological Skills

Person/group responsible for the action

Undergraduate Committee and Criminal Justice Faculty

Target date to implement the action

Spring Semester 2008

Priority High

Action 3:

Develop and maintain a strategic plan

Full Description

The Department will develop, implement, maintain, and monitor a strategic plan to ensure the provision of quality undergraduate education to criminal justice majors. An annual assessment of goal attainment will be made.

Related Objectives:

- [Obj. 11](#): Develop skills to promote career advancement

Related Measures:

- [M. 7](#): Alumni Survey
- [M. 8](#): Analysis of curriculum and syllabi

Person/group responsible for the action Undergraduate Committee

Target date to implement the action Complete draft of strategic plan by March 2008.

Priority High

Action 4:

Conduct a curriculum assessment

Full Description

The Undergraduate Committee will evaluate the strengths and weaknesses of the criminal justice curriculum and make recommendations for improvement.

Related Objectives:

- [Obj. 1](#): Demonstrate critical reading skills
- [Obj. 2](#): Demonstrate the ability to speak effectively
- [Obj. 3](#): Demonstrate the ability to write effectively
- [Obj. 4](#): Demonstrate critical thinking skills
- [Obj. 5](#): Apply scientific reasoning skills
- [Obj. 6](#): Apply social science approach to study crime
- [Obj. 10](#): Use of technology
- [Obj. 11](#): Develop skills to promote career advancement
- [Obj. 12](#): Analyze Contemporary Issues

Related Measures:

- [M. 2](#): Capstone portfolio

- M. 5: Field placement experience
- M. 6: Writing intensive courses
- M. 7: Alumni Survey
- M. 8: Analysis of curriculum and syllabi
- M. 10: Contemporary Issues exam questions

Person/group responsible for the action Undergraduate Committee

Target date to implement the action 2008

Priority Med

Action 5:

Establish benchmarks for curricular success

Full Description

The Department will establish and maintain benchmarks for undergraduate curricular success including the number and quality of Criminal Justice majors, recruitment and retention measures, and higher education and career placement trends. Implementation of this action step will be undertaken simultaneously with development of the strategic plan.

Related Objectives:

- Obj. 11: Develop skills to promote career advancement

Related Measures:

- M. 1: Capstone examination
- M. 5: Field placement experience
- M. 7: Alumni Survey
- M. 8: Analysis of curriculum and syllabi

Person/group responsible for the action Undergraduate Committee

Target date to implement the action Complete draft by March 2008

Priority High

Action 6:

Administer Alumni Survey

Full Description

The data on Criminal Justice alumni that were used for this assessment were obtained from the University entrance and exit surveys for the period 2004 through 2006. These surveys asked generic questions related to students' perceptions of their competencies regarding the GSU student learning outcomes and the quality of the criminal justice program; however, they failed to address the following issues: 1) to identify the students' career goals at the point of entry and exit; 2) to identify the types of jobs students obtain on completion of the degree program; and 3) to identify which students continue on in higher education. Answers to these and related questions will provide valuable information that is needed to facilitate program development and to ensure the implementation of appropriate curricular benchmarks for student success.

Related Objectives:

- **Obj. 11:** Develop skills to promote career advancement

Related Measures:

- **M. 7:** Alumni Survey
- **M. 8:** Analysis of curriculum and syllabi

Person/group responsible for the action	Undergraduate Committee
Target date to implement the action	2008
Priority	Med

ANALYSIS

Strength

Criminal Justice students continue to do well on outcomes related to critical reading, writing, thinking, and communication. The capstone courses (CrJu 4930 and CrJu 4940) provide an excellent opportunity for graduating seniors to integrate and apply these skills in a professional setting. To enhance student development the Department is aggressively implementing the Quality Enhancement Plan (QEP) by exposing students to a range of diverse but rigorous critical thinking and writing activities in these courses. Data reflects that students continue to perform at an above average level on the Capstone Exam, which is administered in the semester prior to the student beginning the internship. This exam tests the student's basic knowledge of criminal justice as it relates to the evolution and current operation of the components of the criminal justice system. In accord with the 2005-2006 Action Plan, the Department recently evaluated the CrJu 4930/4940 test bank and concluded that the current testing materials include sufficient questions from each of the courses contained in Areas F and G of the curriculum. In the future the Department needs to include questions from Area H (Methods and Statistics). We also will consider adding alternative means of assessing student learning that do not rely exclusively on true-false questions. In 2005-2006, the performance target

related to capstone papers was that 90% of students would receive a satisfactory grade of C or higher on each essay. 20% of student portfolios were surveyed in Spring 2007 and 100% of students met that requirement. This implies that the target level may be too low. The Department will consider raising the bar to require 100% of students to receive a satisfactory score of 70% or more on each essay in the capstone series.

Attention Needed

The Department is in the initial stages of learning about assessment and developing appropriate measures and protocols to assess student learning. Historically, we have relied on grades almost to the exclusion of all other methods. In the current assessment period our goal was to introduce the topic of assessment and get faculty members to thinking and talking about it. To assist us in this process we invited Harry Dangel from the CTL to make a short presentation and address any concerns that faculty members might have. As a next step we identified 10 courses in the major (including the 5 in the core) and asked faculty members to review and revise their syllabi using Bloom's Taxonomy. Faculty members also were asked to identify the student learning objectives at the course level that correlate to the general education outcomes in the undergraduate core, and to specify the measures they currently use to assess student learning. As a result of this exercise it was determined that faculty members are at various levels in understanding and using alternative assessment strategies with a significant number relying solely on traditional grading methods. Nevertheless, the Department has made some progress in this area. Regarding the 10 courses examined, it was determined that one faculty member uses a pre and post test with embedded questions in CrJu 3610, and in six courses (CrJu 2200, CrJu 3020, CrJu 3110, CrJu 3710, CrJu 4930, and CrJu 4940) faculty members recently have begun using rubrics to facilitate the grading process. The next step, which we anticipate undertaking in Fall 2007, is to complete revision of all course syllabi and adopt a uniform assessment protocol complete with numeric rubrics. Retention is still an issue that must be addressed in the 2007-2008 academic year. Although the Undergraduate Committee took up the issue of student retention in Fall 2006, the Committee determined that additional data were needed in order to develop an appropriate retention plan. The Office of Institutional Research may be of assistance in this area. Additionally, the Department is currently exploring the possibility of implementing a Sophomore Learning Community. Dr. Dabney will meet with Nannette Commander, the Director of Undergraduate Studies, on June 1, 2007 to discuss the feasibility of this initiative. The Department must do more to obtain feedback on student performance from field placement agencies. Criminal Justice students intern with professional agencies for 10 weeks. In the current assessment period less than 50% of field placement agencies provided feedback to the Department in the form of completed agency evaluations. The Department will work on increasing the number of surveys returned and the quality of feedback that is received for each student. Based on the results obtained during the current assessment period the Undergraduate Committee will begin to address the following issues and bring forth recommendations to the full faculty during the 2007-2008 academic year: (1) Capstone Exam—Consider increasing the target level of performance from 80% of students passing with a score of 70% on the first attempt to 80% of students passing with a score of 75% on the first attempt. (2) Capstone Portfolio—Consider modifying the portfolio requirement to include critical writing specimens collected

from students at various points in their academic careers in the major. Appropriate writing specimens could be completed in the 5 core courses, research methods and statistics, and the capstone course. (3) Consider increasing the target level of performance for oral presentations to reflect that 100% of students will receive a rating of 80% or better. (4) Develop generic rubrics that may be used in a variety of classes such as a (a) critical thinking and writing rubric, (b) an oral presentation rubric, (c) a group participation rubric, (d) an individual participation rubric, and (e) a power point presentation rubric. (5) Survey students regarding their comfort and competency level when using technology. (6) Develop and administer a survey to alumni regarding their views on whether the program met their academic and career needs. Many of these are difficult and complex issues that will require considerable time and commitment from the faculty and the department.