

# Criminal Justice Undergraduate Program (B.A.) Assessment Yearly Report

Submitted: December 1, 2009

Reporting Year: 2008-2009

## Part I: Criminal Justice Undergraduate Program Mission

The Department of Criminal Justice and Criminology prepares students for careers, career advancement, and advanced study in criminal justice and criminology. Our faculty assist students to increase, develop, or enhance the *knowledge, skills, and attitudes* necessary to evaluate, understand, and resolve complex problems related to crime and criminal behavior, and prepares them to contribute to the functioning of various criminal justice agencies or to continue their education. We serve students in the local region through classroom courses and students around the world through online courses.

Our mission supports the mission of the university in the following ways:

- “Use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live” (supported by the Department’s mission statement and Goals 1, 2, and 3).
- “Examine critically, the many issues facing society and through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society” (supported by the Department’s mission statement, Goals 2, Objectives 2a, 2b, and 2c and Goal 3, Objectives 3a, 3b, and 3c).
- “Appreciate and to cultivate diversity, and to value differences” (supported by the Department’s mission statement and Goal 3, Objective 3a).

## Part II. Criminal Justice Undergraduate Program’s Student Learning Outcomes

### **Goal 1: Knowledge**

The Department of Criminal Justice and Criminology will increase student knowledge of adult and juvenile law enforcement, adjudication, corrections, administration, and criminological theory, and of ethics, human diversity, and research methods.

Objectives:

- 1a. To increase students’ knowledge of the role of law enforcement in the adult and juvenile justice systems, the agencies, policies, practices, administration, and procedures of law enforcement in the adult and juvenile systems, and the interaction of law enforcement in the adult and juvenile systems with other justice components and with society.
- 1b. To increase students’ knowledge of the adjudication of law in the adult and juvenile systems, including the creation, development, and application of law, the role of the courts and attorneys in the justice process for both adults and juveniles, protections for accused persons, court administration, and the interaction of the courts in the adult and juvenile systems with other justice components and with society.
- 1c. To increase students’ knowledge of the role of corrections in the adult and juvenile justice systems, the philosophies of punishment, the agencies, policies, practices,

administration, and procedures of corrections, and the interaction of corrections with other justice components and with society.

- 1d. To increase students' knowledge of criminological theory and its role in the analysis of adult and juvenile delinquent and criminal behavior and in the practice of justice, including the role of theory in the practice of law enforcement, the practice of law, adjudication, and sentencing, and in the practice of corrections.
- 1e. To increase students' knowledge of ethics and ethical issues in law enforcement, law, the court systems, and corrections.
- 1f. To increase students' knowledge of human diversity as it impacts, and is impacted by, the philosophy and practice of law enforcement, law, and corrections in both the adult and juvenile systems.
- 1g. To increase students' knowledge of research methods and the relationship of research to the practice of law enforcement, law, and corrections in both the adult and juvenile systems.

### **Goal 2: Skills**

The Department of Criminal Justice and Criminology will develop or enhance student skills in critical thinking, ethical decision-making, practical application of classroom learning, written communication, and the use of scholarly research.

Objectives:

- 2a. To develop or enhance students' critical thinking skills related to the theory and practice of law enforcement, courts, and corrections.
- 2b. To develop or enhance students' skills in recognizing, evaluating, and resolving situations involving ethical dilemmas in law enforcement, law and legal processes, and corrections.
- 2c. To develop or enhance students' skills in the practical application of classroom learning to real-world situations in criminal justice and/or criminology.
- 2d. To develop or enhance students' skills in written communication.
- 2e. To develop or enhance students' skills in obtaining, understanding, critically evaluating, and applying information from scholarly research as it relates to material presented in the classroom.

### **Goal 3: Attitudes**

The Department of Criminal Justice and Criminology will develop or enhance students' awareness of and sensitivity to the diverse nature of social problems and human interactions in criminal justice and criminology and their motivation to act as agents of positive change within their communities.

Objectives:

- 3a. To develop or enhance students' awareness of and sensitivity to human, social, and cultural diversity.
- 3b. To develop or enhance students' awareness of and sensitivity to the complex nature of social problems that relate to crime and to the practice of criminal justice and criminology.
- 3c. To develop or enhance students' motivation to act as agents of positive change within their communities to address the complex problems of crime and delinquency.

### **Part III. Assessment Activities**

Please see the attached chart which includes the Assessment Measures (Tools), Benchmarks, Results/Analysis, and Analysis/Planned Action.

### **Part IV. Overview of Implemented Changes**

Several changes have been made since last year's report. In light of the changes to the University core curriculum, the College of Liberal Arts core curriculum, the departure from the MCTC, which our legal studies program relied upon, and the previous recommendations made by the Director of the Office of Assessment, the Department has been engaged in many discussions about the program's effectiveness, its adaptation to new technologies and current criminal justice issues, and its goals. Over the past year, the program has been fully engaged in making changes and improvements to the criminal justice curriculum. Please note that these are not changes to our program directly, but reflect the changes that have been made in the last year to assess our program in a more meaningful way. With this data and future data, we hope the Department will be in a position to make constructive program-related changes. The implemented changes as to how we assess our program are listed below:

- The first and most obvious change is to our program's mission, goals and objectives. A new mission statement was created and approved by the faculty in Fall 2008. It is now clear that our program is one where building knowledge, skills, and attitudes are essential to the education that we provide to our students. Moreover, as a department we unanimously agreed that we want our students to graduate from our program with the ability to evaluate, understand, and resolve complex problems in the criminal justice system. In addition, three new overarching program goals were developed, and as a result, 15 new measureable students learning outcomes were developed. This in itself has been a huge undertaking for our department of six full-time faculty.
- Five direct assessment measures were implemented in Fall 2008/Spring 2009 (they include: the pre/post comprehensive undergraduate survey for professional studies, pre/post test for CJ 231, CJ 400 ethical scenarios, CJ 404 term paper rubric, and the CJ 325 service learning survey).
- Two indirect assessment measures were implemented last fall and spring. They include the Student Internship Feedback Survey and the Internship Supervisor Evaluation.
- Four additional direct assessment measures to assess students' knowledge are being developed for implementation by Fall 2010.
- Revisions are being made to the Student Internship Feedback Survey and the Internship Supervisor Evaluation.
- Indirect measures, such as the Undergraduate Exit Survey, Alumni Survey, and Assessment Day Focus Group Interviews have been removed as tools to assess student learning outcomes, and instead, is now part of our effort to provide the program with general feedback; this data will be used for the 5 year review only.
- To oversee the assessment process in the department, two full-time faculty members have agreed to take on the position of Co-Assessors. An Assessment committee was established as well.
- A draft curriculum map has been created for students with an emphasis in professional studies (see below).

**Curriculum Map: Courses that Incorporate Learning Outcomes**

	1a.	1b.	1c.	1d.	1e.	1f.	1g.	2a.	2b.	2c.	2d.	2e.	3a.	3b.	3c.
CJ 200	x	x	x	x			x								
CJ 211	x	x		x	x	x	x	x	x						
CJ 231			x	x	x	x	x	x	x				x	x	
CJ 302							x				x	x			
CJ 322	x	x			x			x			x				
CJ 325	x	x	x	x		x	x		x	x	x			x	x
CJ 400					x	x			x		x		x	x	x
CJ 404				x			x	x			x	x			
CJ 490										x	x				x

**Part V. Changes/Modifications to the Criminal Justice Program (based on data obtained during Assessment Day).**

Upon reflection on the data collected during Assessment Day 2009, some changes were made to our program and the way in which we assess it. These changes include:

- The Pre/Post Comprehensive Undergraduate Survey for Professional Studies pilot data was modified to include items regarding what core classes the students have completed at the time the survey is taken. The problem was that a student was asked to respond to several questions related to corrections, for example. However, it was possible that the student had yet to take the corrections course. To analyze and interpret the data from the comprehensive survey in a more meaningful way, this was a necessary change.
- Changes were made to the assessment procedures. That is, the co-assessors and department chair developed at least two measures for each learning objective.
- In light of the university-wide curriculum changes and departure from the MCTC, revisions to the Professional Studies and Legal Studies curriculum were proposed to the department and discussed. Some of the proposed ideas are:
  - The addition of CJ 302 Research Methods and CJ 400 Applied Ethics in Criminal Justice to the criminal justice core.
  - Requiring both legal studies and professional studies students to complete internship, assuming they have a 2.5 GPA or higher.
  - The possibility of consolidating to one area of emphasis as opposed to the current two (i.e., professional studies and legal studies).
  - Creating more opportunities for students to gain knowledge and experience with cyber/computer crime by partnering with the Integrated Science and Technology Department.
- Changes were made to include standardized student outcomes/learning objectives for the each core criminal justice course. Thus, regardless of who teaches the course, all sections of a course will have the same learning objectives.

**Part VI. Assistance Needed with Assessment**

At this point in time, the Department is not requesting any assistance from the Office of Assessment.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Dhruba J. Bora". The signature is written in a cursive style with a large initial "D".

Dhruba J. Bora, Department Chair  
Kimberly DeTardo-Bora, Co-Assessor  
Angela Crews, Co-Assessor

**Marshall University**  
**Assessment of Student Learning Outcomes for the Criminal Justice Program (B.A.)**

**Fall 2009**

**Goal 1: Knowledge**

The Department of Criminal Justice and Criminology will increase student knowledge of adult and juvenile law enforcement, adjudication, corrections, administration, and criminological theory, and of ethics, human diversity, and research methods.

<b>Program's Student Learning Outcomes</b>	<b>Year evaluated</b>	<b>Assessment Measures (Tools)</b>	<b>Benchmarks</b>	<b>Results</b>	<b>Analysis/ Planned Actions</b>
1a. To increase students' knowledge of the role of law enforcement in the adult and juvenile justice systems, the agencies, policies, practices, administration, and procedures of law enforcement in the adult and juvenile systems, and the interaction of law enforcement in the adult and juvenile systems with other justice components and with society.	2008 /09	Pre/Post Comprehensive Undergraduate Survey for Professional Studies--Items #16-24, 27-29	Students who score a 70% or higher have met this objective.	90% (n = 31) of students were correct on these items.	- The Comprehensive Program Survey was developed by members of the department in Fall 2008 and subsequently was piloted in Fall 2008. It was implemented as a pre/post survey beginning Fall 2009. Revisions to the instrument have been deemed necessary and will be carried out in Fall 2010. For example, questions will be modified to capture critical thinking skills.
		Pre/Post Test CJ 211	A 30% increase or change (or higher) from pre to post test will indicate that this objective has been met	Not assessed.	-A Pre/Post Test for CJ 211 will be developed for future implementation as an additional measure of this outcome.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
<p>1b. To increase students' knowledge of the adjudication of law in the adult and juvenile systems, including the creation, development, and application of law, the role of the courts and attorneys in the justice process for both adults and juveniles, protections for accused persons, court administration, and the interaction of the courts in the adult and juvenile systems with other justice components and with society.</p>	2008 /09	<p>Pre/Post Comprehensive Undergraduate Survey for Professional Studies--Items # 6-15, 25-26, 30-33</p> <p>Pre/Post Test CJ 322</p>	<p>Students who score a 70% or higher have met this objective.</p> <p>A 30% increase or change (or higher) from pre to post test will indicate that this objective has been met.</p>	<p>75% (n = 31) of students were correct on these items.</p> <p>Not assessed.</p>	<p>To a degree, this objective has been met as indicated in the post test. It will be better assessed with pre/post data starting Spring 2010.</p> <p>-A Pre/Post Test for CJ 322 will be developed for future implementation as an additional measure of this outcome.</p>
<p>1c. To increase students' knowledge of the role of corrections in the adult and juvenile justice systems, the philosophies of punishment, the agencies, policies, practices, administration, and procedures of corrections, and the interaction of corrections with other justice components and with society.</p>	2008 /09	<p>Pre/Post Comprehensive Undergraduate Survey for Professional Studies--Items #1-5</p> <p>Pre/Post Test CJ 231</p>	<p>Students who score a 70% or higher have met this objective.</p> <p>A 30% increase or change (or higher) from pre to post test will indicate that this objective has been met.</p> <p>[% change = (T<sub>2</sub>-T<sub>1</sub>)/T<sub>1</sub>]</p>	<p>59% (n = 31) of students were correct on these items.</p> <p>CJ231: Pretest: 47.5%; Posttest: 64.1%; Change: improved by 35%.</p> <p>CJ231-201 (Spring 2009): Pretest: 50%; Posttest: 66%; Change: improved by 32%.</p> <p>CJ231-202 (Spring 2009): Pretest: 44%; Posttest: 62%; Change: improved by 41%.</p>	<p>-It is possible that students had yet to complete CJ 231 when the survey was administered, resulting in small percentage of students who were able to answer these items correctly. This issue is under review.</p> <p>-According to the psychology literature, students forget 40-70% of the information given to them in a one-hour lecture. 80% is forgotten after 24 hours. Thus, a benchmark of a 30% increase in knowledge was established. Here, and given the results, this objective has been met and at this time, no change is necessary to the assessment instrument.</p>

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
1d. To increase students' knowledge of criminological theory and its role in the analysis of adult and juvenile delinquent and criminal behavior and in the practice of justice, including the role of theory in the practice of law enforcement, the practice of law, adjudication, and sentencing, and in the practice of corrections.	2008 /09	Pre/Post Comprehensive Undergraduate Survey for Professional Studies --Items #34-39  Pre/Post Test CJ 404	Students who score a 70% or higher have met this objective.  A 30% increase or change (or higher) from pre to post test will indicate that this objective has been met.	68% (n = 31) of students were correct on these items.  Not assessed.	-This post only assessment showed that students were nearly successful in answering the items correctly about theory.  -A Pre/Post Test for CJ 404 will be developed for future implementation as an additional measure of this outcome.
1e. To increase students' knowledge of ethics and ethical issues in law enforcement, law, the court systems, and corrections.	2008 /09	To be determined		Not assessed.	-Applied Ethics in Criminal Justice (CJ 400) is not a required core course for our students at this time; however, there is a movement in the department to require this course in the future.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
<p>1f. To increase students' knowledge of human diversity as it impacts and is impacted by the philosophy and practice of law enforcement, law, and corrections in both the adult and juvenile systems.</p>	<p>2008 /09</p>	<p>Pre/Post Comprehensive Undergraduate Survey for Professional Studies—Items # 48-50</p>	<p>Students who score a 70% or higher have met this objective.</p>	<p>44% (n = 31) of students were correct on these items.</p>	<p>-Upon further review, these items do not adequately assess the issues of human diversity that are discussed across all core criminal justice courses. Thus, these items are being redeveloped.</p>
<p>1g. To increase students' knowledge of research methods and the relationship of research to the practice of law enforcement, law, and corrections in both the adult and juvenile systems.</p>	<p>2008 /09</p>	<p>Pre/Post Comprehensive Undergraduate Survey for Professional Studies—Items # 40-44</p>	<p>A 30% increase or change (or higher) from pre to post test will indicate that this objective has been met.</p>	<p>Not assessed.</p>	<p>-Research methods is not a required core course for our students at this time, which is why a small percentage of students answered correctly. There is a movement in the department to require CJ 302: Research Methods.</p>
		<p>Pre/Post Test CJ 302</p>	<p>Students who score a 70% or higher have met this objective.</p>	<p>48% (n = 31) of students were correct on these items.</p>	<p>-A Pre/Post Test for CJ 302 will be developed for future implementation as an additional measure of this outcome.</p>

**Goal 2: Skills**

The Department of Criminal Justice and Criminology will develop or enhance student skills in critical thinking, ethical decision-making, practical application of classroom learning, written communication, and the use of scholarly research.

<b>Program's Student Learning Outcomes</b>	<b>Year evaluated</b>	<b>Assessment Measures (Tools)</b>	<b>Benchmarks</b>	<b>Results</b>	<b>Analysis/ Planned Actions</b>
<p>2a. To develop or enhance students' critical thinking skills related to the theory and practice of law enforcement, courts, and corrections.</p>	<p>2008 /09</p>	<p>CJ 404 Term Paper Rubric -Category III (Critical Thinking)</p> <p>Pre/Post Comprehensive Undergraduate Survey for Professional Studies—Items to be determined</p>	<p>Students who score a 70% or higher have met this objective.</p>	<p>84.2% (n = 38) of students received a 70% or above on their term paper for critical thinking.</p>	<p>-Since this course is designated as "writing intensive" students have an opportunity to improve their work which may be one possible explanation for such a high percentage.</p> <p>-Items are being developed for the Pre/Post Comprehensive Survey to measure critical thinking skills.</p>
<p>2b. To develop or enhance students' skills in recognizing, evaluating, and resolving situations involving ethical dilemmas in law enforcement, law and legal processes, and corrections.</p>	<p>2008 /09</p>	<p>Pre/Post Comprehensive Undergraduate Survey for Professional Studies—Items # 45-47</p> <p>CJ 400 midterm and final exam scores</p>	<p>Students who score a 70% or higher have met this objective.</p>	<p>46% (n = 31) of students were correct on these items.</p> <p>CJ 400 (SP 09) 89.5% of all students (n=19) attained ≥ 70% on the Midterm Exam and 100% attained ≥70% on the Final Exam.</p>	<p>-Applied Ethics is not a required core course for our students at this time, which is why a small percentage of students answered correctly. There is a movement in the department to require CJ 400: Applied Ethics in Criminal Justice.</p> <p>-Students were successful in meeting this objective via this course.</p>

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
<p>2c. To develop or enhance students' skills in the practical application of classroom learning to real-world situations in criminal justice and/or criminology.</p>	<p>2008 /09</p>	<p>Student Internship Feedback Survey from CJ 490 --Items #2, 4, 7 &amp; 8</p>	<p>70% of students will "strongly agree" or "agree."</p>	<p>Item #2 = 90.7% (n = 32) agreed/strongly agreed that they are prepared for a professional career in criminal justice as a result of internship.                      Item #4 = 81.7% (n = 32) agreed/strongly agreed that they have a better understanding of the criminal justice system as a result of internship.                      Item # 7 = 75% (n = 32) agreed/strongly agreed that they experienced a broad range of activities with the agency.                      Item # 8 = 84.4% (n = 32) agreed/strongly agreed that their internship was very hands on.</p>	<p>-Students who completed an internship felt that internship was a valuable experience and provided them an opportunity to enhance their skills and understanding of the criminal justice system.                      -Supervisors of student interns overwhelmingly reported that students possessed problem solving skills and worked well with clients. However, the supervisor evaluation contains items that do not provide a lot of depth to describe the student's learning experience and thus, it will be revised.</p>

<b>Program's Student Learning Outcomes</b>	<b>Year evaluated</b>	<b>Assessment Measures (Tools)</b>	<b>Benchmarks</b>	<b>Results</b>	<b>Analysis/ Planned Actions</b>
2d. To develop or enhance students' skills in written communication.	2008 /09	CJ 404 Term Paper Rubric -Category I (Mechanics)  CJ 322 Case Briefs and/or CJ 423 Term Papers	Students who score a 70% or higher have met this objective.	86.9% (n = 38) of students received a 70% or above on their term paper.  Not assessed.	-Since this course is designated as "writing intensive," students had an opportunity to improve their work, which may be one possible explanation for such a high percentage.
2e. To develop or enhance students' skills in obtaining, understanding, critically evaluating, and applying information from scholarly research as it relates to material studied in the classroom.	2008 /09	CJ 302 assignment  CJ 404 Term Paper Rubric -Category V (References/Sources)		Not assessed.  100% (n = 32) of students applied scholarly research to the material studied in the classroom in CJ 404.	-Since this course is designated as "writing intensive," students had several opportunities to learn how to digest scholarly research and to identify scholarly research.

**Goal 3: Attitudes**  
**The Department of Criminal Justice and Criminology will develop or enhance students' awareness of and sensitivity to the diverse nature of social problems and human interactions in criminal justice and criminology and their motivation to act as agents of positive change within their communities.**

<b>Program's Student Learning Outcomes</b>	<b>Year evaluated</b>	<b>Assessment Measures (Tools)</b>	<b>Benchmarks</b>	<b>Results</b>	<b>Analysis/ Planned Actions</b>
3a. To develop or enhance students' awareness of and sensitivity to human, social, and cultural diversity.	2008 /09	Pre/Post Comprehensive Undergraduate Survey for Professional Studies—Items to be determined  CJ 400 Class exercises	Students who score a 70% or higher have met this objective.	Not assessed.	-Items that reflect this outcome will be added to the Pre/Post Comprehensive Undergraduate Survey for Professional Studies.
3b. To develop or enhance students' awareness of and sensitivity to the complex nature of social problems that relate to crime and to the practice of criminal justice and criminology.	2008 /09	Pre/Post Comprehensive Undergraduate Survey for Professional Studies—Items to be determined  CJ 400 Class exercises	Students who score a 70% or higher have met this objective.	Not assessed.  100% of all students (n=19) attained ≥70% on all exercises designed to measure ethical reasoning and understanding of/sensitivity to complex nature of social problems in CJ.	-Items that reflect this outcome will be added to the Pre/Post Comprehensive Undergraduate Survey for Professional Studies.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
<p>3c. To develop or enhance students' motivation to act as agents of positive change within their communities to address the complex problems of crime and delinquency.</p>	2008 /09	<p>CJ 325 Service Learning Program Survey (SP 2009 only; post-test only)</p> <p>Pre/Post Comprehensive Undergraduate Survey for Professional Studies—Items to be determined</p> <p>OR</p> <p>Student Internship Feedback Survey from CJ 490 –Items to be determined</p>	<p>When 70% of students "Strongly Agree," "Slightly Agree," or "Agree" this objective has been met</p>	<p>67.1% (n = 43) of students responded that they agreed or higher to the question, "I feel that I can have a positive impact on local social problems."</p> <p>79.1% (n = 43) of students responded that they agreed or higher to the question, "I intend to work in a career that will make contributions to society."</p> <p>83.7% (n = 43) of students responded that they agreed or higher to the question "Being involved in a program to improve my community is important."</p> <p>79.1% n = 43) of students responded that they agreed or higher "It is important that I work toward equal opportunity (e.g., social, political, vocational) for all people."</p> <p>76.8% (n = 43) of students responded that they agreed or higher to the question, "I am concerned about local community issues."</p>	<p>-This objective is best assessed in the Juvenile Justice [Service Learning] course and has been moderately to highly successful in impacting student attitudes about bringing about social change. A pre/post survey will be administered in SP 2010 to document change.</p> <p>-Items that reflect this outcome will be added to the Pre/Post Comprehensive Undergraduate Survey for Professional Studies and/or the revised internship survey.</p>