

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

Submitted: December 1, 2010

Reporting Year: 2009-2010

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 program assists students to demonstrate 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

Students in the Department of Criminal Justice and Criminology will demonstrate knowledge of adult and juvenile law enforcement, adjudication, corrections, administration, and criminological theory, and of ethics, human diversity, and research methods.

Objectives:

Upon completion of this program, students will demonstrate:

- 1a. 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. 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. 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. 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. knowledge of ethical issues in law enforcement, law, court systems, and corrections.

1f. 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. 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

Students in the Department of Criminal Justice and Criminology will demonstrate skills in critical thinking, ethical decision-making, practical application of classroom learning, written communication, and the use of scholarly research.

Objectives:

Upon completion of this program, students will demonstrate skills in:

2a. critical thinking related to the theory and practice of law enforcement, courts, and corrections.

2b. recognizing, evaluating, and resolving situations involving ethical dilemmas in law enforcement, law and legal processes, and corrections.

2c. the practical application of classroom learning to real-world situations in criminal justice and/or criminology.

2d. written communication.

2e. obtaining, understanding, critically evaluating, and applying information from scholarly research as it relates to material presented in the classroom.

Goal 3: Attitudes

Students in the Department of Criminal Justice and Criminology will demonstrate awareness of and sensitivity to the diverse nature of social problems and human interactions within criminal justice theory and practice, and demonstrate motivation to act as agents of positive change within their communities to address these complex problems.

Objectives:

Upon completion of this program, students will demonstrate:

3a. awareness of and sensitivity to human, social, and cultural diversity.

3b. 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. motivation to act as agents of positive change within their communities to address the complex problems of crime and delinquency.

Table 1: 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															
CJ 322	x	x			x			x			x				
CJ 325	x	x	x	x		x	x		x	x	x			x	x
CJ 404				x			x	x			x	x			
CJ 490										x	x				x

CJ 302: Research Methods is being added to the curriculum pending approval.

Part III. Assessment Activities

Please see the attached chart which includes the Assessment Measures (Tools), Benchmarks, Results/Analysis, and Analysis/Planned Action. Below is the timeline for assessing each of these activities.

Part IV. Overview of Implemented Changes

Our program continues to experience refinement and change. The department recently voted to omit the professional studies and legal studies concentrations in an effort to provide all criminal justice majors with one common core. Future students interested in legal studies will be recommended specific elective courses to enhance their exposure to the legal profession as an option. As such, we saw no need to develop assessment tools for this report in the area of legal studies as it will no longer be relevant. For the purposes of this report, we chose to assess only those classes currently required for the professional studies concentration as it comprises the majority of our majors. Please note that once we have undergone all curriculum changes to our program (including the proposed addition of CJ302: Research Methods as a required course), the assessment tools and any subsequent objectives may undergo another set of changes, including the addition of several other courses to the curriculum map.

An overview of implemented changes is listed below:

- The draft curriculum map has been modified given the proposed changes to our curriculum (see Table 1).
- As suggested, all program goals have been rewritten to be more “student-centered,” clearly specifying what students “will do” in our program (see pages 1-3).
- Four direct assessment measures were administered in Fall 2009/Spring 2010 (they include: the program pre/post exam, pre/post test for CJ 231, CJ 404 term paper rubric).
- Two indirect assessment measures were given last fall, spring, and summer. They include the Student Internship Feedback Survey and the Internship Supervisor Evaluation.
- At this time, we feel that the best way to measure student knowledge is via a pre/post test and various class-specific assessments. While we recognize the value in more varied types of authentic assessments for which we could use rubrics, our department has only 6 fulltime faculty and over 350 undergraduates. It is difficult with our teaching load to continue to create more assessments and analyze more data than what our resources will allow. We will attempt to create more varied assessments in the spring.
- Given the recommendation from last year’s report, we have begun to alter some of the previous benchmarks. For example, we have changed “Students who score a 70% or higher have met this objective” to “On average 60% of students will answer each question correctly on the post test.”

- Based on the recommendation that was given to us on the previous report, we have created a timeline for assessment of each outcome (see Table 2). This has made the assessment process far more manageable and easier to convey to members of our department. Between three and four of the fifteen total objectives are assessed each year (or approximately one-fourth).

Table 2: Timeline of Assessment Activities

	1a.	1b.	1c.	1d.	1e.	1f.	1g.	2a.	2b.	2c.	2d.	2e.	3a.	3b.	3c.
2009-10			x			x			x	x					
2010-11	x			x			x						x		
2011-12								x			x	x		x	
2012-13		x			x										x

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

A report was submitted on May 24, 2010 to Mary Beth Reynolds, which described how we interpreted and would proceed with the survey data that was obtained on Assessment Day 2010 (see attached).

Part VI. Assistance Needed with Assessment

At this point in time, the Department is not requesting any major assistance from the Office of Assessment. However, we still continue to struggle with the benchmark issue. For example, which is more important to assess, improvement from beginning to end (students improved X%) or ending point (all students had a specified level of understanding of a specified amount of material at the end of the course; X% of students were X% correct on X% of questions)?

Respectfully submitted,



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 2010

For the 2009-2010 academic year, four of the fifteen learning objectives were measured. Specifically, data which measures objectives **1c**, **1f**, **2b**, and **2c** are described in this report and written in **red** type. **Yellow highlights** indicate areas still under development.

Goal 1: Knowledge

Students in the Department of Criminal Justice and Criminology will demonstrate knowledge of adult and juvenile law enforcement, adjudication, corrections, administration, and criminological theory, and of ethics, human diversity, and research methods.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1a. Students will demonstrate 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.	To be assessed 2010-2011.	Program Pre/Post Exam: Items #16-24, 27-29 Pre/Post Test CJ 211 CJ322 CJ325	On average 60% of students will answer each question correctly on the post test.		CJ211, CJ 325: A pre/post assessment instrument has been created and will be piloted in Spring 2011. CJ322: Assessments being developed

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1d. Students will demonstrate 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.	To be assessed 2010-2011.	Program Pre/Post Exam: Items #34-39 Pre/Post Test CJ 404 CJ211, CJ231, CJ325	On average 60% of students will answer each question correctly on the post test.		CJ211, CJ231, CJ325: Assessments being developed
1e. Students will demonstrate knowledge of ethical issues in law enforcement, law, the court systems, and corrections.	To be assessed 2012-2013.	Specific items related to ethical issues from CJ211, CJ231, CJ322	On average, 60% of students will answer each question correctly on the post test		CJ211, CJ231, CJ322: Assessments being developed

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
<p>1f. Student will demonstrate 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>2009 /10</p>	<p>Program Pre/Post Exam: Items # 48-50</p> <p>Pre/Post Test CJ 231: Items 21, 32-34, 49-52, 55-56 (implications of disparities); Items 18, 21, 32-34, 47-52, 55-56, 67-68, 74-75, 82-87 (demographics & correctional treatment)</p> <p>CJ211, CJ325</p>	<p>On average 60% of students will answer each question correctly on the post test.</p>	<p>34.6% (n = 149) of CJ 200 students and 36.6% (n=41) of CJ 404 students were correct on these items.</p> <p>CJ231: Implications of Disparities (10 items): Pretest average: 47; Posttest average: 59.7</p> <p>CJ231: Demographics & Correctional Treatment (19 items): Pretest average: 58.5; Posttest average: 66.5</p>	<p>CJ231: Students demonstrated less than passing knowledge on the pretest and better than passing knowledge on the posttest.</p> <p>CJ211, CJ325: Assessments being developed</p>
<p>1g. Students will demonstrate 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>To be assessed 2010-2011.</p>	<p>Program Pre/Post Exam: Items # 40-44</p> <p>CJ211, CJ231, CJ325, CJ404</p>	<p>On average 60% of students will answer each question correctly on the post test.</p>		<p>CJ211, CJ231, CJ325, CJ404: Assessments being developed</p>

Goal 2: Skills

Students in the Department of Criminal Justice and Criminology will demonstrate skills in critical thinking, ethical decision-making, practical application of classroom learning, written communication, and the use of scholarly research.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
2a. Students will demonstrate critical thinking skills related to the theory and practice of law enforcement, courts, and corrections.	To be assessed 2011-2012.	Program Pre/Post Exam: Items to be determined CJ211, CJ231, CJ322 CJ 404 Term Paper Rubric -Category III (Critical Thinking)	To Be Determined		CJ211, CJ231, CJ322: Assessments being developed
2b. Students will demonstrate skills in recognizing, evaluating, and resolving situations involving ethical dilemmas in law enforcement, law and legal processes, and corrections.	2009 /10	Program Pre/Post Exam: Items # 45-47 CJ211, CJ231, CJ325	On average 60% of students will answer each question correctly on the post test.	42.7% (n = 149) of CJ 200 students and 44.7% (n=41) of CJ 404 students were correct on these items.	CJ211, CJ231, CJ325: Assessments being developed.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
<p>2c. Students will demonstrate skills in the practical application of classroom learning to real-world situations in criminal justice and/or criminology.</p>	2009 /10	<p>CJ325</p> <p>CJ490: Internship Feedback Survey: Items #2, 4, 7 & 8</p> <p>Supervisor Evaluation of student interns in CJ 490. Items: "problem solving skills" and "working with clients."</p>	<p>TBD</p> <p>70% of students will "strongly agree" or "agree."</p> <p>70% of students will receive a 7 or above.</p>	<p><u>Item #2</u> = 91.4% (n = 35) "are prepared for a professional career in criminal justice." <u>Item #4</u> = 97.1% (n = 35) "have a better understanding of the criminal justice system." <u>Item # 7</u> = 91.4% (n = 35) "experienced a broad range of activities with the agency." <u>Item # 8</u> = 85.7% (n = 35) said that "their internship was very hands on."</p> <p>According to internship supervisors, 100% (n = 31) of student interns exhibited problem solving skills.</p> <p>According to internship supervisors, 100% (n = 27) of student interns were reported to work well with clients.</p>	<p>CJ325: Assessment being developed</p> <p>-Students continue to report that internship is very beneficial.</p> <p>-Internship still remains a very strong component of our program and students are received very positively by community organizations and criminal justice agencies.</p>

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
2d. Students will demonstrate skills in written communication.	To be assessed 2011-2012.	CJ322, CJ325, CJ490 CJ 404 Term Paper Rubric -Category I (Mechanics)	TBD		CJ322, CJ325, CJ490: Assessments being developed
2e. Students will demonstrate skills in obtaining, understanding, critically evaluating, and applying information from scholarly research as it relates to material studied in the classroom.	To be assessed 2011-2012.	CJ 404 Term Paper Rubric -Category V (References/ Sources)	TBD		

Goal 3: Attitudes

Students in the Department of Criminal Justice and Criminology will demonstrate 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.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
3a. Students will demonstrate awareness of and sensitivity to human, social, and cultural diversity.	To be assessed 2010-2011.	Program Pre/Post Exam: Items to be determined CJ231: Items to be determined	TBD		Assessments being developed
3b. Students will demonstrate awareness of and sensitivity to the complex nature of social problems that relate to crime and to the practice of criminal justice and criminology.	To be assessed 2011-2012.	Program Pre/Post Exam: Items to be determined CJ231, CJ325: Items to be determined	TBD		Assessments being developed
3c. Students will demonstrate motivation to act as agents of positive change within their communities to address the complex problems of crime and delinquency.	To be assessed 2012-2013.	CJ 325 Service Learning Program Survey (SP 2010 only; pre-post test data) Program Pre/Post Exam: Items to be determined OR CJ490: Internship Feedback Survey: Items to be determined	70% of students will "Strongly Agree," "Slightly Agree," or "Agree" to selected items		Assessments being developed

Attachment B

Criminal Justice Undergraduate Program (B.A.)

2010 Assessment Day Report

Submitted by: Kim DeTardo-Bora

Results of the Assessment Day undergraduate exit survey about the Criminal Justice Program at Marshall University were overwhelmingly positive. They are presented below as they are linked to our program goals and objectives. Each table includes the range of average score of student responses on a 5-point Likert scale as well as the range of percentages of students who strongly agreed or agreed to the survey items. Last, a brief narrative about these results follows.

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. Thus, upon completion of this program, students will be able to:

Objective	Mean (5 point scale)	Percent Strongly Agree and Agree	N
	Range		
1a. ...increase their 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.	1.21-1.32	100%	19
1b. ...increase their 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.	1.37-1.58	95%-100%	19
1c. ...increase their 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.	1.44-1.57	84%-95%	19
1d. ...increase their knowledge of criminological theory and its role in the analysis of adult and	1.68-1.79	74%-84%	19

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. ...increase their knowledge of ethics and ethical issues in law enforcement, law, the court systems, and corrections.	Not assessed		
1f. ...increase their 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.	1.63-1.74	79%-89%	19
1g. ...increase their 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.	1.63-1.74	84%-95%	19

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. Thus, upon completion of this program, students will be able to:

Objective	Mean (5 Point Scale)	Percent Strongly Agree and Agree	N
	Range		
2a. ...develop or enhance their critical thinking skills related to the theory and practice of law enforcement, courts, and corrections.	1.44-1.78	78%-94%	18
2b. ...develop or enhance their skills in recognizing, evaluating, and resolving situations involving ethical dilemmas in law enforcement, law and legal processes, and corrections.	1.39-1.5	94%-100%	18
2c. ...develop or enhance their skills in the practical application of classroom learning to real-world situations in criminal justice and/or criminology.	1.44	94%	18
2d. ...develop or enhance their skills in written communication.	1.5	100%	18
2e. ...develop or enhance their skills in obtaining, understanding, critically evaluating, and applying information from scholarly research as it relates to material presented in the classroom.	1.44-1.56	94%-100%	18

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. Thus, upon completion of this program, students will be able to:

Objective	Mean (5 Point Scale)	Percent Strongly Agree and Agree	N
	Range		
3a. ...develop or enhance their awareness of and sensitivity to human, social, and cultural diversity.	1.33	100%	18
3b. ...develop or enhance their awareness of and sensitivity to the complex nature of social problems that relate to crime and to the practice of criminal justice and criminology.	1.44	100%	18
3c. ...develop or enhance their motivation to act as agents of positive change within their communities to address the complex problems of crime and delinquency.	1.94	100%	18

In brief, students in the undergraduate program for the most part “strongly agreed or agreed” to have increased their knowledge and skills that our program strives to provide them. Moreover, 100% of the students strongly agreed or agreed that their attitudes have been enhanced as a result of the program, particularly with respect to their awareness of and sensitivity to human diversity, cultural diversity, and social problems. Furthermore, 12 out of 19 students (63%) reported that they strongly agreed that their motivation to act as agents of positive change within their community was developed or enhanced.

There are a few items that warrant further exploration and discussion during the next academic year but nothing that is alarming. Given these results, it appears that some students are not agreeing as strongly to an increase in knowledge with respect to theoretical criminology as it relates to the practice of justice, the practice of law enforcement, the practice of law, adjudication, and sentencing. In addition, another item (not shown in the tables above) to be addressed relates to the 67% (12 out of 18 students) of students who reported that internship prepared them for a career in criminal justice.

On a final note, 79% ($m = 1.74$) of students reported that their knowledge of human diversity as it impacts or is impacted by the philosophy and practice of law enforcement in both the adult and juveniles systems increased during the program. While this is not detrimental to our program, it may be possible to bolster students' knowledge in this area in our law enforcement courses (CJ 211).