

Criminal Justice Graduate Program (M.S.) Assessment Yearly Report

Submitted: December 1, 2011
Reporting Year: 2010-2011

Part I: Criminal Justice Graduate Program Mission

The Department of Criminal Justice and Criminology is committed to those items enumerated in the mission statements of Marshall University and its College of Liberal Arts. The Master of Science Degree in Criminal Justice is designed to provide post-baccalaureate education to criminal justice professionals and traditional students that will prepare them for careers, career advancement, and advanced study in criminal justice and criminology. Our faculty assist students develop, enhance, analyze, and apply the *knowledge, skills, and attitudes* necessary to evaluate, understand, and resolve complex problems confronting the criminal justice system.

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 and 2).
- “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, Goal 2, Objective 2a and Goal 3, Objectives 3a and 3b).
- “Appreciate and to cultivate diversity, and to value differences” (supported by the Department’s mission statement and Goal 3, Objective 3a).
- “Undertake intensive graduate-level education in their chosen fields upon admission to graduate school, giving them solid foundations for becoming competent professionals” (supported by the Department’s mission statement and Goals 1-3).

Part II. Criminal Justice Graduate Program’s Student Learning Outcomes

Goal 1: Knowledge

Students in the Department of Criminal Justice and Criminology will demonstrate advanced knowledge of criminological theory, criminal law and procedure, planning, research methods and statistics necessary for future employment and/or post-graduate studies in the criminal justice sciences.

Objectives:

Upon completion of this program, students will be able to:

- 1a. identify and explain various criminological theories and to identify associated theorist(s).
- 1b. identify and explain various types of qualitative and quantitative research methods
- 1c. identify and explain various types of qualitative and quantitative analytical techniques
- 1d. identify and explain various concepts in the adjudication of law.
- 1e. identify and explain components of and relationships among, planning, program design, and program evaluation.

Goal 2: Skills

Students in the Department of Criminal Justice and Criminology will demonstrate skills in critical thinking, oral and written communication, research, and data analysis necessary for future employment and/or post-graduate studies in the criminal justice sciences.

Objectives:

Upon completion of this program, students will be able to:

2a. demonstrate advanced critical thinking skills by 1) evaluating, comparing, and contrasting various criminological theories and ***applying various criminological theories*** to criminal and delinquent behaviors; 2) evaluating, comparing, and contrasting various types of qualitative and quantitative research methods, and ***designing and conducting qualitative and quantitative research***; 3) evaluating a criminal, delinquent, or social problem, ***designing a program or policy*** to resolve it, and ***designing an evaluation*** of that program or policy; and 4) analyze social, cultural, and political events and a classic piece of criminal justice/criminology literature from a selected time period in U.S. history, ***explaining the relationships among the events, the literature, and criminal justice practice or criminological theory***.

2b. demonstrate oral communication skills by ***developing and delivering oral presentations*** in various classes.

2c. demonstrate written communication skills by ***developing and submitting written products*** in various classes.

2d. demonstrate advanced research skills by 1) finding, critically evaluating, summarizing, and ***using information from scholarly literature*** to support an argument or program or policy proposal; 2) properly constructing written work in ***APA format***, using APA style; 3) critically evaluating, comparing, and contrasting various types of ***qualitative and quantitative research methods*** and selecting appropriate methods for various problems.

2e. critically evaluate, compare, and contrast various types of ***qualitative and quantitative analytical techniques***, select the most appropriate technique(s) to analyze data, use statistics software (SPSS) whenever applicable, interpret and apply the data to the problem, and identify and explain implications of findings.

Goal 3: Attitudes

Students in the Department of Criminal Justice and Criminology will demonstrate awareness of and sensitivity to the impact of human, social, and cultural diversity on the criminal justice system, to the complexity of the relationships among social problems, human interactions, and the criminal justice system, and to the ethical dilemmas sometimes arise within these relationships.

Objectives:

Upon completion of this program, students will be able to:

3a. identify, describe, and explain various human, social, and cultural diversities, and how these diversities impact the criminal justice system and the processing of individuals through the criminal justice system.

3b. identify, describe, and explain complex relationships among social problems, human interactions, and the criminal justice system.

3c. recognize, explain, and propose solutions to ethical issues in criminal justice research and practice.

Table 1: Curriculum Map: Courses that Incorporate Learning Outcomes

	1a.	1b.	1c.	1d.	1e.	2a.	2b.	2c.	2d.	2e.	3a.	3b.	3c.
CJ 602	x					x	x	x			x	x	
CJ 603		x			x	x	x	x	x			x	
CJ 604	x					x	x	x	x				
CJ 621				x		x	x	x	x				x
CJ 655		x			x	x	x	x	x		x	x	x
CJ 656			x			x		x		x			

*The pre/post graduate survey also assesses the following objectives: 1a, 1b, 1c, 1d, 1e, 2a, 2d, 2e, 3a, 3b, and 3c.

**The graduate comprehensive written and oral exams assess objectives: 1a, 1b, 1c, 1d, 1e, 2a, and 2e.

Table 2: Projected Timeline of Assessment Activities

	1a.	1b.	1c.	1d.	1e.	2a.	2b.	2c.	2d.	2e.	3a.	3b.	3c.
2010-2011		x	x						x	x			
2011-2012											x	x	x
2012-2013				x	x		x						
2013-2014	x					x		x					

*Due to the odd number of objectives and the classes in which they are typically housed, we are unable to assess exactly one-fourth of objectives every year.

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

Over the past year, faculty have begun to create additional measures of the objectives and have developed new rubrics¹. The rubric development has allowed us to produce less holistic measures. However, this is still a time consuming slow process. Nonetheless, we have been successful in moving toward this goal and have implemented some of the necessary changes to improve how the graduate program is assessed.

Here is an overview of the implemented changes that took place this year:

- We reaffirmed the program objectives that are measured in each required graduate level course (see Table 1, Curriculum Map). It was necessary to do so as faculty course assignments have

¹ Per the reviewers' comments from last April, a variety of rubrics are attached in this report.

changed. Thus, objectives that were once covered in a particular 600 level course may or may not be covered by the newly assigned faculty member. This has posed a challenge for our assessment. With that said, it did not impact the data that was collected last year for this report.

- A standardized rubric has been developed to measure graduate level presentations/objective 2b (see Attachment A).
- A 60-item graduate pre/post survey was drafted and reviewed by the entire faculty. It will be piloted in December 2011/January 2012. The survey will be administered by the Graduate Director to the same students, once at graduate orientation and upon graduation from our program.
- We recognize that some of the objectives only had one measure. Thus, as noted in Table 1, we have assigned additional measures for objectives 1c, 1d, and 2e. The comprehensive exams and the graduate pre/post survey permit us to have additional indicators of our students' learning and skills in our program.
- A graduate database of comprehensive exam results was created in Excel and is now being maintained by the Graduate Director to "warehouse" the assessment data for each student who takes the comprehensive exams. A plan is in place to more aggressively collect data from each faculty member who is on a student's comprehensive exam committee.
- Per the request of the assessment review committee last year, sample rubrics for the graduate comprehensive exams can be found in Attachment B.
- The faculty are still working on shifting from less holistic measures and developing rubrics to better assess a student's knowledge, skills, and attitudes.

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

For Assessment Day, we conducted a focus group interview and administered a graduate program survey via qualtrics. Key findings and modifications to our curriculum are summarized below.

Given the focus group interviews that were conducted with graduate students on Assessment Day, there were no common themes or major areas that resonated among the students who participated. However, of the key issues presented there are a few items that have been brought to our attention, some of which have been implemented or at least discussed. For example, graduate students would prefer to see more of a distinction in a 400/500 level class. That is, some students feel that graduate work in these courses should not just include an extra assignment or reading but involve additional analyses/critical thinking. Efforts to implement this change are underway. In addition, graduate students would like to be provided with more "hands on" experiences via their coursework. For example, in CJ 603 (planning), students this fall semester are writing grants for an actual agency instead of proposing and writing one for a fictitious source. An evaluation at the end of the semester will determine if this was successful. Third, graduate students would like to learn more about the thesis option prior to entering the program and while taking research methods. At the graduate student orientation for the department this fall, students were exposed to this option in greater detail.

With regards to the qualtrics survey data, we can say with certainty that most of the response were positive. Among the nine participants, the majority of responses were "strongly agree" or "agree." For example, when graduate students were asked about their knowledge increasing in criminological theory, research methods, and criminal law most answered favorably (range = 88%-100%). Also, students indicated that their critical thinking skills, written communication skills, and interpretation skills of research literature and statistics had improved. Last, 100% of the graduate students answered either "strongly agree" or "agree" in reference to developing an increased awareness of human, social, cultural, diversity, and ethical issues and their relationship to the

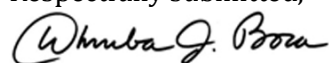
criminal justice systems and processes.

There are some areas to improve, however. Graduate students were less likely to agree that they were mentored by a faculty member (66%) and indicated that they were not as strongly prepared for the graduate comprehensive exams (66%). These are two issues that have been brought to the attention of the department. Mentoring is a more difficult challenge for a smaller department like ours that has the burden of carrying a very large load of undergraduates. Yet, we are considering ways such as including students in more state and national conference presentations to increase faculty-student contacts and one-on-one mentoring. Conversely, meetings will be held for graduate students as they prepare for comprehensive exams. The graduate director has begun to outline this process and it will be implemented in spring 2012.

Part VI. Assistance Needed with Assessment

The department is not requesting any immediate assistance from the Office of Assessment. However, we would still like to know the ways in which faculty who have no background on assessment can be trained or educated in rubric and assessment development? Second, is it possible for benchmarks to be set too high? In other words, for certain classes like research methods and statistics, the general consensus is that students struggle and do not often perform as well in these classes. It is likely that the benchmark of "80% of students scored above average or higher" will not be attained unless faculty start to inflate the grades. Thus, would it be appropriate to have different benchmarks for different courses? Any insight and advice from the assessment director or committee reviewer would be appreciated here.

Respectfully submitted,



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Marshall University
Assessment of Student Learning Outcomes for the Criminal Justice Program (M.S.)
Fall 2011

For the 2010-2011 academic year, one-fourth of the thirteen learning objectives were measured. Specifically, data which measures objectives **1b**, **1c**, **2d**, and **2e** are described in this report and written in **red** type.

Goal 1: Knowledge

Students in the Department of Criminal Justice and Criminology will demonstrate advanced knowledge of criminological theory, criminal law and procedure, planning, research methods and statistics necessary for future employment and/or post-graduate studies in the criminal justice sciences.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1a. Knowledge of criminological theories.	To be assessed 2013-2014	Comprehensive exams	80% of students will score a min. mean of 3.0/4.0 using the comprehensive exam rubric		
		CJ 602 final project &	80% of students will correctly identify theory & theorists for projects		
		CJ 604 select items from the midterm paper and final exam	80% of students will score above average or higher		

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
<p>1b. Knowledge of qualitative and quantitative research methods.</p>	<p>2010-2011</p>	<p>Comprehensive exams</p>	<p>80% of students score min. mean of 3.0/4.0 (rubric)</p>	<p>33% (n = 6; mean = 2.3) of students scored a 3.0 or higher on the written exams while 83% of students scored a 3.0 or higher on the oral exams (n =6; mean = 3.0)</p>	<p>While graduate students did not fare so well on the written portion of the exam, there was a noted improvement during the oral defense. Additional use and implementation of the rubrics will allow us next year to adequately determine the areas in which students are struggling most with research methods.</p>
		<p>CJ 603 proposal</p>	<p>80% of students will score above average or higher</p>	<p>100% of students scored above average or higher on their proposals</p>	<p>Students were successful in meeting this objective.</p>
		<p>CJ 655 methods section of the research proposal (25 pts)</p>	<p>80% of students will score above average or higher</p>	<p>0% (n = 6) of students scored above average or higher on the methods description section of the research proposal (mean = 60%; 15/25 pts)</p>	<p>Research methods is a core class that is often challenging for students. Upon further inspection students struggled the most with conceptually and operationally defining the key variables, describing the data collection procedure, and with describing the human subject protection issues. These are areas that may be covered more explicitly the next time the course is taught.</p>

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1d. Knowledge of the adjudication of law.	To be assessed 2012-2013.	Comprehensive Exams CJ 621 select items from the midterm and final exam	80% of students score min. mean of 3.0/4.0 (rubric) 80% of students will score above average or higher		
1e. Knowledge of planning, program design, and program evaluation.	To be assessed 2012-2013.	Comprehensive exams CJ 603 proposal CJ 655 select items from the midterm and/or final exam (TBD)	80% of students score min. mean of 3.0/4.0 (rubric) 80% of students will score above average or higher		

Goal 2: Skills

Students in the Department of Criminal Justice and Criminology will demonstrate advanced knowledge of criminological theory, criminal law and procedure, planning, research methods and statistics necessary for future employment and/or post-graduate studies in the criminal justice sciences.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
<p>2a. Demonstrate critical thinking skills by</p> <p>1) evaluating, comparing, and contrasting theories and applying theories to behaviors;</p> <p>2) evaluating, comparing, and contrasting qualitative and quantitative methods, and designing and conducting qualitative and quantitative research;</p> <p>3) evaluating a criminal, delinquent, or social problem, designing a program or policy to resolve it, and designing an evaluation of that program or policy;</p> <p>4) analyzing social, cultural, and political events and a classic piece of criminal justice/criminology literature from a selected time period in U.S. history, explaining the relationships among the events, the literature, and criminal justice practice or criminological theory.</p>	<p>To be assessed in 2013-2014.</p>	<p>Comprehensive exams</p> <p>CJ 602 (2a4) Final Project</p> <p>CJ 603 select items from the rubric for the grant proposal</p> <p>CJ 604 midterm & final exam scores</p> <p>CJ 621 term paper</p> <p>CJ 655 Research paper</p> <p>CJ 656 assignment</p>	<p>80% of students score min. mean of 3.0/4.0 (rubric)</p> <p>80% of students will score above average or higher</p>		

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
2b. Demonstrate oral communication skills by developing and delivering oral presentations	To be assessed 2012-2013.	CJ 602 Presentations CJ 603 Presentations CJ 604 Presentations CJ 621 Presentations CJ 655 Presentations	80% of students will score above average or higher		

2c. Demonstrate written communication skills by developing and submitting written products	To be assessed 2013-2014.	<p>Comprehensive exams (Theory)</p> <p>CJ 602 final project</p> <p>CJ 603 grant proposal</p> <p>CJ 604 select items from midterm paper rubric</p> <p>CJ 621 term paper</p> <p>CJ 655 final proposal</p> <p>CJ 656 statistical interpretation assignment</p>	80% of students will score above average or higher		
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Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
<p>2d. Demonstrate advanced research skills by</p> <p>1) finding, critically evaluating, summarizing, and using information from scholarly literature to support an argument or program or policy proposal;</p> <p>2) properly constructing written work in APA format, using APA style;</p> <p>3) critically evaluating, comparing, and contrasting various types of qualitative and quantitative research methods and selecting appropriate methods for various problems.</p>	2010-2011	<p>CJ 621 research paper</p> <p>CJ 602 critical analyses & manifestations of social control team lecture</p> <p>603 proposal</p>	<p>80% of students will score above average or higher</p> <p>80% of students will score above average or higher</p> <p>80% of students will score above average or higher</p>	<p>1) 50% (n = 10) of students scored above average or higher on the paper assignment (mean = 78.2%)</p> <p>1) 78% (n =9) of students scored above average or higher in their ability to critically analyze, interpret, and evaluate scholarly literature and 89% (n = 9) of students scored above average or higher on their ability to evaluate, summarize, interpret literature related to social control.</p> <p>1) 100% of students successfully found, critically evaluated, summarized and used information from scholarly literature to support their proposals;</p> <p>2) 100% of students successfully constructed their written work in APA format using APA style;</p> <p>3) 100% of students</p>	<p>A less holistic rubric is being developed to better assess this objective in the law course (CJ 621).</p> <p>Overall, students were successful in gathering the appropriate literature and interpreting it within a historical and social context.</p> <p>Students were organized into two teams and met with local representatives from two agencies to develop a real grant proposal. This type of active learning and a hands-on approach may be one of the reasons students were so successful in achieving the project outcomes. As a result, the same class this semester is being taught in a similar fashion to see if similar results will be yielded.</p>

		<p>CJ 604 literature review section of the midterm paper</p>	<p>80% of students will score above average or higher</p>	<p>successfully selected appropriate methods for their proposals</p> <p>1) 97% (n = 7) of students scored above average or higher when critically evaluating and summarizing information from scholarly literature to support their papers;</p>	<p>Graduate students were successful in meeting this objective.</p>
		<p>CJ 655 literature review section (25 pts) and references section (10 pts) of the research proposal</p>	<p>80% of students will score above average or higher</p>	<p>1) 100% (n = 6; mean = 23/25 pts) scored above average or higher when critically evaluating and summarizing information from scholarly literature to support their proposals;</p> <p>2) 0% (n = 6; mean = 6/10 pts) of students successfully constructed their written work in APA format using APA style;</p>	<p>Again, students in the program have better mastery skills when it comes to summarizing and critically evaluating the literature.</p> <p>Compared to undergraduates, graduate students usually have a better grasp of using APA citation. However, little to no time is spent reviewing the APA with graduates. Perhaps a mini-refresher or lesson is needed to strengthen these skills.</p>
<p>2e. Critically evaluate, compare, and contrast various types of qualitative and quantitative analytical techniques, select the most</p>	<p>2010-2011</p>	<p>CJ 656 SPSS assignments</p>	<p>80% of students will score above average or higher</p>	<p>80% (n = 5) of the students scored above average or higher on the class assignments</p>	<p>Students were successful in meeting this objective. Visual demonstrations may about how to use SPSS may be the key to students'</p>

appropriate technique(s) to analyze data, use statistics software (SPSS) whenever applicable, interpret and apply the data to the problem, and identify and explain implications of findings.		Graduate Pre/Post Survey	80% of students will score above average or higher	Under development	success with completing this assignment. Faculty are currently reviewing these items and the assessment will be piloted in December 2011/January 2012.
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Goal 3: Attitudes

Students in the Department of Criminal Justice and Criminology will demonstrate awareness of and sensitivity to the impact of human, social, and cultural diversity on the criminal justice system, to the complexity of the relationships among social problems, human interactions, and the criminal justice system, and to the ethical dilemmas sometimes arise within these relationships.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
3a. Identify, describe, and explain various human, social, and cultural diversities, and how these diversities impact the criminal justice system and the processing of individuals through the criminal justice system.	To be assessed 2011-2012.	Attitude survey (pre/post-program) CJ 602 final project CJ 655 (TBD)	70% of students will "Strongly Agree," "Slightly Agree," or "Agree" to selected items Strongly agree or agree (Likert items)		
3b. Identify, describe, and explain complex relationships among social problems, human interactions, and the criminal justice system.	To be assessed 2011-2012.	Attitude survey (pre/post-program) CJ 602 final project CJ 603 final project CJ 655 (TBD)	Strongly agree or agree (Likert items)		
3c. Recognize, explain, and propose solutions to ethical issues in criminal justice research & practice.	To be assessed 2011-2012	Attitude survey (pre/post-program survey) CJ 621 (TBD) CJ 655-applicable items from the midterm exam	Strongly agree or agree (Likert items)		

Attachment A

Presentation Evaluation Sheet

Name(s): _____

Date: _____ Grade: _____

Topic: _____

Presentation Grading Criteria:

CATEGORY	Exemplary	Proficient	Average	Below Average	Points
Organization (15%)	Student presents information in logical, interesting sequence which audience can follow.	Student presents information in a fairly logical sequence which audience can follow.	Student presents information with at least half of the content in an organized fashion. Audience has some difficulty following presentation.	Student presents information with minimal organization and in a haphazard format. Audience has difficulty following presentation.	
Knowledge & Understanding of Criminological Theories (20%)	Student demonstrates complete comprehension and knowledge of theory(ies) (i.e., a deeper, graduate level understanding).	Student demonstrates enhanced comprehension and knowledge of theory(ies) (i.e., deeper understanding with maybe one or two at the surface level).	Student partially demonstrates comprehension and knowledge of theory(ies) (i.e., about half of them are understood at a deeper level).	Student does not demonstrate comprehension and knowledge of theory(ies) (i.e., more of an undergraduate interpretation).	
Communication A. Verbal ability (10%)	Student uses a clear voice, and correct and precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear, and pronounces most words correctly. Most, if not all, audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces some of the terms. Audience has some difficulty hearing the presentation.	Student mumbles, incorrectly pronounces the majority of terms, and speaks too quietly for the audience to hear.	
B. Eye contact (10%)	Student makes good eye contact with the audience for the presentation.	Student makes eye contact with the audience for the majority of the presentation.	Student occasionally uses eye contact, but still reads mostly from notes.	Student did not make eye contact, only reads from notes.	
Visual Presentation (15%)	Slides are clear and consistent, slides are not overcrowded or distracting, information on each slide is easy to follow, and no typos were evident. Overall visual presentation was effective. Pictures and graphics improved the presentation or reinforced main points.	Slides are clear and consistent, slides are not overcrowded or distracting, information on each slide is easy to follow, and 1-2 typos were evident. Overall visual presentation was effective. Pictures and graphics improved the presentation or reinforced main points.	Slides are clear and consistent, about half the slides are overcrowded or distracting, information on each slide is sometimes hard to follow, and 3 or more typos were evident. Overall visual presentation was somewhat effective. Some of the pictures and graphics improved the presentation or reinforced main points.	Slides were not clear and consistent, slides were overcrowded or distracting, and information on each slide was hard to follow; numerous typos were evident. Overall visual presentation was ineffective. Pictures and graphics were unrelated to the content and unnecessary.	

CATEGORY	Exemplary	Proficient	Average	Below Average	
Professionalism (10%)	Student addresses audience in a professional manner and is professionally dressed.	Student addresses audience in a professional manner and is casually dressed.	Student addresses audience in a somewhat professional manner and is recreationally dressed.	Student does not address audience in a professional manner and is sloppily or casually dressed.	
References & Citation of Sources (10%)	All sources are referenced accurately and information is cited correctly.	The majority of sources are referenced and all but a few resources are cited correctly.	The sources are not referenced and/or the majority is not cited properly.	The sources are not referenced and citations are missing.	
Use of Time (10%)	Presentation takes between 40-50 minutes and the student uses the allotted time wisely to cover the material.	Presentation takes between 40-50 minutes and the student uses the allotted time sufficiently to cover the material.	Presentation takes between 40-50 minutes and the student gets a little too far ahead or behind, and as a result some of the material is not covered consistently.	Presentation is shorter than 40 minutes or longer than 50 minutes. Student has to rush or stalls to meet the required time frame.	

Additional Comments:

Attachment B

Graduate Comprehensive Exam Rubric: Law

Student's name: _____

Date: _____

Reviewer's name: _____

	Superior	Above Average	Average	Weak
Explains concepts (Constitutional concepts raised in question) (33%)	Correctly explains <i>all</i> about due process	Correctly explains <i>most</i> , but not all about due process	Correctly identifies <i>some</i> , but not all about due process	<i>Incorrectly</i> identifies or <i>fails to</i> identify due process
Applications of concepts (how arguments against statute are made) (33%)	Strong and accurate explanation of how due process applies to proposed statute	Accurate explanation of how due process applies to proposed statute	Accurate explanation of how <i>some</i> of due process applies to proposed statute	<i>Weak</i> and/or <i>inaccurate</i> explanation of how due process applies to statute
Depth of understanding and knowledge (crimes committed against the elderly) (33%)	Demonstrates <i>full</i> comprehension and/or knowledge of <i>all</i> types of crimes committed against the elderly	Demonstrates <i>full</i> comprehension and/or knowledge of <i>most</i> crimes committed against the elderly	Demonstrates <i>partial</i> comprehension and/or knowledge of crimes committed against the elderly	<i>Fails</i> to demonstrate comprehension and/or knowledge of crimes committed against the elderly

Double Jeopardy clause (5th Amendment):

Substantive due process restricts the state (or federal) government from passing vague or arbitrary laws. Legislation must bear a substantial relationship to injury to the public. In addition, legislation cannot criminalize a status (such as age).

Since such legislation would deprive elderly individuals of liberty and property interests (and even life), there must be due process protections, including notice and an opportunity to be heard. A blanket requirement that applies to all individuals over the age of 65 is likely too broad to withstand constitutional scrutiny.

Graduate Comprehensive Exam Rubric: Planning

Student's Number: _____ Date: _____

Reviewer's Name: _____

Criminal Justice Comprehensive Exam Planning Question Rubric

CATEGORY	Superior	Above Average	Average	Weak
Problem Analysis & Target Identification (10%)	Accurately identifies the problem. Specifically identifies a selected target population, describing the characteristics and estimate of the number of those who would be served.	Accurately identifies the problem. Specifically identifies a selected target population but is not very specific about the characteristics and estimate of the number of those to be served.	Accurately identifies the problem. Identifies a larger population from which the target population would come but does not specify the characteristics and estimate of the number of the target population.	Accurately identifies the problem. Does not identify any characteristics of the target population.
Needs Assessment (10%)	Defines normative need, perceived need, expressed need, and relative need as these pertain to the problem among the target population and describes how each is, or could be, measured, including level of measurement.	Defines normative need, perceived need, expressed need, and relative need, <i>in general</i> , and describes how each is, or could be, measured among the target population.	Defines normative need, perceived need, expressed need, and relative need, <i>in general</i> , and describes how each is, or could be measured, <i>in general</i> .	Fails to define all of the needs and fails to describe how each is, or could be measured.

CATEGORY	Superior	Above Average	Average	Weak
Strategy & Objectives: Program Hypotheses & Variables (10%)	Has provided at least 1 "if...then" statement that identifies underlying assumptions about the target population and the expected effect of the program, accurately identifying the independent variable(s) (throughput) and the dependent variable(s) (outcomes). Student also identifies at least one potential intervening variables (Intermediate Outcomes).	Has provided at least 1 "if...then" statement that identifies underlying assumptions about the target population and the expected effect of the program, accurately identifying the independent variable(s)(throughputs) and the dependent variable(s)(Outcomes). Student fails to identify any potential intervening variables (Intermediate Outcomes).	Has provided at least 1 "if...then" statement that identifies underlying assumptions about the target population and the expected effect of the program (outcome), accurately identifying the dependent variable(s) (outcome) but inaccurately identifying one or more independent variables (throughputs). Student fails to identify any potential intervening variables (Intermediate Outcomes).	Has provided at least 1 "if...then" statement that identifies underlying assumptions about the target population and the expected effect of the program (outcome), accurately identifying the independent variable(s) (throughputs) but failing to identify the dependent variable(s) (outcomes). Student fails to identify any potential intervening variables (Intermediate Outcomes).
Strategy & Objectives: Goals & Objectives (10%)	Has identified a realistic goal (ultimate desired aim) for the program and has identified multiple relevant outcomes that will assist the program in reaching the goal.	Has identified a realistic goal (ultimate desired aim) for the program and has identified at least one relevant outcome that will assist the program in reaching the goal.	Has identified a goal (ultimate desired aim) for the program but this goal may be unrealistic, not feasible, or unrelated to the problem. Has identified at least one relevant outcome that will assist the program in reaching the goal.	Has identified a goal (ultimate desired aim) for the program (whether realistic or unrealistic) but has failed to identify any outcomes that will assist the program in reaching the goal (or the identified outcomes are irrelevant).
Program Design Main Concentration for the Question Is In Grey Areas (20%)	Has completely described: the services, resources, and mechanisms required to achieve the stated objectives; specific ways to measure demographics and the nature, extent, and severity of client need; a way to track services used by clients; a way to determine whether desired outcome was achieved.	Has adequately described: the services, resources, and mechanisms required to achieve the stated objectives; specific ways to measure demographics and the nature, extent, and severity of client need; a way to track services used by clients; a way to determine whether desired outcome was achieved. Descriptions may be somewhat lacking in specifics.	Has briefly described: the services, resources, and mechanisms required to achieve the stated objectives; specific ways to measure demographics and the nature, extent, and severity of client need; a way to track services used by clients; a way to determine whether desired outcome was achieved. Descriptions are brief and lacking specifics.	Has described some of the program design elements but has been vague or has neglected to describe one or more areas at all.

CATEGORY	Superior	Above Average	Average	Weak
Budget (10%)	Has provided a realistic budget estimate for the program including all the line items, direct costs, and indirect costs. <ul style="list-style-type: none"> ● Revenue ● Salaries/ Wages/ Benefits ● Materials/ Equipment ● Supplies ● Contract Services/ Utilities ● Postage/ Printing/ Duplicating ● Facilities ● Indirect Costs (Not stressed as a necessary part of the grant, more Indirect Revenue/Matching/In-Kind)	Has provided a budget but has neglected one aspect of potential costs.	Has provided a budget but has neglected 2 aspects of potential costs.	Has provided a budget but has neglected 3 or more aspects of potential costs.
Data Requirements (10%)	Has accurately identified and completely described the data necessary to measure program success and program.	Has accurately identified and briefly described the data necessary to measure program success and program.	Has accurately identified but only vaguely described the data necessary to measure program success and program.	Has accurately identified but not described the data necessary to measure program success and program.

CATEGORY	Superior	Above Average	Average	Weak
Program Monitoring (15%)	<p>Has completely described how to monitor the program using information technology; what type of data to collect to monitor the program, how to use that data to modify the program, and how to share information from this process.</p> <p>Includes a Gantt Chart</p>	<p>Has adequately described how to monitor the program using information technology; what type of data to collect to monitor the program, how to use that data to modify the program, and how to share information from this process. Student seems aware of the process but may be short on details.</p> <p>Includes a Gantt Chart</p>	<p>Has briefly described how to monitor the program using information technology; what type of data to collect to monitor the program, how to use that data to modify the program, and how to share information from this process. Student seems unsure of the process and may neglect to address one or more of the above issues or may be vague with details.</p> <p>Uses a Time Line</p>	<p>Student's description of program monitoring and the use of information technology is weak and lacking specificity and description.</p> <p>No Time Line</p>
Program Evaluation (5%)	<p>Provided a detailed description of the process and procedure, including necessary resources, for evaluating the program in terms of one or more of the following: cost/benefit of outputs and/or outcomes, the success or failure of the program, service provision, service utilization, program impact on the problem.</p>	<p>Provided a good description of the process and procedure, including necessary resources, for evaluating the program in terms of one or more of the following: cost/benefit of outputs and/or outcomes, the success or failure of the program, service provision, service utilization, program impact on the problem. Some details are lacking or vague.</p>	<p>Provided a basic description of the process and procedure, including necessary resources, for evaluating the program in terms of one or more of the following: cost/benefit of outputs and/or outcomes, the success or failure of the program, service provision, service utilization, program impact on the problem. Several details are lacking or vague.</p>	<p>Provided a vague description of the process and procedure, including necessary resources, for evaluating the program in terms of one or more of the following: cost/benefit of outputs and/or outcomes, the success or failure of the program, service provision, service utilization, program impact on the problem. Many details are lacking or vague.</p>

Comments:

Graduate Comprehensive Exam Rubric: Theory

Student's Name: _____

Date: _____

Reviewer's Name: _____

	Superior	Above Average	Average	Weak
1. Composition and mechanics (20%)	The response is well-organized and well-written	The response is well-organized and well-written (albeit two or three errors)	Partially organized and well-written response (four or five errors)	The response is <i>unorganized</i> and <i>poorly</i> written (more than five errors)
2. Accuracy (30%)	Correctly identifies <i>all</i> the theory(ies) and theorist(s) Correctly identifies <i>all</i> and defines key concepts Correctly describes <i>all</i> the theory(ies)/process	Correctly identifies <i>nearly all</i> of the theory(ies) and theorist(s) Correctly identifies and defines <i>nearly all</i> key concepts Correctly describes <i>nearly all</i> the theory(ies)/process	Correctly identifies <i>some</i> of the theory(ies) and theorist(s) Correctly identifies and defines <i>some</i> key concepts Correctly describes <i>some</i> of the theory(ies)/process	<i>Incorrectly</i> identifies the theory(ies) and theorist(s) <i>Incorrectly</i> identifies and defines key concepts <i>Incorrectly</i> describes the theory(ies)/process
3. Depth of understanding and knowledge (25%)	Demonstrates full comprehension and knowledge of theory(ies) (i.e., deep understanding of theory(ies) not just at the surface level <i>Accurate</i> application of all the theory(ies)	Demonstrates enhanced comprehension and knowledge of theory(ies) (i.e., good understanding of theory(ies) not just at the surface level <i>Nearly all</i> theory(ies) are applied accurately	Demonstrates <i>partial</i> comprehension and knowledge of theory(ies) (i.e., basic understanding of theory(ies) not just at the surface level <i>Partially</i> applies theory(ies) accurately	Does <i>not</i> demonstrate comprehension and knowledge of theory(ies) (i.e., weak understanding of theory(ies) not just at the surface level <i>Weak</i> and/or <i>incorrect</i> application of theory(ies)
4. Application and policy implications (25%)	<i>All</i> policy implications well-connected and logical	<i>Nearly all</i> policy implications well-connected and logical	Policy implications <i>partially</i> connected and logical	Policy implications are <i>not</i> well-connected and logical

Graduate Comprehensive Exam Rubric: Research Methods

Student's Name: _____

Date: _____

Reviewer's Name: _____

Category	Superior	Above Average	Average	Weak
A. Research Question/Purpose (20%)	<p>Research question is clear and concise.</p> <p><i>Accurately</i> identifies the primary hypothesis.</p> <p>Hypotheses are measureable.</p> <p>Independent and dependent variables are <i>accurately</i> identified.</p> <p>Provides <i>detailed</i> conceptual definitions of key variables.</p>	<p>Research question is <i>almost completely</i> clear and concise.</p> <p><i>Almost completely</i> identifies the primary hypothesis.</p> <p>Hypotheses are <i>almost all</i> measureable.</p> <p>Independent and dependent variables are <i>almost all</i> accurately identified.</p> <p>Provides <i>good</i> conceptual definitions of key variables.</p>	<p>Research question is <i>somewhat</i> clear and concise.</p> <p><i>Somewhat</i> accurately identifies the primary hypothesis.</p> <p>Hypotheses are <i>somewhat</i> measureable.</p> <p>Independent and dependent variables are <i>somewhat</i> accurately identified.</p> <p>Provides <i>basic</i> conceptual definitions of key variables.</p>	<p>Research question is <i>not</i> clear and concise.</p> <p><i>Neglects</i> to accurately identify the primary hypothesis.</p> <p>Hypotheses are <i>not</i> measureable.</p> <p>Independent and dependent variables are <i>not</i> accurately identified.</p> <p><i>Neglects</i> to provide conceptual definitions of key variables.</p>
B. Sampling (25%)	<p>Accurately and completely identifies <i>all</i> of the population, sample, sampling frame, and sampling techniques.</p>	<p>Accurately and completely identifies <i>almost all</i> the population, sample, sampling frame, and sampling techniques.</p>	<p>Accurately and completely identifies <i>some</i> of the population, sample, sampling frame, and sampling techniques.</p>	<p><i>Inaccurately</i> identifies the population, sample, sampling frame, and sampling techniques.</p>
C. Data Collection Procedures (25%)	<p>Describes research instrument in <i>complete</i> detail.</p> <p>Provides <i>detailed</i> operational definitions of key variables.</p> <p><i>Accurately</i> identifies the level of measurement for <i>all</i> variables.</p>	<p>Describes research instrument in <i>almost complete</i> detail.</p> <p>Provides <i>good</i> operational definitions of key variables.</p> <p>Accurately identifies the level of measurement for <i>almost all</i> variables.</p>	<p>Describes research instrument in <i>some</i> detail.</p> <p>Provides <i>basic</i> operational definitions of key variables.</p> <p>Inaccurately identifies the level of measurement for <i>two or more</i> variables.</p>	<p>Does <i>not</i> describe research instrument in detail.</p> <p><i>Neglects</i> to provide operational definitions of key variables.</p> <p><i>Inaccurately</i> identifies the level of measurement for <i>all</i> variables.</p>

D. Ethics (5%)	Accurately identifies and completely describes <i>all</i> human subject protection issues, as applicable.	Accurately identifies and completely describes <i>almost all</i> human subject protection issues, as applicable.	Accurately identifies and completely describes <i>some</i> human subject protection issues, as applicable.	Does <i>not</i> accurately identify or completely describe the human subject protection issues, as applicable.
E. Measurement Quality (5%)	Accurately identifies and completely describes <i>all</i> reliability and validity issues unique to the study's design. Demonstrates a <i>complete</i> understanding between reliability and validity.	Accurately identifies and completely describes <i>almost all</i> reliability and validity issues unique to the study's design. Demonstrates an <i>almost complete</i> understanding between reliability and validity.	Accurately identifies and completely describes <i>some</i> reliability and validity issues unique to the study's design. Demonstrates <i>some</i> understanding between reliability and validity.	Does <i>not</i> accurately identify or completely describe the reliability and validity issues unique to the study's design. Does <i>not</i> demonstrate a complete understanding between reliability and validity.
F. Analysis Plan (20%)	<i>Accurately</i> identifies and explains the appropriate statistical test. Demonstrates a <i>complete</i> understanding of <u>why</u> the statistical test was used (<i>complete</i> understanding of the difference between statistical and substantive significance).	Accurately identifies and explains <i>almost</i> the appropriate statistical test. Demonstrates an <i>almost complete</i> understanding of <u>why</u> the statistical test was used (<i>good</i> understanding of the difference between statistical and substantive significance).	Accurately identifies and <i>somewhat</i> explains the appropriate statistical test. Demonstrates <i>some</i> understanding of <u>why</u> the statistical test was used (<i>basic</i> understanding of the difference between statistical and substantive significance).	<i>Inaccurately</i> identifies and explains the appropriate statistical test. Does <i>not</i> demonstrate an understanding of <u>why</u> the statistical test was used (does <i>not</i> understand the difference between statistical and substantive significance).