Program Learning Goals:

**SLO1**: Understand the main principles of the United States Constitution, specifically related to individual rights and due process. (KU2, KU4, GE-V1, GE-V3, GE-V4)

**SLO2**: Identify the main components of the criminal justice system, and summarize the salient issues related to each component. (KU2, KU3, KU4, GE-S4, (GE-V1, GE-V2, GE-3, GE-V4, GE-V5) )

**SLO3**: Use theory to explain why people commit crimes and how offenders can be deterred. (KU3, KU4, GE-K2, GE-S4, GE-V1, GE-V2, GE-V3, GE-V4)

**SLO4**: Students will design and conduct an original research study on a topic related to the study of CJ. (KU 2, KU3, KU4, GE-K2, GE-S3, GE-S4, GE-S5, GE-V5))

**SLO5**: Students will communicate effectively. (GE-S1, GE-S2, GE-V5)

<table>
<thead>
<tr>
<th>Program Level Student Learning Outcome</th>
<th>Assessment Measure(s)</th>
<th>Assessment Criteria (Describe how data is collected--rubric, survey, etc.)</th>
<th>Results of Assessment (Data Collected)</th>
<th>Action Taken (Closing the Loop: New action or follow up from last Assessment Report)</th>
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<tbody>
<tr>
<td><strong>SLO#1</strong>: Knowledge of Substantive and Procedural Criminal Law</td>
<td>Direct Measure 1: Pre- and post-test measures, in the form of required quizzes, will be administered in sections of the Substantive Criminal Law courses to assess strengths and weaknesses of student knowledge. Student participation will be required and account for a small percentage of the overall grade. The quizzes will be designed to assess general knowledge of the law. Questions will focus on different areas of law that the faculty consider important for</td>
<td>DM1: The data will be collected beginning Fall 2012 as an aggregate of the total number of students per section; number scored correctly in the pre-test; number scored correctly in post-test; and comparisons of results.</td>
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students to know (e.g., the elements of a crime, culpability of offenders, and elements related to criminal defense.

Direct measure2: Comprehensive knowledge test in capstone course

The five questions pertaining to substantive and procedural criminal law were as follows:
(1) The burden of proof to determine guilt in a criminal trial is which of the following?
(2) Which of the following is not an element of a crime?
(3) An attempt to commit a criminal act may not be determined by which of the following?
(4) Which of the following is an example of a justification defense?
(5) Which of the following is an example of an excuse defense?

DM2: The data are collected via an online multiple choice exam administered in Qualtrics. It is a requirement for a small percentage (5%) of students’ final grades in CJ 4600, the Senior Seminar capstone course.

146 students took the exam during the 2011-2012 academic year. Forty-eight (48) took the online exam during the fall 2011 semester, and 98 took it during the spring 2012 semester.

The exam will be administered again during the fall 2012 semester, to as many as 75 students enrolled in CJ-4600 (depending on enrollment; three sections of CJ-4600 are planned for fall 2012).
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<th>SLO#2: Knowledge of Criminal Justice System</th>
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<td><strong>Direct Measure 1:</strong> Pre- and post-test measures, in the form of required quizzes, will be administered in the introductory Criminal Justice course. Student participation will be required and account for a small percentage of the overall grade. The quizzes will be designed to assess general knowledge of the criminal justice system, and the main components of corrections, courts, and police.</td>
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<tr>
<td><strong>Direct Measure 2:</strong> Comprehensive knowledge test in capstone course. The five questions pertaining to the criminal justice system were as follows: (1) Which of the following is used to expose the “dark figure of crime?” (2) Which of the following is not a main component of the criminal justice system? (3) Which of the following best describes a perspective that emphasizes individual</td>
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<td><strong>DM2:</strong> The data are collected via an online multiple choice exam administered in Qualtrics. It is a requirement for a small percentage (5%) of students’ final grades in CJ-4600, the Senior Seminar capstone course. 146 students took the exam during the 2011-2012 academic year. Forty-eight (48) took the online exam during the fall 2011</td>
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right at all stages of the criminal justice process? (4) Which of the following represents the last stage in the criminal justice process? (5) Which sentencing philosophy seeks to reduce criminal behavior through fear of punishment?

- The exam will be administered again during the fall 2012 semester, to as many as 75 students enrolled in CJ-4600 (depending on enrollment; three sections of CJ-4600 are planned for fall 2012).

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<th>SLO#3: Knowledge and application: Crime causes and deterrents</th>
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<td><strong>Direct Measure 1:</strong> Pre- and post-test measures, in the form of required quizzes, will be administered in the introductory Criminology course. Student participation will be required and account for a small percentage of the overall grade. The quizzes will be designed to assess general knowledge of criminological theory; that is, why certain individuals do or do not commit crime, and why certain neighborhoods have more crime than others. The questions will tap into the different schools of thinking such as psychological and sociological criminology, and environmental criminology.</td>
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<td><strong>DM1:</strong> The data will be collected as an aggregate of the total number of students per section; number scored correctly in the pre-test; number scored correctly in post-test; and comparisons of results.</td>
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The five questions pertaining to the causes of and deterrents for crime were as follows:

1. The Classical School argues what?
2. Which of the following is true of Positivism as it is used in juvenile justice?
3. Differential association, containment, social control, and labeling theories are all examples of what?
4. According to Merton’s strain theory, innovation or delinquency occurs when people do what?
5. The four main elements of Hirschi’s social bond theory are what?

DM2:
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The exam will be administered again during the fall 2012 semester, to as many as 75 students enrolled in CJ-4600 (depending on enrollment; three sections of CJ-4600 are planned for fall 2012).
implementation capstone course, CJ-4600. Students were scored on the strength of their research design, data collection, sampling, delineation of variables, and whether their data analysis was performed correctly.

Direct measure 2: Comprehensive knowledge test in capstone course

The five knowledge test questions pertaining to research design and implementation were as follows:
(1) The variable of interest, or the outcome variable, is also known as what?
(2) The major ethical concern for research is what?
(3) Taking a representative subset of a population for study is known as what?
(4) Causality is not required or relevant for which of the following factors?
(5) What is the correct sequence for conducting a research study?

Knowledge of research design was assessed on the rubric with rankings of 1 (incorrectly done) through 3 (fully correctly done).

Papers submitted during the fall 2012 semester will be similarly assessed using the rubric.

DM2: The data are collected via an online multiple choice exam administered in Qualtrics. It is a requirement for a small percentage (5%) of students’ final grades in CJ 4600, the Senior Seminar capstone course.

146 students took the exam during the 2011-2012 academic year. Forty-eight (48) took the online exam during the fall 2011 semester, and 98 took it during the spring 2012 semester.

The exam will be administered again during the fall 2012 semester, to as many as 75 students enrolled in CJ-4600 (depending on enrollment; three sections of CJ-4600 are planned for fall 2012).
SLO #5: Effective communication

Direct measure 1: Written paper graded with rubrics in capstone course, CJ-4600. Written presentation items on which students were scored:
-organization
-spelling
-grammar
-sentence structure
-evidence of plagiarism
-analytic thinking (e.g., clearly stated hypothesis, sufficient sources in literature review, formatting of reference section, overall comprehensibility of proposal, overall assessment of proposal)

Direct measure 2: Oral presentation rubric in capstone course, CJ-4600. Oral Presentation items on which students were scored:
-content (e.g., analysis of topic, organization)
-delivery (eye contact, posture, volume of voice, articulation)
-preparation (e.g., structure, bibliography)
-impact (e.g., speaker is credible, appropriate use of time, speech is memorable, speech accomplishes purpose)

Oral & written communication of CJ 4600 students. During the fall 2011 and spring 2012 semesters. Oral communication assessed with rubric developed by GE staff (1-5 rankings), and written communication assessed with an original rubric (1-3 rankings).

Final papers and oral presentations during the fall 2012 semester will be similarly assessed using the rubric.