

Detailed Assessment Report  
2010-2011 Criminal Justice BA\*

**Mission/Purpose**

The Bachelor of Arts in Criminal Justice is designed to provide students with the fundamental theoretical and practical skills and knowledge required to successfully pursue a career in contemporary criminal justice professions and to pursue higher education programs such as graduate or law schools. The curriculum comprises a practitioner based program that is designed to enable students to develop the analytical skills necessary to effectively function and compete in the Criminal Justice profession. These skills include an appreciation of the concept of social order and the framework of laws, and understanding of comparative legal concepts and systems; the ability to effectively communicate both orally and in written form, analytical reasoning and the application of the scientific method, and an understanding of ethical and moral issues that help define the parameters within which criminal justice practitioners must operate.

**Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans**

**O 1: Criminal and juvenile justice systems**

Students completing the program will understand the significance, historical development, and structure of contemporary criminal and juvenile justice systems.

**Related Measures:**

**M 1: Capstone Portfolio**

Students shall submit, as part of the Senior Capstone Course, a portfolio evidencing knowledge and significance of the historical development, evolution, and structure of the contemporary criminal and juvenile justice systems. The students should include an explanation of how the portfolio materials contributed to the synthesis and analysis of their foundational knowledge. The portfolio will consist of three major components: a reflective essay, a conflict management solution paper, and a paper documenting and assessing the results of an interview with a contemporary criminal justice manager. Each paper will be graded on four components (25% for each component: logic, structure, knowledge and persuasiveness). Portfolio grades for all students enrolled in the Senior Capstone Course will be maintained and disseminated among faculty in order to assess trends among cohort groups and methods to compare or modify existing material covered therein. Comparison of results will be conducted between the Hattiesburg and Gulf Park Campuses.

Source of Evidence: Portfolio, showing skill development or best work

**Achievement Target:**

80% of the students will achieve an overall score of 75 or better on the capstone portfolio.

**Findings (2010-2011) - Achievement Target: Met**

On the Hattiesburg campus, 81% (17/21) of students during the Fall 2010 academic term and 86% (18/21) of students during the Spring 2011 academic term achieved overall scores of 75 or better on the capstone portfolio. The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2010 academic term. In the Spring 2011 term, however, 100% (12/12) of students on the Gulf Park campus achieved overall scores of 75 or better on the capstone portfolio.

## **M 2: Capstone Reflective Essay**

Students shall submit, as part of the Senior Capstone Course Portfolio, a reflective essay evidencing knowledge and significance of the historical development, evolution, and structure of the contemporary criminal and juvenile justice systems. The students should include an explanation of how the portfolio materials contributed to the synthesis and analysis of their foundational knowledge. The essay will be divided into five sections: criminological theory, legal theory, juvenile justice, constitutional history, and ethics. Each section will be graded on four components (25% for each component: logic, structure, knowledge and persuasiveness).

Source of Evidence: Academic direct measure of learning - other

### **Achievement Target:**

80% of the students will achieve an overall score of 75 or better on the Constitutional History and Juvenile Justice sections of the reflective essay completed in the senior capstone course (CJ 435).

### **Findings (2010-2011) - Achievement Target: Met**

On the Hattiesburg campus, 90% (19/21) of students during the Fall 2010 academic term and 90% (19/21) of students during the Spring 2011 academic term achieved an overall score of 75 or better on the Constitutional History and Juvenile Justice sections of the reflective essay completed in the senior capstone course (CJ 435). The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2010 academic term. In the Spring 2011 term, however, 100% (12/12) of students on the Gulf Park campus achieved an overall score of 75 or better on the Constitutional History and Juvenile Justice sections of the reflective essay completed in the senior capstone course (CJ 435).

## **O 2: Oral communication skills**

Students completing the program shall possess the ability to demonstrate effective oral communication skills when functioning within traditional criminal justice employment roles.

### **Related Measures:**

## **M 3: Capstone Interview Presentation**

Each student will interview a contemporary criminal justice manager and share the results with the class. The interview presentation shall be for a minimum of fifteen minutes, thus facilitating classroom discussion and comprehension. The presentation will be graded on: (1) the insightfulness of the questions pertaining to management practices (2) the analysis of the interview outcomes and (3) the students ability to compare and contrast the interviewee's views with those of customary management principles. Student grades will be maintained within the department and disseminated among faculty to assess trends among cohort groups and to assist with the identification of methods to improve teaching, course requirements or materials. Comparison of results will be made between the Hattiesburg and Gulf Park campuses.

Source of Evidence: Academic direct measure of learning - other

### **Achievement Target:**

70% of undergraduate students must achieve a grade of "B" or better on an interview presentation in the Senior Capstone Course.

#### **Findings (2010-2011) - Achievement Target: Met**

On the Hattiesburg campus, 100% (21/21) of students during the Fall 2010 academic term and 95% (20/21) of students during the Spring 2011 academic term earned grades of "B" or better on the administrative interview presentation. The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2010 academic term. In the Spring 2011 term, however, 100% (12/12) of students on the Gulf Park campus achieved a grade of "B" or better on the administrative presentation in the Senior Capstone Course (CJ 435).

#### **M 4: Capstone Managerial Presentation**

Each student will present policy initiatives related to the operation of a criminal justice organization in disarray. The presentation must be a minimum of fifteen minutes, thus facilitating classroom discussion and comprehension. The presentation will be graded on the following items: (1) professional attire (2) knowledge and familiarity of the organization's problems (3) quality of the managerial solutions proposed (4) confidence and composure in responding to questions and challenges from other classroom students. Student grades will be maintained within the department and disseminated among faculty to assess trends among cohort groups and to assist with the identification of methods to improve teaching, course requirements or materials. Comparison of results will be made between the Hattiesburg and Gulf Park campuses.

Source of Evidence: Academic direct measure of learning - other

#### **Achievement Target:**

70% of undergraduate students must achieve a grade of B or better on a managerial presentation in the Senior Capstone Course.

#### **Findings (2010-2011) - Achievement Target: Met**

On the Hattiesburg campus, 86% (18/21) of students during the Fall 2010 academic term and 76% (16/21) of students during the Spring 2011 academic term achieved a grade of "B" or better on the managerial presentation in the Senior Capstone Course (CJ 435). The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2010 academic term. In the Spring 2011 term, however, 100% (12/12) of students on the Gulf Park campus achieved a grade of "B" or better on the managerial presentation in the Senior Capstone Course (CJ 435).

#### **O 3: Written communication skills**

Students completing the program shall possess the ability to produce well-constructed communication in the traditional criminal justice professions.

#### **Related Measures:**

##### **M 2: Capstone Reflective Essay**

Students shall submit, as part of the Senior Capstone Course Portfolio, a reflective essay evidencing knowledge and significance of the historical development, evolution, and structure of the contemporary criminal and juvenile justice systems. The students should include an explanation of how the portfolio materials contributed to the synthesis and analysis of their foundational knowledge. The essay will be divided into five sections: criminological theory, legal theory, juvenile justice, constitutional history, and ethics. Each section will be graded on four components (25% for each component: logic, structure, knowledge and persuasiveness).

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

80% of the students will achieve an average score of 75 or better on the Structure components (grammar and mechanics) for each of the five sections within the overall reflective essay completed in the senior capstone course (CJ 435).

**Findings (2010-2011) - Achievement Target: Partially Met**

On the Hattiesburg campus, 71% (15/21) of students during the Fall 2010 academic term and 67% (14/21) of students during the Spring 2011 academic term achieved an overall score of 75 or better on the Structure component (grammar and mechanics) for the overall reflective essay completed in the senior capstone course (CJ 435). The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2010 academic term. In the Spring 2011 term, however, 100% (12/12) of students on the Gulf Park campus achieved an overall score of 75 or better on the Structure component for the reflective essay completed in the senior capstone course (CJ 435).

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**Writing Center**

*Established in Cycle:* 2010-2011

Students will be made aware of the University Writing Center and strongly encouraged to use its resources.

**M 5: Theoretical Writing Assignment**

Students will complete a writing assignment required in CJ 325 (Criminal Justice Theory), a designated Criminal Justice writing intensive course. The essay will be graded (25% for each component) on organization, knowledge, logic, and structural abilities. Students who fail to achieve a score of 75 or better will be advised to seek remedial assistance through the English Department Writing Lab, or tutoring. Students will provide documentation of their remedial assistance, and thereafter retake the necessary writing intensive course(s). Student scores will be maintained in the department and tabulated on an annual basis. Tabulation will assist the department to assess trends among cohort alumni groups. Results will be used to determine whether the curriculum should be modified to include additional composition, language, or communication courses. Comparison of results will be made between the Hattiesburg and Gulf Park campuses.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

80% of students will achieve a score of 75 or better on the theoretical writing assignment required in CJ 325 (Criminal Justice Theory).

**Findings (2010-2011) - Achievement Target: Not Met**

On the Hattiesburg campus, 65% (30/46) of students during the Fall 2010 academic term and 73% (35/48) of students during the Spring 2011 academic term achieved overall scores of 75 or better on the theoretical writing assignment required in CJ 325 (Criminal Justice Theory). On the Gulf Park campus, 60% (3/5) of students during the Fall 2010 academic term achieved overall scores of 75 or better on the theoretical writing assignment required in CJ 325 (Criminal Justice Theory). CJ 325 was not offered on the Gulf Park campus during the Spring 2011 term.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**CJ 325 Writing Assignments (Faculty Evaluation)**

*Established in Cycle:* 2010-2011

Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the areas with which students most frequentl...

**O 4: Critical Thinking Skills**

Students completing the program will gain the requisite skills for rationally assessing and critically thinking through varying situations in contemporary criminal justice professions and other areas of life as well.

**Related Measures:**

**M 6: CJ 325 Theory Exam**

CJ 325 Theory Exam

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

75% of students will achieve overall scores of 70 or better on the Final Exam in CJ 325 (Criminal Justice Theory).

**Findings (2010-2011) - Achievement Target: Not Met**

On the Hattiesburg campus, 70% (32/46) of students during the Fall 2010 academic term and 58% (28/48) of students during the Spring 2011 academic term achieved overall scores of 70 or better on the Final Exam in CJ 325 (Criminal Justice Theory). On the Gulf Park campus, 40% (2/5) of students during the Fall 2010 academic term achieved overall scores of 70 or better on the Final Exam in CJ 325 (Criminal Justice Theory). CJ 325 was not offered on the Gulf Park campus during the Spring 2011 term.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Action Plan Details* section of this report.

**CJ 325 Final Exam (Faculty Evaluation)**

*Established in Cycle:* 2010-2011

Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the areas on the final exam where students m...

**M 7: Ethics Project**

Students will complete an ethical decision-making project required in CJ 482 (Criminal Justice Ethics), which requires students to examine the myriad of ethical issues and considerations that arise in criminal justice processes. The project will be graded on three major components (each comprising one-third of the grade): conflict classification, knowledge of potential solutions, application of principles.

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

80% of the students will achieve a score of 75 or better on the ethical decision-making project

**Findings (2010-2011) - Achievement Target: Met**

On the Hattiesburg campus, 90% (27/30) of students during the Fall 2010 academic term and 88% (35/40) of students during the Spring 2011 academic term achieved scores of 75 or better on the ethical decision-making project in CJ 482 (Ethics). On the Gulf Park campus, 92% (11/12) of students during the Fall 2010 academic term achieved scores 75 or better on the ethical decision-making project in CJ 482 (Ethics). CJ 482 was not offered on the Gulf Park campus in the Spring 2011 academic term.

**O 5: Theoretical and ethical foundation**

Students completing the program will gain both a strong theoretical and ethical foundation for the concept of law and justice administration within the framework of a constitutionally mandated process.

**Related Measures:****M 2: Capstone Reflective Essay**

Students shall submit, as part of the Senior Capstone Course Portfolio, a reflective essay evidencing knowledge and significance of the historical development, evolution, and structure of the contemporary criminal and juvenile justice systems. The students should include an explanation of how the portfolio materials contributed to the synthesis and analysis of their foundational knowledge. The essay will be divided into five sections: criminological theory, legal theory, juvenile justice, constitutional history, and ethics. Each section will be graded on four components (25% for each component: logic, structure, knowledge and persuasiveness).

Source of Evidence: Academic direct measure of learning - other

**Achievement Target:**

80% of the students will achieve a score of 75 or better on the Theoretical (legal and criminological) and Ethics components of the reflective essay completed in the senior capstone course (CJ 435).

**Findings (2010-2011) - Achievement Target: Met**

On the Hattiesburg campus, 86% (18/21) of students during the Fall 2010 academic term and 81% (17/21) of students during the Spring 2011 academic term achieved a score of 75 or better on the Theoretical (legal and criminological) and Ethics components of the reflective essay completed in the senior capstone course (CJ 435). The senior capstone course (CJ 435) was not offered on the Gulf Park campus during the Fall 2010 academic term. In the Spring 2011 term, however, 100% (12/12) of students on the Gulf Park campus achieved an overall score of 75 or better on the Theoretical (legal and criminological) and Ethics components of the reflective essay completed in the senior capstone course (CJ 435).

**M 8: Exit Survey**

A written exit survey instrument will be administered at the time the student applies for graduation to assess whether the acquired level of theoretical and ethical knowledge provided a sufficient foundation for the career needs of the individual. Survey results shall be tabulated on

an annual basis and compared with prior results. As with all other methods, comparison will occur between the Hattiesburg and Gulf Park campuses.

**Achievement Target:**

A satisfactory theoretical and ethical foundation for career or higher educational needs will be represented by a mean of 3.25 on the five point scale (1-5). Survey results shall be tabulated on an annual basis and compared with prior results.

**Findings (2010-2011) - Achievement Target: Met**

The mean score reported by students for the theoretical and ethical foundation for career and higher educational needs was 4.31 (n=13) for the Fall 2010 academic term and 4.58 (n=12) for the Spring 2011 academic term; thus exceeding the satisfactory targets set at 3.25.

**Action Plan Details for This Cycle (by Established cycle, then alpha)**

**Develop written alumni/employer survey instrument**

Faculty will develop written alumni and employer survey instruments that will be disseminated at designated points during the academic year.

**Established in Cycle:** 2005-2006  
**Implementation Status:** Terminated  
**Priority:** High  
**Implementation Description:** Fall 2006  
**Responsible Person/Group:** AJ faculty members.

**Encourage use of the Writing Center/Lab**

Students who have writing deficiencies will be required to visit the writing center and lab.

**Established in Cycle:** 2005-2006  
**Implementation Status:** In-Progress  
**Priority:** High  
**Implementation Description:** Fall 2006.  
**Responsible Person/Group:** Faculty in writing intensive courses.

**Comprehensive exam construction**

The faculty are evaluating comprehensive exam options.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Terminated  
**Priority:** High  
**Implementation Description:** Fall 2009  
**Responsible Person/Group:** Lisa Nored (Chair)

**Enhance Exam Preparation**

Instructor will spend more time prepping students on how to prepare for examinations, which was the primary cause of missing the target.

**Established in Cycle:** 2009-2010  
**Implementation Status:** In-Progress  
**Priority:** High

**Completion Date:** 02/01/2010  
**Responsible Person/Group:** Philip Carlan

### **Enhanced Mentoring**

Will offer more mentoring opportunities to students through documented referrals to the University's writing center when essays are not progressing satisfactorily.

**Established in Cycle:** 2009-2010  
**Implementation Status:** Terminated  
**Priority:** High

**Completion Date:** 02/01/2010  
**Responsible Person/Group:** Hayden Griffin

### **Focus on theory and ethics principles**

Course instructor will add extra lecture to focus specifically on how best to construct and explain principles of ethics and theory.

**Established in Cycle:** 2009-2010  
**Implementation Status:** In-Progress  
**Priority:** High

**Completion Date:** 02/01/2010  
**Responsible Person/Group:** Philip Carlan

### **CJ 325 Final Exam (Faculty Evaluation)**

Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the areas on the final exam where students most frequently struggled. Efforts will then be made to reinforce these problem areas during lectures and review sessions.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** CJ 325 Theory Exam | **Outcome/Objective:** Critical Thinking Skills

**Responsible Person/Group:** Lisa Nored (Director)

### **CJ 325 Writing Assignments (Faculty Evaluation)**

Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the areas with which students most frequently struggle in the writing process. Efforts will then be made to reinforce these problem areas during class sessions, as well as encouraging the students to visit the writing center and lab.

**Established in Cycle:** 2010-2011  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Theoretical Writing Assignment | **Outcome/Objective:** Written communication skills

**Responsible Person/Group:** Lisa Nored (Director)

### **Writing Center**

Students will be made aware of the University Writing Center and strongly encouraged to use its resources.

**Established in Cycle:** 2010-2011

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Capstone Reflective Essay | **Outcome/Objective:** Written communication skills

**Responsible Person/Group:** Lisa Nored (Director, School of Criminal Justice)

### Analysis Answers

#### **What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?**

Undergraduate students within the School of Criminal Justice on both the Hattiesburg and Gulf Park campuses met all target goals pertaining to Outcome 1 (Criminal and Juvenile Justice Systems), Outcome 2 (Oral Communication Skills) and Outcome 5 (Theoretical and Ethical Foundations). The unit also revised many of the objectives and measures for the bachelor's program.

#### **What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?**

Assessments on the both the Hattiesburg campus and Gulf Park campus revealed that students have room for improvement in the areas of written communication (Outcome 3) and critical thinking (Outcome 4). Specifically, students on both campuses failed to meet the target goals for both semesters regarding the theoretical writing assignment (Outcome 3 Measure 5) and written examination (Outcome 4 Measure 6) in CJ 325. Students on the Hattiesburg campus also failed to meet the target goals (Outcome 3 Measure 2) regarding the Structure component (grammar and mechanics) for the reflective essay completed in the senior capstone course (CJ 435). In order to address this weakness and motivate improvement, faculty who teach CJ 325 and CJ 435 will assess (and collaborate on) the areas with which students most frequently struggle in the respective writing and critical thinking areas. Efforts also will be made to reinforce these problem areas during class sessions, as well as encouraging students to visit the writing center and lab.

### Annual Reports

#### **Program Summary**

Despite the challenges associated with being down four faculty lines, the School of Criminal Justice continues to well serve its undergraduate students and the University community as a whole even at a time when it continues to experience enrollment growth. During the current assessment cycle, graduates of the criminal justice baccalaureate program continued to rate the program highly regarding knowledge attained and preparation for the workforce. Moreover, the relevance and competitiveness of the undergraduate curriculum is closely monitored by the faculty, and assessment measures are actively incorporated to maximize the learning experience. As customary, the School also continues to implement and adhere to action plans in areas identified as improvable.

### **Continuous Improvement Initiatives**

The School continues to be vigilant in the selection, use and assignment of full time faculty, adjunct faculty, and graduate teaching assistants. The faculty also continue to annually review the curriculum and revise according to market demands. With respect to those market demands, however, the School of Criminal Justice continues to see its undergraduates landing good jobs at the local, state and even federal levels during a time of high unemployment around the State and nation. The number of success stories are too many too exhaustively list but includes the successful acquisition of jobs with the DEA (Drug Enforcement Administration), ICE (Immigration and Customs Enforcement), and Border Patrol. Our graduates also continue to perform well when pursuing continued education in graduate school or law school. The School also continues to focus on initiatives which enhance the college experience for a student and improve retention probabilities, which include but are not limited to: (1) active commitment to Preview sessions, (2) working closely with the Admissions to ensure that all prospective students and parents have an opportunity to tour the facilities and engage in discussion with a full time faculty member, (3) oversight of pre-registration and advisement windows by full time faculty, and (4) office hour availability.

### **Closing the Loop**

The School of Criminal Justice made many revisions to the criminal justice baccalaureate assessment plan as a result of its continued dedication to improving the evaluation process. Specifically, the following represent what is believed to be progress with respect to an already "commendable" rated assessment plan in 2010-2011: (1) evaluation criteria were restructured from fourteen broad measures to ten more easily managed measures; (2) the faculty decided that the goal of an undergraduate comprehensive exam was just not workable, and thus removed this perpetual "not met" item from the evaluation process; (3) the action plan implemented for the calendar year regarding the "ethics and theory component of the capstone reflective essay assignment appeared to be a successful initiative (target was achieved).