

Detailed Assessment Report

As of: 10/07/2013 10:55 AM EST

2012-2013 Criminal Justice BA*

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

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/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 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

Target:

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

Findings (2012-2013) - Target: Partially Met

On the Hattiesburg campus, 86% (18/21) of students during the Fall 2012 academic term and 79% (19/24) of students during the Spring 2013 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 Coast campus during the Fall 2012 academic term. In the Spring

2013 term, however, 85% (11/13) of students on the Gulf Coast 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

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 (2012-2013) - Target: Partially Met

On the Hattiesburg campus, 76% (16/21) of students during the Fall 2012 academic term and 83% (20/24) of students during the Spring 2013 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 Coast campus during the Fall 2012 academic term. In the Spring 2013 term, however, 92% (12/13) of students on the Gulf Coast 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).

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

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

Added Classroom Focus

Established in Cycle: 2012-2013

Faculty who teach CJ 435 (Organization and Management Senior Capstone) will assess and identify weaknesses in the respective Con...

SLO 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

Target:

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

Findings (2012-2013) - Target: Met

On the Hattiesburg campus, 86% (18/21) of students during the Fall 2012 academic term and 92% (22/24) of students during the Spring 2013 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 Coast campus during the Fall 2012 academic term. In the Spring 2013 term, however, 92% (12/13) of students on the Gulf Coast 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 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

Target:

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

Findings (2012-2013) - Target: Met

On the Hattiesburg campus, 71% (15/21) of students during the Fall 2012 academic term and 75% (18/24) of students during the Spring 2013 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 Coast campus during the Fall 2012 academic term. In the Spring 2013 term, however, 85% (11/13) of students on the Gulf Coast campus achieved a grade of "B" or better on the managerial presentation in the Senior Capstone Course (CJ 435).

SLO 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

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 (2012-2013) - Target: Not Met

On the Hattiesburg campus, 76% (16/21) of students during the Fall 2012 academic term and 71% (17/24) of students during the Spring 2013 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 Coast campus during the Fall 2012 academic term. In the Spring 2013 term, however, 62% (8/13) of students on the Gulf Coast campus achieved an overall 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).

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

For full information, see the *Details of Action Plans* 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

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 (2012-2013) - Target: Partially Met

On the Hattiesburg campus, 73% (33/45) of students during the Fall 2012 academic term and 87% (41/47) of students during the Spring 2013 academic term achieved overall scores of 75 or better on the theoretical writing assignment required in CJ 325 (Criminal Justice Theory). On the Gulf Coast campus, 85% (22/26) of students during the Fall 2012 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 Coast campus during the Spring 2013 term.

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

For full information, see the *Details of Action Plans* 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...

SLO 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

Target:

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

Findings (2012-2013) - Target: Partially Met

On the Hattiesburg campus, 78% (35/45) of students during the Fall 2012 academic term and 70% (33/47) of students during the Spring 2013 academic term achieved overall scores of 70 or better on the Final Exam in CJ 325 (Criminal Justice Theory). On the Gulf Coast campus, 88% (23/26) of students during the Fall 2012 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 Coast campus during the Spring 2013 term.

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

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

Faculty Evaluation of Testing Problem Areas

Established in Cycle: 2012-2013

Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the testing components for which students mo...

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

Target:

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

Findings (2012-2013) - Target: Not Met

On the Hattiesburg campus, 58% (36/62) of students during the Fall 2012 academic term and 70% (50/71) of students during the Spring 2013 academic term achieved scores of 75 or better on the ethical decision-making project in CJ 482 (Ethics). CJ 482 was not offered on the Gulf Coast campus during the 2012-2013 academic year.

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

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

CJ 482 Ethical Decision Project (Faculty Evaluation and Collaboration)

Established in Cycle: 2011-2012

Faculty who teach CJ 482 (Criminal Justice Ethics) will assess (and collaborate on) the areas of the ethical decision project wh...

SLO 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

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 (2012-2013) - Target: Met

On the Hattiesburg campus, 81% (17/21) of students during the Fall 2012 academic term and 88% (21/24) of students during the Spring 2013 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 Coast campus during the Fall 2012 academic term. In the Spring 2013 term, however, 85% (11/13) of students on the Gulf Coast 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.

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 (2012-2013) - Target: Met

The mean score reported by students for the theoretical and ethical foundation for career and higher educational needs was 4.56 (n=18) for the Fall 2012 academic term and 4.54 (n=24) for the Spring 2013 academic term; thus exceeding the satisfactory targets set at 3.25.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

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: Finished

Priority: High

Projected Completion Date: 01/31/2010

Responsible Person/Group: Philip Carlan

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: Finished

Priority: High

Projected Completion Date: 01/31/2010

Responsible Person/Group: Philip Carlan

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: In-Progress

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: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

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

Projected Completion Date: 05/15/2013

Responsible Person/Group: Philip Carlan

CJ 482 Ethical Decision Project (Faculty Evaluation and Collaboration)

Faculty who teach CJ 482 (Criminal Justice Ethics) will assess (and collaborate on) the areas of the ethical decision project where students most frequently struggled. Efforts will then be made to reinforce these problem areas during lectures and review sessions.

Established in Cycle: 2011-2012

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Ethics Project | **Outcome/Objective:** Critical Thinking Skills

Responsible Person/Group: Lisa Nored

Added Classroom Focus

Faculty who teach CJ 435 (Organization and Management Senior Capstone) will assess and identify weaknesses in the respective Constitutional History and Juvenile Justice sections, and in turn make efforts to reinforce those problem areas during lectures and review sessions.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Capstone Reflective Essay | **Outcome/Objective:** Criminal and juvenile justice systems

Projected Completion Date: 05/15/2014

Responsible Person/Group: Philip Carlan

Faculty Evaluation of Testing Problem Areas

Faculty who teach CJ 325 (Criminal Justice Theory) will assess (and collaborate on) the testing components for which students most frequently struggle. Efforts will then be made to reinforce these problem areas during class sessions.

Established in Cycle: 2012-2013

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Lisa Nored (Director)

Analysis Questions and Analysis Answers

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

Undergraduate criminal justice students on both the Hattiesburg and Gulf Park campuses continued to meet all target goals pertaining to Oral Communication Skills (Objective 2) and Theoretical and Ethical Foundations (Objective 5). Moreover, even though students did not meet ALL goals pertaining to Objective 1 (Criminal and Juvenile Justice Systems), the scores for Measure 2 (Constitutional History and Juvenile Justice section within the Reflective Essay) have increased two consecutive semesters -- and in the Spring of 2013 were the highest scores in nearly three years (Fall 2010).

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

Assessments on the Hattiesburg campus revealed that undergraduate criminal justice students continue to fall "somewhat" short on three (of the five) stated objectives. With respect to Objective 1 (Criminal and Juvenile Justice Systems), neither Measure 1 (Capstone Portfolio) nor Measure 2 (Constitutional History and Juvenile Justice section within the Capstone Reflective Essay) were fully met; although it should be noted that neither measure missed the target achievement level by more than four percent (and each for only one semester). As such, there is very little cause for major

concern regarding the prognosis for the improvement needed to meet this goal. Similarly, neither measure pertaining to Written Communication (Objective 3) were fully met; however, the targets in this case were missed to a greater degree. On a more minor level, Measure 5 (Theoretical Writing Assignment) fell short for only one semester; but the target for Measure 2 (Structure component -- grammar and mechanics -- within the Capstone Reflective Essay) was missed in both semesters -- and to a greater extent (upwards of nine percent). Lastly, the greatest area of concern is related to Critical Thinking Skills (Objective 4). In this area, students failed to meet the goals associated with Measure 6 (Theory Exam) and Measure 7 (Ethical Decision-Making Project); moreover, neither measure was achieved during any semester over the past two years -- and is now at its lowest percentile since the Fall 2010 term.

In order to address these weaknesses and motivate the desired improvement, faculty who teach CJ 325, CJ 435 and CJ 482 will continue to monitor (and collaborate on) the areas with which students most frequently struggle in the respective areas pertaining to Criminal and Juvenile Justice Systems, Writing Skills, and Critical Thinking Skills. Faculty will continue to reinforce these problem areas during class sessions, as well as encouraging students to visit the writing center and lab. Lastly, although both measures pertaining to Objective 2 (Oral Communication Skills) were met, the scores on the managerial presentation (Measure 4) went down for both semesters on both campuses (compared to the Fall 2011 and Spring 2012 academic terms); and as such, CJ 435 faculty will monitor this slippage to ensure the downturn is not a developing trend.

Annual Report Section Responses

Program Summary

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, and despite the challenges associated with being down three faculty lines, the School of Criminal Justice continued to well serve its undergraduate students and the University community as a whole. On a positive note, the School (1) concluded a successful search for a new faculty member (the second such new hire over the past two years), (2) strengthened its regional and national reputations through the successful promotion of two professors (one to Associate Professor; the other to Professor), and (3) created an Assistant Chair position -- all of which most certainly will continue to improve the quantity and quality of services rendered by the School. Additionally, the relevance and competitiveness of the undergraduate curriculum continues to be closely monitored by the faculty, as evident by several new topical offerings (within our CJ 480 - Seminar course) regarding mentally ill offenders, sex offenders, and women and crime, in addition to several offerings already successfully in place (e.g., serial killers, terrorism etc.). The faculty also continue to monitor student learning outcomes, and incorporate such observations into assessment measures 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/Additional Action Plans

The School of Criminal Justice continues to embrace its guiding principle that both quality advising and quality instruction are the ingredients to long-term success; and consistent with that mission, the School continues to select (including one tenure-track position), recognize (including one promotion to Associate Professor, and one promotion to Professor), and make good use of quality full time and adjunct faculty members, as well as mentor and incorporate graduate teaching assistants. The School also proudly hired a new faculty which will enhance the faculty expertise during the coming school year. Moreover, the School continues to see its undergraduates acquire good jobs at the local, state and federal levels, even during a time of unstable employment around the State and nation (including positions with prestigious organizations such as the FBI, Border Patrol and DEA). Our graduates also continue to perform well when pursuing continued graduate studies (e.g., PhD program at the University

of Nebraska - Omaha) or law school (e.g., Ole Miss). The School also continues to focus on initiatives which enhance the college experience and improve retention probabilities, which include but are not limited to: (1) active commitment to Preview sessions, (2) working closely with the Admissions Office regarding private enrollment appointments, as well as general tours of the facilities for prospective students and parents, (3) oversight of pre-registration and advisement windows by full-time faculty, and (4) consistent office hour availability which -- more often than not -- far surpasses the requirements of other departments on campus.

Closing the Loop/Action Plan Tracking

The School of Criminal Justice made numerous revisions to the criminal justice baccalaureate assessment plan two years ago (2010-2011) which continue to yield positive results, while concurrently some results which continue to be monitored and addressed; but as a result of this continued dedication to the evaluation process, the program received its fourth consecutive "commendable" rating. No changes were made to the assessment plan for 2012-2013, but several initiatives remained in effect which addressed deficiencies in three areas: Written Communication (Objective 3), Critical Thinking (Objective 4), and Ethical Decision Making (Objective 5).

The actions plans for Constitutional History and Juvenile Justice (Objective 1 - CJ 435) and Theoretical Writing Assignment (Objective 3 - CJ 325) are improving; and thus these action plans will remain in place in hopes of continual progress. Additionally, the problems detected last year regarding the critical thinking skills of students completing the Ethics Project (in CJ 482) and student performance on the Theory Exam (CJ 325) continue to be present; and thus the School will continue to implement its action plans for 2013-2014 ... but will consider revising those action plans if progress is not detected in the coming year.