Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Over the last five years, the Criminal Justice Department has made two changes to our degree program that were informed by our assessment activities. The first change was an expansion of the criteria by which students could demonstrate their ability to apply criminal justice knowledge in a real world setting. We had measured this outcome solely through in-class application of criminal justice theories, concepts, and principles to students' own real-world experiences. We added a second measure of mastery of this outcome that would assess student participation in service-learning classes. New service-learning classes were offered and students were administered pre- and post-tests on the pedagogical goals of the service component of the classes. The second change involves the restructuring of how we measure the level of student participation in research activities. This change came as the result of an analysis of assessment data from 2010-2012. We had measured this solely by participation in research competitions and presentation of research at professional conferences. This excludes other types of involvement in original research, such as assisting faculty with research or in-class assignments that require original research. A broader measure of participation in original research will more accurately capture our students' achievement in this area.

Mission / Purpose

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At the undergraduate level, the Department's mission is to equip students to think critically about the causes and consequences of crime and deviance; about evolving issues in the field of criminal justice; about the potential of empirical research to help guide policy development; and about the role social organization plays in the development of knowledge. Students are introduced to both established and contemporary theory, to research skills, and to the requirements of practice in the field. It is the Department's mission to properly prepare students to join the ranks of professionals working for the criminal justice system or in the social services. In addition, it is the mission of the Department to prepare those who plan to obtain advanced degrees to gain admission to prominent social science and professional graduate programs around the country.

Concerning students at the master's level, the Department's mission is development of research skills and the expansion of conceptual and practical knowledge critical to fulfillment of leadership roles in criminal justice or in the social services. Master's degree students planning to proceed to Ph.D. programs can expect from the Department thorough training in the theories, methodologies, and empirical findings that promote understanding of deviance, crime, criminal justice, and social organization.

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

SLO 1: Discipline Knowledge

Students will demonstrate a comprehensive understanding of the basic concepts, principles, causes, and theoretical frameworks of crime, criminal justice, and deviance.

Connected Document

BA Criminal Justice Curriculum Map

Relevant Associations:

Standard Associations

SACS 3.3.1

3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 1: Critical Thinking and Concept Knowledge

Students will demonstrate their critical thinking and concept knowledge through course-embedded assessments in core courses.
Source of Evidence: Academic direct measure of learning - other

Target:
75% of students will score a C or higher on embedded assessments of discipline knowledge in core courses (e.g., research papers, oral presentations, group projects, tests and exams).

Finding (2013-2014) - Target: Partially Met
CJ 100: 96.5% of students got a C or better on embedded assessments (N=401).

M 2: Perceived Concept Knowledge
Seniors will rate their knowledge of criminal justice concepts "good" or "excellent."

Source of Evidence: Exit interviews with grads/program completers

Target:
Questions #20(g) on the Senior Exit Survey will be analyzed.

SLO 2: Discipline Methodological Skills
Students will demonstrate research skills by conducting original research and applying methodological and statistical concepts to criminal justice topics.

Connected Document
BA Criminal Justice Curriculum Map

Relevant Associations:
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):
1. Develop more direct measures of student learning and ensure the student learning objectives have corresponding assessment measures.
2. Align classroom lectures more with the requirements for students’ writing assignments.
3. Continue to develop and incorporate a variety of learning opportunities and new activities to enhance student learning in the course.
4. Improve the wording of questions on quizzes and exams.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 3: Methodological Skills
Students will apply methodological concepts and procedures to criminal justice topics.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% of students in CJ 380 and 381 will score a C or better on in-class assessments of their methodological skills.

Finding (2013-2014) - Target: Met
In CJ 380 (Fall), 89.9% of students got a C or better on the major assessment of their methodological skills (choice of final research paper or group project); the target was met. In CJ 381, 83% of students got a C or better on the major assessment of their methodological skills.

M 4: Participation in Original Research
CJ majors/minors will participate in original research both in-class and outside of class (e.g., research competitions, independent studies, etc.).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
The percentage of CJ majors/minors participating in original research both in-class and outside of class (e.g., research competitions, independent studies, etc.) will be tracked to establish a baseline.

M 5: Statistical Skills
Students will develop their statistical vocabulary and skills through exams, laboratory exercises, use of SPSS, in-class collaborative work, and mastery assignments.

Source of Evidence: Academic direct measure of learning - other

Target:
75% of students in CJ 381 will score a C or better on embedded assessments of statistical vocabulary and skills.

M 6: Perceived Methodological Skills
Seniors will rate their methodological skills "good" or "excellent."

Source of Evidence: Exit interviews with grads/program completers

Target:
Questions #20(e), 20(h), and 20(i) on the Senior Exit Survey will be analyzed to establish a baseline.

SLO 3: Knowledge Application
Students will apply their knowledge about crime, criminal justice, deviance, and social organization to service-learning projects and field experiences.

Connected Document
BA Criminal Justice Curriculum Map
**Relevant Associations:**
Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

Continue to offer service-learning courses providing students with external learning experiences. An additional service-learning course will be offered the upcoming academic year.

**Standard Associations**
SACS 3.3.1 3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama 1.1 Promote and enhance areas of academic, scholarship, and research excellence.

**Related Measures**

**M 7: Knowledge through Field Experience**
Students will demonstrate application of their knowledge about crime, criminal justice, deviance, and social organization to field experiences (e.g., internships).

Source of Evidence: Project, either individual or group

**Target:**
75% of students enrolled in CJ 395 will receive a C or better on course-embedded assessments of their ability to apply criminological theories, concepts and principles to their field experience (e.g., internship).

**Finding (2013-2014) - Target: Met**
95.9% of students in CJ 395 got a C or better on embedded assessments.

**M 8: Service Learning Opportunities**
Students will take advantage of new service learning opportunities offered by the Department.

Source of Evidence: Curriculum/syllabus analysis of course to program

**Target:**
The Department will create more service learning opportunities (no target; at this point all new SL opportunities will be reported).

**Finding (2013-2014) - Target: Met**
A new service learning course, SOC 360 Sociology of HIV/AIDS, was offered in Fall 13 by Professor Lichtenstein. The course connected students with the clients of West Alabama AIDS Outreach (WAAA), a highly stigmatized and under-served population of West Alabama, through supervised social activities. Enrollment was X students. A pre-test/post-test showed the course was effective in its goal of stigma reduction among students.

By the end of the course, students enrolled in the course reported they were less worried about:

- Hugging an infected person.
- Kissing an infected person.
- Being in same room as an infected person.

They were also less worried about:

- Getting an STD, or damage to their reputation if diagnosed with one.
- Blaming the partner who infected them.
- Dying from HIV/AIDS

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Create internal document**
Established in Cycle: 2013-2014
The Department will create an internal document specifying what service learning is [as discussed in the 4/16/14 Assessment Meeting...]

**M 9: Perceived Knowledge Application Skills**
Students in CJ 395 will report that they were able to apply criminological concepts to their field experience.

Source of Evidence: Exit interviews with grad/program completers

**Target:**
Findings from CJ 395 exit survey (qualitative and quantitative responses) will be analyzed.

**SLO 4: Demonstrate Ability to Articulate Concepts**
Students are expected to demonstrate the ability to clearly and concisely articulate criminal justice concepts in both oral and written modes.

**Connected Document**
BA Criminal Justice Curriculum Map

**Relevant Associations:**
Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report):

The integration of oral presentations in core undergraduate courses will continue to be pursued. The current structure and class size of most undergraduate core courses prohibit the use of oral presentations but short writing assignments are assessed continuously.
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 10: Writing Scholarly Papers
Students will write scholarly papers and/or proposals in APA format that are well-developed, organized, clear, and include depth of comprehensive constructs.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
75% of students in CJ 306 and CJ 380 will score a C or higher on scholarly papers.

Finding (2013-2014) - Target: Partially Met
In CJ 380 (Lanier), 84.6% of students who chose the research paper option got a C or higher.

M 11: Perceived Communication Skills
Seniors will rate their oral and written communication skills "good" or "excellent."

Source of Evidence: Exit interviews with grads/program completers

Target:
Responses to Questions #20(c) and 20(d) on the Senior Exit Survey will be analyzed.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtvcm 5: Optimal Level of Enrollment
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:
Program Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):

Course offering rotations and course offerings in a timely manner for degree completions. Increasing the number of sections for course courses (CJ 306 and CJ 381) from 1-2 sections per semester to 2-4 sections per semester. Ongoing monitoring of the number of students enrolled in criminal justice courses and degree completions.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 12: Student Affiliation with CJ
The Department will track student affiliation with CJ over time to better understand the evolving demands on its resources.

Source of Evidence: Activity volume

Target:
The Department will track overall enrollment in the BA program and the number of CJ majors, pre-majors, and minors each year.

M 13: Faculty-Student Ratios
The Department will track student-faculty ratios over time to better understand the demand for faculty resources.

Source of Evidence: Curriculum/syllabus analysis of course to program

Target:
The Department will track the student-faculty ratios for the BA program (majors/minors per faculty member and student credit hours produced per faculty member).

OthOtvcm 6: Satisfaction Among Key Constituencies
Program graduates and other key constituencies will consider the program highly valuable.

Relevant Associations:
Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

1. Develop more direct measures of student learning and ensure the student learning objectives have corresponding assessment measures.
2. Align classroom lectures more with the requirements for students’ writing assignments.
3. Continue to develop and incorporate a variety of learning opportunities and new activities to enhance student learning in the course.
4. Improving the wording of questions on quizzes and exams
Standard Associations

SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 15: Perceived Job Preparation
Seniors will perceive the program as having prepared them for the job market "quite a bit" or "extensively."

Source of Evidence: Exit interviews with grads/program completers

Target:
Question #6 on the Senior Exit Survey will be analyzed to establish a baseline. Undergrad Program Committee will identify additional questions that can be used to assess students’ job preparation.

Finding (2013-2014) - Target: Partially Met

Faculty identified Q#1-5 as more important for assessing the program's level of value for graduates. These questions track whether students got call-backs, interviews, job offers as of graduation.

Question #6 should still be analyzed for record-keeping purposes.

Related Action Plans (by Established cycle, then alpha):
Refine measure
Established in Cycle: 2013-2014
Rather than tracking students' perceptions of their preparation for the job market (Q#6), track student job offers/inquiries (Q#...)

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

M 17: Perceptions of Program Quality
Seniors will rate the quality of our instruction, advising, services, and facilities "good" or "excellent."

Source of Evidence: Exit interviews with grads/program completers

Target:
Question # 21 on the Senior Exit Survey will be analyzed to assess student impressions of program quality.

OthOtcm 7: High Quality of Program
The program will improve and sustain a high level of recognized quality.

OthOtcm 8: High Level of Value
The BA program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 14: Internship Supervisor Evaluations
Internship supervisors will agree that CJ 395 interns were valuable and/or made valuable contributions to their organizations.

Source of Evidence: Employer survey, incl. perceptions of the program

Target:
75% of internship supervisors will agree that CJ 395 interns were valuable and/or made valuable contributions to their organizations.

Finding (2013-2014) - Target: Met
95.9% of internship supervisors agreed that CJ interns were valuable and/or made valuable contributions to their organizations.

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

Increase enrollment
We hope to continue our enrollment growth.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Change data source
Use findings from CJ 395 post-survey (students report their perceived ability to apply criminological concepts to their field experience).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Implementation Description: Instructors of CJ 395 will report findings from CJ 395 post-survey.
Projected Completion Date: 07/2014
Responsible Person/Group: CJ 395 instructors

Continue to monitor baseline
Continue to monitor baseline for the 2013-14 AY.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Projected Completion Date: 05/2014
Responsible Person/Group: Assessment Coordinator

**Discard measure**

Discard measure.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Projected Completion Date: 05/2014
Responsible Person/Group: Assessment Coordinator

**Investigate Senior Exit Survey**

Identify new questions for Senior Exit Survey that can be used to assess student perception of job preparation.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Faculty will look over Senior Exit Survey to see if there are existing questions that can be used and/or will add new questions if necessary. Selection/addition of new questions will be passed along to Assessment Coordinator for analysis at the end of the academic year.
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty volunteers

**Refine measure**

Continue to track perceptions of content knowledge using Question 20(g); faculty agreed that Question 20(j) is not a good indirect measure of content knowledge.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: Assessment Coordinator will analyze 2013-14 Senior Exit Survey with the new measure.
Projected Completion Date: 05/2014
Responsible Person/Group: Assessment Coordinator

**Refine measure**

Refine measure to better understand the underlying goal of increased section offerings: increasing student affiliation with CJ. Instead of tracking course offerings, track number of CJ majors, pre-majors, and minors.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Implementation Description: CJ administrative staff will report the number of CJ majors, pre-majors, and minors to the Assessment Coordinator for the current academic year (2013-14) and one previous year (2012-13).
Responsible Person/Group: CJ administrative staff and Assessment Coordinator

**Rewrite target**

Apply new target: 75% of students enrolled in CJ 395 will receive a C or better on course-embedded assessments of their ability to apply criminological theories, concepts and principles to their field experience.

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: Medium
Implementation Description: Faculty/instructors of CJ 395 will rewrite their course-level SLOs to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, essays or journal entries in which they apply criminological theories to their field experience).
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty/instructors of CJ 395

**Split into two direct measures**

Split into two direct measures: one to assess students' methodological skills through in-class assessments in core courses (using target of 75% getting a C or better), and another to assess the same SLO through the number of CJ majors participating in original research (which can include research competitions, independent studies, etc.).

Established in Cycle: 2012-2013
Implementation Status: Planned
Priority: High
Implementation Description: If necessary, faculty/instructors of core courses will add new course-level SLOs assessing methodological skills with the performance target, and will report whether the target was met for each relevant assessment in their course. Any faculty who work with a student conducting original research will report the student's name and project to the Assessment Coordinator.
Projected Completion Date: 05/2014
Responsible Person/Group: Faculty/instructors who teach core courses and/or work with at least one student on original research

**Standardize target**
Standardize the definition of “satisfactory or outstanding” to create more consistency across courses taught by different instructors: for all course-embedded assessments of Measure 1.1, 75% of students will be expected to get a C or better.

Over the 2013-14 AY, the Undergraduate Curriculum Committee will continue to discuss Measure 1.1 and its alignment with the BA curriculum map.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Faculty will rewrite their course-level SLOs (assessing critical thinking and concept knowledge) to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, embedded exam questions testing critical thinking and concept knowledge, or writing assignments that are graded on student’s critical thinking and concept knowledge, etc.)  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** Faculty/instructors of core courses in the BA program

**Standardize target**  
Apply new target: 75% of students will score a C or higher on scholarly papers in CJ 306 and 380.  
**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** Medium  
**Implementation Description:** Faculty/instructors of CJ 306 and 380 will rewrite course-level SLOs to reflect new target.  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** Faculty/instructors of CJ 306 and 380

**Standardize target**  
As with Measure 1.1, standardize the definition of “satisfactory or outstanding” to create more consistency across CJ 381 sections taught by different instructors: for all course-embedded assessments of statistical skills, 75% of students will be expected to get a C or better.  
**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Faculty/instructors of CJ 381 will rewrite their course-level SLOs assessing statistical skills to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, embedded exam questions testing statistical skills, or labs that are primarily graded based on students’ statistical skills, etc.).  
**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** CJ 381 faculty/instructors

**Create internal document**  
The Department will create an internal document specifying what service learning is [as discussed in the 4/16/14 Assessment Meeting, it need not be a course, but must be associated with a reflective action].  
**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** Medium  
**Relationships (Measure | Outcome/Objective):**  
  **Measure:** Service Learning Opportunities | **Outcome/Objective:** Knowledge Application  
**Projected Completion Date:** 05/2015

**Refine measure**  
Rather than tracking students’ perceptions of their preparation for the job market (#6), track student job offers/inquiries (#1-5) as indirect evidence of job preparation/program value.  
**Established in Cycle:** 2013-2014  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
  **Measure:** Perceived Job Preparation | **Outcome/Objective:** Satisfaction Among Key Constituencies  
**Projected Completion Date:** 05/2015
Mission / Purpose

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

SLO 1: Discipline Knowledge
Students will demonstrate a comprehensive understanding of the basic concepts, principles, causes, and theoretical frameworks of crime, criminal justice, and deviance.

Connected Document
BA Criminal Justice Curriculum Map

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations

University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 1: Critical Thinking and Concept Knowledge
Students will demonstrate their critical thinking and concept knowledge through course-embedded assessments in core courses.

Source of Evidence: Academic direct measure of learning - other

Target:
Eighty percent (80%) of students will perform satisfactory or outstanding on embedded assessments of discipline knowledge in core courses (e.g., research papers, oral presentations, group projects, tests and exams).

Finding (2012-2013) - Target: Partially Met
CJ 100: An average of 80.8% of students performed satisfactory or outstanding on embedded assessments of critical thinking and concept knowledge.
CJ 300:
CJ 303: An average of 82.6% of students performed satisfactory or better (C or better) on embedded assessments (midterm, online quizzes, applying knowledge, final exam) across 3 sections.
CJ 306: An average of 78.8% scored a C or higher on embedded assessments of critical thinking and concept knowledge across 2 sections.
CJ 380: An average of 81.5% of students performed satisfactory or outstanding on embedded assessments of critical thinking and concept knowledge.
CJ 381:
CJ 395: 98.4% of students (187 out of 190) passed the course in 2012-13.

While it appears we are meeting our target here, it isn’t clear that the SLOs in every core course are tied back to the curriculum map, nor that assessments are embedded in every core course regardless of who teaches it. This is the meat of our B.A. program and we might want to spend some time ensuring that the expected skills are being learned and assessed in each course in a standardized way.
Recommendation: Greater specificity in our target? For example, History B.A.: “For 100/200-level surveys we expect 60% of students to score C- or better on relevant assignments. For 300-level courses we expect 70% of students to score C- or better on relevant assignments. For 400-level courses and capstone course (HY 430) we expect 80% of students to score C- or better on relevant assignments.” Communicative Disorders B.A.: “At least 70% of the students will receive a score of 83% or better on the case study project in CD 308.”

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Standardize target**
Established in Cycle: 2012-2013
Standardize the definition of "satisfactory or outstanding" to create more consistency across courses taught by different inst..

**M 2: Perception of Concept Knowledge**
Seniors will rate their discipline knowledge "good" or "excellent."
Source of Evidence: Exit interviews with grads/program completers

**Target:**
Questions #20(g) and 20(j) on the Senior Exit Survey will be analyzed to establish a baseline.

**Finding (2012-2013) - Target: Met**
92.4% of students (N=53) rated their knowledge of contemporary issues in criminal justice "good" or "excellent;" 50.9% of students rated their knowledge of criminological theories and applications "good" or "excellent." The average of these two measures is 71.7%.

In the previous Survey administered, which covered 2009-2011 graduates, 97% (N=99) rated their knowledge of contemporary issues "good" or "excellent;" there was no comparable question about criminological theories and applications. This appears to represent a decrease in perceived content knowledge, but the two data points are not necessarily compatible because the question wording as well as the sample were different.

Recommendation: Disaggregate data to focus on one year only. Address low perceived knowledge of CJ theories and applications?

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Refine measure**
Established in Cycle: 2012-2013
Continue to track perceptions of content knowledge using Question 20(g); faculty agreed that Question 20(j) is not a good indire...

**SLO 2: Discipline Methodological Skills**
Students will demonstrate research skills by conducting original research and applying methodological and statistical concepts to criminal justice topics.

**Connected Document**
BA Criminal Justice Curriculum Map

**Relevant Associations:**
Student Learning Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):

1. Develop more direct measures of student learning and ensure the student learning objectives have corresponding assessment measures.
2. Align classroom lectures more with the requirements for students' writing assignments.
3. Continue to develop and incorporate a variety of learning opportunities and new activities to enhance student learning in the course.
4. Improve the wording of questions on quizzes and exams.

**Standard Associations**
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

**Related Measures**

**M 3: Participation in Research Competitions**
Students will participate in undergraduate research competitions and/or write and present scholarly papers at academic conferences.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:**
Five percent (5%) of students will participate in undergraduate in research competitions and/or write and present scholarly papers at academic conferences.

**Finding (2012-2013) - Target: Not Met**
5 students participated in the Spring 2013 CJ Undergraduate Research Competition, 5 students participated in the Spring 2013 UA Undergraduate Research and Creative Activity Conference; 2 CJ majors and a SOC minor took top awards.

CJ had 396 majors last year; the target of 5% was not met.
Action Plan Recommendations: Clarify/amend target? Was 5-10% in 2011-12. Decide if we want to increase participation and consider how to do so.

Biology B.S. Action Plan: "Since numbers of students participating in undergraduate research and teaching are lower, we will make an effort to advertise these opportunities to students during advising, via emails to all Biology majors and through presentations at the Biology Honor society meetings (Tri-Beta). We are also in the process of developing an undergraduate teaching fellowes program that will recruit students to BSC 403."

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Split into two direct measures
Established in Cycle: 2012-2013
Split into two direct measures: one to assess students' methodological skills through in-class assessments in CJ 380 and 381 (us...)

M 4: Statistical Skills
Students will develop their statistical vocabulary and skills through exams, laboratory exercises, use of SPSS, in-class collaborative work, and mastery assignments.
Source of Evidence: Academic direct measure of learning - other
Target:
80% of students in CJ 381 will perform satisfactory or outstanding on embedded assessments of statistical vocabulary and skills.

Finding (2012-2013) - Target: Not Reported This Cycle
The instructor of CJ 381 did not report assessment findings due to a loss of data.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Standardize target
Established in Cycle: 2012-2013
As with Measure 1.1, standardize the definition of "satisfactory or outstanding" to create more consistency across CJ 381 secto...

M 5: Perception of Methodological Skills
Seniors will rate their methodological skills "good" or "excellent."
Source of Evidence: Exit interviews with grads/program completers
Target:
Questions #20(e), 20(h), and 20(i) on the Senior Exit Survey will be analyzed to establish a baseline.

Finding (2012-2013) - Target: Met
84.9% of students (N=53) rated their computer skills relevant to the CJ major as "good" or "excellent;" 45.2% rated their knowledge of data collection methods/designs as "good" or "excellent;" 64.2% rated their knowledge of probability/statistics "good" or "excellent." The average of these measures is 64.8%.

In the previous Survey administered, which covered 2009-2011 graduates, 76.7% (N=99) rated their knowledge of statistics "good" or "excellent;" there was no comparable question about data collection methods/designs.

Recommendation: Create separate measure for perception of general computer skills and data collection/analysis skills? Address low perceived skills in data collection/analysis? Introduce indirect measure in CJ 380?

SLO 3: Knowledge Application
Students will apply their knowledge about crime, criminal justice, deviance, and social organization to service-learning projects and field experiences.

Connected Document
BA Criminal Justice Curriculum Map

Relevant Associations:
Student Learning Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):
Continue to offer service-learning courses providing students with external learning experiences. An additional service-learning course will be offered the upcoming academic year.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 6: Knowledge through Field Experience
Students will demonstrate application of their knowledge about crime, criminal justice, deviance, and social organization to field experiences and/or service-learning projects.
Source of Evidence: Project, either individual or group

**Target:**
Eighty percent (80%) of students enrolled in CJ 395 will successfully apply criminological theories and criminal justice concepts and principles to their field experience through course-embedded assessments.

**Finding (2012-2013) - Target: Met**
A final research paper assessed students’ ability to apply criminological theories, concepts, and principles to their field experience; 88.4% of students received a C or better.

In 2011-12, 87.9% received a C or better.

Action Plan Recommendations: Think about any other SLOs that can be assessed in CJ 395 and possibility of developing it into a capstone course.

*New College B.A.:* “The senior project, completed by all New College students in their senior year, gives students the opportunity to put into practice interdisciplinary and integrative methods of scholarship while refining their knowledge of their depth study area. Projects must result in a piece of interdisciplinary writing and a half-hour oral presentation at our New College Senior Research Symposium, and may include other components as well.”

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Standardize target**
Established in Cycle: 2012-2013
Apply new target: 75% of students enrolled in CJ 395 will receive a C or better on course-embedded assessments of their ability ...

**M 7: Increased Service Learning Opportunities**
The Department will create more service-learning opportunities.
Source of Evidence: Existing data

**M 8: Perception of Knowledge Application Skills**
Seniors will rate their knowledge application skills "good" or excellent.
Source of Evidence: Exit interviews with grads/program completers

**Target:**
Questions #20(b) and 20(f) on the Senior Exit Survey will be analyzed to establish a baseline.

**Finding (2012-2013) - Target: Met**
100% of students (N=53) rated their understanding of ethics in criminal justice as "good" or "excellent:" 100% of students rated their understanding of CJ's impact on society as "good" or "excellent."

In the previous Survey administered, which covered 2009-2011 graduates, 90.9% (N=99) rated their understanding of ethics in criminal justice as "good" or "excellent;" 97% rated their understanding of CJ's impact on society as "good" or "excellent."

Action Plan Recommendation: Continue to track for adherence to baseline? Begin to implement more ambitious target re: knowledge application skills? Consider other indirect measures of knowledge application skills (perhaps pre- and post-survey in CJ 395, as in History capstone course).

*History B.A.:* "Student surveys were administered in our capstone research course during the fall and spring semesters. Results: Before they took the course all students claimed to be able to differentiate between primary and secondary sources, but only half felt comfortable working with them. By the end of the course all students responded that their comfort level with primary sources was in the 4-5 range. Students felt least comfortable about their argumentative skills before taking the course; all reported that by the end of the course that they agreed (again 4-5 range) that they had learned how to construct an argument. All but two students felt somewhat or not very comfortable about preparing a research paper before taking the course. All 27 out of 30 students stated that they felt very comfortable (4-5 range) constructing a research paper by the end of the course. We also asked students if they felt this course should be required of history majors. 29 out of 30 replied in the affirmative; 3 said they felt it should come earlier in the curriculum so students could apply lessons learned in this course in their other history classes."

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Change data source**
Established in Cycle: 2012-2013
Use findings from CJ 395 post-survey (students report their perceived ability to apply criminological concepts to their field ex...

**SLO 4: Ability to Articulate Concepts**
Students are expected to demonstrate the ability to clearly and concisely articulate criminal justice concepts in both oral and written modes.

**Connected Document**
[BA Criminal Justice Curriculum Map](#)

**Relevant Associations:**
Student Learning Outcome #4 Improvement Action(s) to be advanced (copied from 2010-11 report):

The integration of oral presentations in core undergraduate courses will continue to be pursued. The current structure
and class size of most undergraduate core courses prohibit the use of oral presentations but short writing assignments are assessed continuously.

**Standard Associations**

**SACS 3.3.1**

3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**

University of Alabama

1.1 Promote and enhance areas of academic, scholarship, and research excellence.

**Related Measures**

**M 9: Writing Scholarly Papers**

Students will write scholarly papers and/or proposals in APA format that are well-developed, organized, clear, and include depth of comprehensive constructs.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

Eighty percent (80%) of students in CJ 306 and CJ 380 will write research papers and/or proposals judged to be satisfactory or outstanding.

**Finding (2012-2013) - Target: Met**

CJ 306: An average of 82.2% of students performed satisfactory or outstanding (C or better) on research proposals and papers.

CJ 380: 100% of students performed satisfactory or outstanding on group research proposals.

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

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

**Standardize target**

Established in Cycle: 2012-2013

Apply new target: 75% of students will score a C or higher on scholarly papers in CJ 306 and 380.

**M 10: Oral Presentation**

Students will orally present research proposals or findings in a logical, organized, and clear format.

Source of Evidence: Presentation, either individual or group

**Target:**

Eighty percent (80%) of students in CJ 380 and CJ 395 will make oral presentations judged to be satisfactory or outstanding.

**Finding (2012-2013) - Target: Not Met**

Oral presentations do not appear to have been used in these courses.

Action Plan Recommendation: This measure is from 2011-12; keep, amend, or discard? Do faculty want to implement oral presentation assessment in these or other courses (regardless of who is instructing in a given semester)?

Psychology B.S.: “90% of majors will meet criteria for oral presentation of issues in psychology in formal presentations made as part of course requirements in many Senior Seminars (PY 491). Criteria for evaluation will include presentation style, organization and content, use of visual aids, and ability to answer questions.”

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

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

**Discard measure**

Established in Cycle: 2012-2013

Discard measure.

**M 11: Perception of Communication Skills**

Seniors will rate their oral and written communication skills "good" or "excellent."

Source of Evidence: Exit interviews with grads/program completers

**Target:**

Questions #20(c) and 20(d) on the Senior Exit Survey will be analyzed to establish a baseline.

**Finding (2012-2013) - Target: Met**

95.2% of students (N=53) rated their oral communication skills as "good" or "excellent." 92.5% rated their written communication skills as "good" or "excellent." The average of these responses is 94.4%.

In the previous Survey administered, which covered 2009-2011 graduates, 91.9% (N=99) rated their oral communication skills as "good" or "excellent;" 88.9% rated their written communication skills as "good" or "excellent."

Recommendation:

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

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

**Continue to monitor baseline**

Established in Cycle: 2012-2013

Continue to monitor baseline for the 2013-14 AY.
OthOtm 5: Optimal Level of Enrollment
Program Outcome: The program will build and sustain an optimal level of annual program enrollments and degree completions.

Relevant Associations:
Program Outcome #2 Improvement Action(s) to be advanced (copied from 2010-11 report):

Course offering rotations and course offerings in a timely manner for degree completions. Increasing the number of sections for course courses (CJ 306 and CJ 381) from 1-2 sections per semester to 2-4 sections per semester. Ongoing monitoring of the number of students enrolled in criminal justice courses and degree completions.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 12: Course Offering Rotations
The Department will offer courses such that students can complete their degrees in a timely manner.

Source of Evidence: Activity volume

Target:
Faculty will continue to explore ways to offer courses in a way that encourages timely degree completions.

Finding (2012-2013) - Target: Not Reported This Cycle
Progress on this measure has not yet been determined.

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

Discard measure
Established in Cycle: 2012-2013
Discard measure.

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

M 13: Increased Section Offerings
The Department will increase the number of sections available for certain core courses.

Source of Evidence: Curriculum/ syllabus analysis of course to program

Target:
The number of sections for CJ 306 and CJ 381 will be increased from 1-2 sections per semester to 2-4 sections per semester.

Finding (2012-2013) - Target: Partially Met
CJ 306: 2 sections (Fall 2012); 2 Sections (Spring 2013)
CJ 380: 3 sections (Fall 2012); 3 sections (Spring 2013)

Note: The 2011-12 target was as follows: "The number of sections for CJ 306 and CJ 381 will be increased from 1-2 sections per semester to 2-4 sections per semester."

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

Refine measure
Established in Cycle: 2012-2013
Refine measure to better understand the underlying goal of increased section offerings: increasing student affiliation with CJ ...

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

OthOtm 6: High Level of Perceived Value
Program Outcome: The program will be highly valued by its program graduates and other key constituencies it serves.

Relevant Associations:
Program Outcome #3 Improvement Action(s) to be advanced (copied from 2010-11 report):

1. Develop more direct measures of student learning and ensure the student learning objectives have corresponding assessment measures.
2. Align classroom lectures more with the requirements for students' writing assignments.
3. Continue to develop and incorporate a variety of learning opportunities and new activities to enhance student learning in the course.
4. Improving the wording of questions on quizzes and exams

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures
M 14: Perceptions of Program Quality
Seniors will rate the quality of our instruction, advising, services, and facilities "good" or "excellent."

Source of Evidence: Exit interviews with grads/program completers

Target:
Question # 21 on the Senior Exit Survey will be analyzed to assess student impressions of program quality.

Finding (2012-2013) - Target: Met
21(a): Advising. 88.7% of students [N=53 for all subsequent findings] rated CJ advising "good" or "excellent."
21(b): Instruction. 94.3% of students rated CJ instruction "good" or "excellent." SOI reports indicate that Fall CJ instructors averaged a rating of 4.25 and Fall courses averaged a rating of 4.00; Spring instructors averaged a rating of 4.34 and Spring courses averaged a rating of 4.11.
21(c): Internship. 92.5% of students rated their internship "good" or "excellent."
21(d): Computer labs. 75.5% of students rated CJ computer labs "good" or "excellent."
21(e): Classroom facilities. 86.8% of students rated CJ classroom facilities "good" or "excellent."
21(f): Faculty availability. 92.5% of students rated CJ faculty availability as "good" or "excellent."
21(g): Office staff. 88.7% of students rated service provided by office staff "good" or "excellent."

In the previous Survey administered, which covered 2009-2011 graduates, 74.5% (N=98) rated CJ advising "good" or "excellent;" 95% rated CJ instruction "good" or "excellent;" 82.5% rated their internship "good" or "excellent;" 56.1% rated CJ computer labs "good" or "excellent;" 62.9% rated CJ classroom facilities "good" or "excellent;" 84.8% rated CJ faculty availability "good" or "excellent;" 98.7% rated office staff "good" or "excellent." It appears we have maintained or improved perceptions of program quality in every area except for Office Staff but again, comparability between the two surveys is somewhat limited by the different samples (one year vs. two years).

Action Plan Recommendations: Explore reasons for this improvement in student perception and build on them. Add measure that covers SOIs? See language below.

Psychology B.A.: "For any individual tenure-track faculty whose SOI scores did not average 4.0 or greater for the 2010-2011 academic year, chair will read the narrative comments of students, meet with the faculty member, and institute faculty mentorship via class observations and feedback to help those individuals improve their ratings. Change in rating scores for these individual faculty members will be calculated for the next assessment year."

M 15: Perception of Job Preparation
Seniors will perceive the program as having prepared them for the job market "quite a bit" or "extensively."

Source of Evidence: Exit interviews with grads/program completers

Target:
Question #6 on the Senior Exit Survey will be analyzed to establish a baseline.

Finding (2012-2013) - Target: Met
75.4% of students (N=53) stated that their CJ degree had prepared them "quite a bit" or "extensively" for the job market.

In the previous Survey administered, which covered 2009-2011 graduates, 55.7% (N=97) stated that their CJ degree had prepared them "quite a bit" or "extensively" for the job market. It appears we have improved on this measure.

Action Plan Recommendations: Explore reasons for this improvement in student perception and build on them. Set target off of baseline. Consider other indirect measures of job preparation such as completion of professionalization course (as in Psychology B.S., below).

Psychology B.S.: "This measure has been modified for the 2011/2012 assessment. Psychology majors now have the opportunity to take a one credit hour course in "Professional Issues in Psychology" (PY 321). Upon completion of the class, students will be expected to demonstrate knowledge of job possibilities and graduate school opportunities, the ability to search for credentials needed for acceptance in various graduate programs, and the ability to construct a resume suitable for application to jobs and graduate school. 90% of students are expected to exhibit good or very good skills necessary for identifying and applying for post-graduate opportunities as assessed by reaction paper assignments (e.g., locating graduate programs in PY and Writing a Resume)."

Related Action Plans (by Established cycle, then alpha):
Investigate Senior Exit Survey
Established in Cycle: 2012-2013
Identify new questions for Senior Exit Survey that can be used to assess student perception of job preparation.

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

OthOtcm 7: High Quality of Program
The program will improve and sustain a high level of recognized quality.

Related Measures

M 16: Eight-Year Program Review
Strengths and opportunities revealed by eight-year program review will be assessed by faculty to determine the quality of the program and any needs for adjustment.

Source of Evidence: External report
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Increase enrollment**
We hope to continue our enrollment growth.

- **Established in Cycle:** 2011-2012
- **Implementation Status:** Planned
- **Priority:** High

**Change data source**
Use findings from CJ 395 post-survey (students report their perceived ability to apply criminological concepts to their field experience).

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Perception of Knowledge Application Skills | **Outcome/Objective:** Knowledge Application

**Implementation Description:** Instructors of CJ 395 will report findings from CJ 395 post-survey.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** CJ 395 instructors

**Continue to monitor baseline**
Continue to monitor baseline for the 2013-14 AY.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Perception of Communication Skills | **Outcome/Objective:** Ability to Articulate Concepts

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Assessment Coordinator

**Discard measure**
Discard measure.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Oral Presentation | **Outcome/Objective:** Ability to Articulate Concepts

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Assessment Coordinator

**Discard measure**
Discard measure.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course Offering Rotations | **Outcome/Objective:** Optimal Level of Enrollment

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Assessment Coordinator

**Investigate Senior Exit Survey**
Identify new questions for Senior Exit Survey that can be used to assess student perception of job preparation.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Perception of Job Preparation | **Outcome/Objective:** High Level of Perceived Value

**Implementation Description:** Faculty will look over Senior Exit Survey to see if there are existing questions that can be used and/or will add new questions if necessary. Selection/addition of new questions will be passed along to Assessment Coordinator for analysis at the end of the academic year.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Faculty volunteers

**Refine measure**
Continue to track perceptions of content knowledge using Question 20(g); faculty agreed that Question 20(j) is not a good indirect measure of content knowledge.

- **Established in Cycle:** 2012-2013
- **Implementation Status:** Planned
- **Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Perception of Concept Knowledge | **Outcome/Objective:** Discipline Knowledge

**Implementation Description:** Assessment Coordinator will analyze 2013-14 Senior Exit Survey with the new measure.

**Projected Completion Date:** 07/2014
**Refine measure**
Refine measure to better understand the underlying goal of increased section offerings: increasing student affiliation with CJ. Instead of tracking course offerings, track number of CJ majors, pre-majors, and minors.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Increased Section Offerings
- **Outcome/Objective:** Optimal Level of Enrollment

**Implementation Description:** CJ administrative staff will report the number of CJ majors, pre-majors, and minors to the Assessment Coordinator for the current academic year (2013-14) and one previous year (2012-13).

**Responsible Person/Group:** CJ administrative staff and Assessment Coordinator

**Split into two direct measures**
Split into two direct measures: one to assess students’ methodological skills through in-class assessments in CJ 380 and 381 (using target of 75% getting a C or better), and another to assess the same SLO through the number of CJ majors/minors participating in original research (which can include research competitions, independent studies, etc.).

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Participation in Research Competitions
- **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** If necessary, faculty/instructors of CJ 380/381 will add new course-level SLOs assessing methodological skills with the performance target, and will report whether the target was met for each relevant assessment in their course. Any faculty who work with a CJ major/minor conducting original research will report the student's name and project to the Assessment Coordinator.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Faculty/instructors who teach core courses and/or work with at least one student on original research

**Standardize target**
Standardize the definition of “satisfactory or outstanding” to create more consistency across courses taught by different instructors: for all course-embedded assessments of Measure 1.1, 75% of students will be expected to get a C or better.

Over the 2013-14 AY, the Undergraduate Curriculum Committee will continue to discuss Measure 1.1 and its alignment with the BA curriculum map.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Critical Thinking and Concept Knowledge
- **Outcome/Objective:** Discipline Knowledge

**Implementation Description:** Faculty will rewrite their course-level SLOs (assessing critical thinking and concept knowledge) to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, embedded exam questions testing critical thinking and concept knowledge, or writing assignments that are graded on student's critical thinking and concept knowledge, etc.)

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Faculty/instructors of core courses in the BA program

**Standardize target**
Apply new target: 75% of students enrolled in CJ 395 will receive a C or better on course-embedded assessments of their ability to apply criminological theories, concepts and principles to their field experience.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Knowledge through Field Experience
- **Outcome/Objective:** Knowledge Application

**Implementation Description:** Faculty/instructors of CJ 395 will rewrite their course-level SLOs to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, essays or journal entries in which they apply criminological theories to their field experience).

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Faculty/instructors of CJ 395

**Standardize target**
Apply new target: 75% of students will score a C or higher on scholarly papers in CJ 306 and 380.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Writing Scholarly Papers
- **Outcome/Objective:** Ability to Articulate Concepts

**Implementation Description:** Faculty/instructors of CJ 306 and 380 will rewrite course-level SLOs to reflect new target.

**Projected Completion Date:** 05/2014
**Responsible Person/Group:** Faculty/instructors of CJ 306 and 380

**Standardize target**
As with Measure 1.1, standardize the definition of “satisfactory or outstanding” to create more consistency across CJ 381 sections taught by different instructors: for all course-embedded assessments of statistical skills, 75% of students will be expected to get a C or better.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** Medium  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Statistical Skills | **Outcome/Objective:** Discipline Methodological Skills

**Implementation Description:** Faculty/instructors of CJ 381 will rewrite their course-level SLOs assessing statistical skills to reflect the new target, and will report whether the target was met for each relevant assessment in their course (for example, embedded exam questions testing statistical skills, or labs that are primarily graded based on students’ statistical skills, etc.).

**Projected Completion Date:** 05/2014  
**Responsible Person/Group:** CJ 381 faculty/instructors
Mission / Purpose
The mission of the Department of Criminal Justice is to develop and disseminate knowledge about crime, criminal justice, deviance, and social organization through research, teaching, and service to the community. Grounded in the social sciences, and governed by the College of Arts and Sciences of The University of Alabama, the Department respects liberal values, encourages open-mindedness, and pursues in its programs both demographic and curricular diversity.

At the undergraduate level, the Department's mission is to equip students to think critically about the causes and consequences of crime and deviance; about evolving issues in the field of criminal justice; about the potential of empirical research to help guide policy development; and about the role social organization plays in the development of knowledge. Students are introduced to both established and contemporary theory, to research skills, and to the requirements of practice in the field. It is the Department's mission to properly prepare students to join the ranks of professionals working for the criminal justice system or in the social services. In addition, it is the mission of the Department to prepare those who plan to obtain advanced degrees to gain admission to prominent social science and professional graduate programs around the country.

Concerning students at the master's level, the Department's mission is development of research skills and the expansion of conceptual and practical knowledge critical to fulfillment of leadership roles in criminal justice or in the social services. Master's degree students planning to proceed to Ph.D. programs can expect from the Department thorough training in the theories, methodologies, and empirical findings that promote understanding of deviance, crime, criminal justice, and social organization.

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

SLO 1: Competent Linking of Theory, Research, Stats and Policy
Graduate students are expected to demonstrate competence in the linkage between theory, research, statistics, and policy.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 1: Seminar Papers and Oral Presentations
Seminar papers, oral presentations, and other written assignments that integrate theory, research, and policy. Ninety percent of students writing seminar papers and presenting oral presentations will perform satisfactory or outstanding.

Source of Evidence: Academic direct measure of learning - other

Target:
• No target

Finding (2011-2012) - Target: Met
3 MS students presented at conferences. 1 won an award for best paper - Andy Musick.

M 2: Presentations at Conferences
Number of graduate students who integrate theory, research, and policy in seminar papers that will be presented at regional, national, and international conferences. Feedback from professional colleagues about the quality of the papers will be collected. It is anticipated that 5% of our graduate students will present their research at regional and/or national conferences.

Source of Evidence: Presentation, either individual or group

Target:
No target

Finding (2011-2012) - Target: Met
3 MS students presented at conferences. 1 won an award for best paper - Andy Musick.
M 3: Faculty Review of Comprehensives
Faculty members will review comprehensive exams in which students demonstrate the linkage between theory, research, statistics, and policy.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No target

Finding (2011-2012) - Target: Met
2 MS students failed the comprehensive exams on the first taking suggesting graders take their obligation seriously. All passed on subsequent comprehensives.

SLO 2: Research Skills
Graduate students will have the opportunities to to develop competency in conducting research.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Data and evidence suggest goal was met.

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 4: Thesis Committee Judgements
Thesis writing. Acceptance and successful completion of the thesis process is determined by three members of committee, including one member from outside the department. Percent of students whose performance is satisfactory or outstanding will be calculated.

Source of Evidence: Senior thesis or culminating major project

Target:
No target

Finding (2011-2012) - Target: Not Reported This Cycle
None completed this period

M 5: Creation of Papers Suitable for Publication
Independent and original written papers suitable for publication. Co-authored publications with faculty members. Faculty will evaluate the quality of these papers.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
No target

Finding (2011-2012) - Target: Met
- MS student Andy Musick won second place at the Alabama Academy of Sciences best paper competition. 3 others had articles co-authored with faculty for publication.

SLO 3: Demonstrate Comprehensive Understanding
Graduate students are expected to demonstrate a comprehensive understanding of criminological theory, various research designs, statistical analyses, law enforcement, courts, corrections, and juvenile delinquency.

Connected Document
Criminal Justice Graduate Curriculum Maps

Relevant Associations:
Data and evidence suggest goal was met.

Standard Associations
SACS 3.3.1
3.3.1.4 Research within its educational mission

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 6: Seminar Papers
Graduate seminar papers designed to access the student’s ability to understand, evaluate, and synthesize the major theories, concepts, and apply principles in the graduate seminar courses. Percentage of the students who will perform satisfactory or outstanding in demonstrating a comprehensive knowledge base in the core areas of theory, research methods, and statistics.
Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
No target

**Finding (2011-2012) - Target: Met**
- MS student Andy Musick won second place at the Alabama Academy of Sciences best paper competition. 3 others presented papers.

**M 7: Comprehensive Examination**
Proficiency in the graduate comprehensive examination for non-thesis graduate students. Percent of students whose performance is satisfactory or outstanding (with a score of pass) will be calculated.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
No target

**Finding (2011-2012) - Target: Met**
All data and pass/fail rate suggest goal was met

### Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcm 4: Program Outcome: Sustained Level of Recognized Quality**
The program will improve and sustain a high level of recognized quality.

**Relevant Associations:**
Program Outcome #1 Improvement Action(s) to be advanced (copied from 2010-11 report):

- We will continue to provide graduate students with a comprehensive education about criminological theories, research methodologies, and statistical analyses. Faculty members will continue to use assessment results to revise course content.

**Standard Associations**
- SACS 3.3.1
  - 3.3.1.1 Educational programs, to include student learning outcomes

**Strategic Plan Associations**
- University of Alabama
  - 1.1 Promote and enhance areas of academic, scholarship, and research excellence.

**Related Measures**

**M 8: Successfully Apply Criminological Theory to Events**
Percentage of graduate students who understand, articulate, and can apply criminological theory to criminal justice events and situations. Number of graduate students enrolled in the program.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target

**Finding (2011-2012) - Target: Met**
All data and evidence suggest goal was met

**M 9: Methodology**
Number of graduate students who can conceptualize and design an empirical/research paper with a sound methodology. Number of graduate students who understand how to analyze and interpret data sets using Statistical Package for the Social Sciences.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target

**Finding (2011-2012) - Target: Met**
All data and evidence suggest goal was met

**OthOtcm 5: Program Outcome: Sustain Optimal Level of Enrollment**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Relevant Associations:**
Data and evidence suggest goal was met. Applicants and those accepted up 15% over last year.

**Standard Associations**
- SACS 3.3.1
  - 3.3.1.3 Educational support services

**Strategic Plan Associations**
- University of Alabama
  - 1.5 Effectively use course offerings and class size to support priorities.

**Related Measures**
M 10: Admissions
Percentage of new graduate admissions each fall semester.

Source of Evidence: Administrative measure - other

Target:
No target

Finding (2011-2012) - Target: Met
We had over 15% increase in applications and acceptances

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

Increase enrollment
Established in Cycle: 2011-2012
We seek to increase MS applications and enrollments

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

M 11: Successful Completion of the Degree
Percentage of graduate students who successfully complete the graduate degree.

Source of Evidence: Administrative measure - other

Target:
No target

Finding (2011-2012) - Target: Met
All but 1 student successfully graduated as scheduled on time

OthOthm 6: Program Outcome: Highly Valued by Program Graduates and Key Constituencies
The program will be highly valued by its program graduates and other key constituencies it serves.

Relevant Associations:

Standard Associations
SACS 3.3.1
3.3.1.1 Educational programs, to include student learning outcomes

Strategic Plan Associations
University of Alabama
1.1 Promote and enhance areas of academic, scholarship, and research excellence.

Related Measures

M 12: Scholarship Recognition
Percentage of graduate students whose graduate scholarship is recognized through conference presentation and/or co-authored publications with faculty members.

Source of Evidence: Academic indirect indicator of learning - other

Target:
No target

Finding (2011-2012) - Target: Met
Unsolicited letters of thanks and endorsement suggest goal was met.

M 13: Graduate Exit Survey
Percentage of graduate students who indicate the criminal justice graduate program is a quality program. Graduate students will be asked about the quality of the graduate program in the graduate exit survey administered spring 2012.

Source of Evidence: Client satisfaction survey (student, faculty)

Target:
No target

Finding (2011-2012) - Target: Not Reported This Cycle
Not collected this period

M 14: Graduate Committee
The graduate committee will evaluate the contents of the graduate exit surveys and the quality of graduate scholarship that is presented in professional arenas.

Source of Evidence: Evaluations

Target:
No target

Finding (2011-2012) - Target: Met
Graduate Committee met regularly and all evidence suggest goal was met

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

Increase enrollment
We seek to increase MS applications and enrollments

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
**Relationships (Measure | Outcome/Objective):**

**Measure:** Admissions  | **Outcome/Objective:** Program Outcome: Sustain Optimal Level of Enrollment
## Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

Use “Introduce” when outcome is first address; “Reinforce” when outcome is reinforced; and “Master” when outcome is expected to be mastered.

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Student Learning Outcome 1 (Discipline Knowledge)</th>
<th>Student Learning Outcome 2 (Discipline Methodologies)</th>
<th>Student Learning Outcome 3 (Integration of service-learning in to courses)</th>
<th>Student Learning Outcome 4 (Oral and written articulation of CJ concepts and theories)</th>
<th>Student Learning Outcome 5</th>
<th>Student Learning Outcome n</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 100</td>
<td>Introduce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 300</td>
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<tr>
<td>CJ 303</td>
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<td>CJ 306</td>
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<td>CJ 380</td>
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<tr>
<td>CJ 381</td>
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<tr>
<td>CCJ 395</td>
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<tr>
<td>CJ 490</td>
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<td>Course Prefix/Number</td>
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<tr>
<td>Course Prefix/Number</td>
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<td></td>
</tr>
</tbody>
</table>
Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

Indicate which measure is being obtained in which course by typing “Measure n.n” in the appropriate cell. If you’d rather use a description of the measure, that is fine. Also, indicate the year/semester in which the measure will be obtained (e.g., Fall 2011). Student learning outcomes must be assessed at least once within a 2-year period. Note that a measure does not need to be obtained from every course in which an outcome is covered (see Map #1).

<table>
<thead>
<tr>
<th>Course Prefix/Number</th>
<th>Student Learning Outcome 1 (Discipline Knowledge)</th>
<th>Student Learning Outcome 2 (Discipline Methodologies)</th>
<th>Student Learning Outcome 3 (Integration of service-learning into courses)</th>
<th>Student Learning Outcome 4 (Oral and written articulation of CJ concepts and theories)</th>
<th>Student Learning Outcome 5</th>
<th>Student Learning Outcome n</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJ 100 Introduction to Criminal Justice</td>
<td>Measure 1.1 Measure 1.3 (Spring 2012)</td>
<td></td>
<td></td>
<td>Measure 4.1 Measure 4.2 Measure 4.3 (Spring 2012)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 300 Criminological Theory</td>
<td>Measure 1.1 Measure 1.3 (Spring 2012)</td>
<td></td>
<td>Measure 4.1 Measure 4.2 Measure 4.3 (Spring 2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 303 Racial Minorities, Criminality, and Social Justice</td>
<td>Measure 1.1 Measure 1.3 (Spring 2012)</td>
<td></td>
<td>Measure 4.1 Measure 4.2 Measure 4.3 (Spring 2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 306 History of Crime and Its Treatment</td>
<td>Measure 2.1 Measure 2.2 Measure 2.3</td>
<td></td>
<td>Measure 4.1 Measure 4.2 Measure 4.3 (Spring 2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 380 Research Methods in Criminal Justice</td>
<td>Measure 2.1 Measure 2.2 Measure 2.3 (Spring 2011)</td>
<td></td>
<td>Measure 4.1 Measure 4.2 Measure 4.3 (Spring 2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ Statistics</td>
<td></td>
<td></td>
<td>Measure 4.1 Measure 4.2 Measure 4.3 (Spring 2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 395 Criminal Justice Internship</td>
<td>Measure 1.2 (Fall 2011)</td>
<td>Measure 3.1 Measure 3.2 Measure 3.3 (Spring 2012)</td>
<td>Measure 4.1 Measure 4.2 Measure 4.3 (Spring 2012)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CJ 490 Applied Delinquency Theory</td>
<td>Measure 1.2 (Fall 2011)</td>
<td>Measure 3.1 Measure 3.2 Measure 3.3 (Fall 2011)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CJ Core Undergraduate and Graduate Courses Assessment

Course Title: Introduction to Criminal Justice

Course Number: CJ 100

Semester Course Offered: Fall 2012

For each core course, the following are required:
1. Four-five student learning outcomes
2. For each student learning outcome, there should be two assessment measures
3. At least one of the two assessment measures should be a “direct” assessment measure

Instructions.

Student learning outcomes. List your learning outcomes; one outcome per row.

Active/collaborative learning activity. List activities (either in class or out) that are related to the learning outcome; if none, record NA. [Active = manipulating something physically or mentally]

Assessment measures – general information. State what you are assessing, how you assessed it (be concrete), and who did the assessment.

Assessment measures: Direct. List the assessments that provide information about the activity and/or learning outcome. Put each assessment on a separate row. These are considered direction assessments.

Assessment measures: Indirect. Record assessments of student opinion related to the activity and/or learning outcome; if none, record NA.

Performance criteria. If you have performance criteria, state it here.

Results: Data and reflection. Present a concise summary of the data from the assessments (direct and indirect), and then present your comments or conclusions about the data as they relate to the learning outcome. The term data is used loosely to refer to the information gathered from your assessments.

Actions to be taken. State how you plan to address the discrepancy between the results and the outcomes, if any. If none, record “Outcome met. Continue as before.”
Student Learning Outcome 1: Students will:

Describe criminology as a scientific discipline, from defining crime as a social problem to knowing the major theories which attempt to explain criminal behavior

A. Active and/or Collaborative Learning Activity


Based upon information in a scenario, students were required to select a theory which best explains violent crime, including the theory’s assumptions and propositions; disadvantages and shortcomings for using the theory to explain violent crime; and policy recommendations of the theory to control violent crimes.

2. Group Discussion: Will Strict Gun Control Laws Reduce the Number of Homicides in the United States?

Students were required to discuss who is most likely to commit homicides; who is most likely to be a victim of homicides; the theory of criminal behavior which best explains homicides; whether or not the theory recommends gun control laws for controlling homicides; and the impact on society in using gun control laws to control homicides.

B. Assessment Measures: Direct

1. Quiz on the definition of crime; elements of a crime; crime as a public policy issue; measuring crime; crime victims; impact of crime on society; various theories which attempt to understand and explain crime; and policies suggested by the theories to control crime.

2. Exam 1

An exam consisting of fill-in-the-blank and multiple-choice questions was given on the above issues.

C. Assessment Measures: Indirect (Opinion)

N/A

D. Performance Criteria

1. Assignment Rubric

A rubric was provided for grading the assignment in the following areas: use of key terms; examples illustrating the key terms; evidence for position taken; sentence structure; punctuation;
and spelling. Examples were given for a poor, fair, good, and excellent response in each of the areas.

2. Discussion Rubric

A rubric was provided for grading the discussion in the following areas: promptness and initiative in posting a response and responding to other postings; relevance of a post; expressions within a post; and contributions to the learning community.

E. Results: Data and Reflection

1. Quiz 1

Quiz 1 consisted of 20 true/false questions. After answering whether each question was true or false, the student was also required to explain why and to use key terms where appropriate. The following is the grade distribution for quiz 1:

A: 12 (71%)
B:  4 (24%)
C:  1 (5%)

Of the 17 students who took quiz 1, the data indicate that the vast majority did a good or excellent job of explaining why the questions were true or false.

2. Exam 1

Out of 30 questions on exam 1, 15 pertained to Learning Outcome 1 and were included on the comprehensive final exam. Eighteen students took exam 1. For the 15 questions, the following represent the percentage of students who answered the respective question correctly:

Q2: 56%  Q15: 50%  Q23: 67%
Q8: 61%  Q16: 89%  Q24: 89%
Q10: 74% Q17: 78%  Q26: 78%
Q11: 83% Q20: 78%  Q27: 94%
Q14: 94% Q22: 89%  Q30: 61%

Overall, the data seem to suggest that the assignments pertaining to Learning Outcome 1, including quiz 1, adequately prepared the students to perform well on exam 1. One-half of the students did answer Q15 incorrectly, however.
3. Final Exam

The 15 questions which pertained to Learning Outcome 1 and appeared on exam 1 were also included on the comprehensive final examination. Eighteen students took the final examination. For the 15 questions, the following represent the percentage of students who answered the respective question correctly on the final examination:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>72%</td>
</tr>
<tr>
<td>Q8</td>
<td>61%</td>
</tr>
<tr>
<td>Q10</td>
<td>100%</td>
</tr>
<tr>
<td>Q11</td>
<td>83%</td>
</tr>
<tr>
<td>Q14</td>
<td>100%</td>
</tr>
<tr>
<td>Q15</td>
<td>56%</td>
</tr>
<tr>
<td>Q16</td>
<td>83%</td>
</tr>
<tr>
<td>Q17</td>
<td>83%</td>
</tr>
<tr>
<td>Q20</td>
<td>61%</td>
</tr>
<tr>
<td>Q22</td>
<td>83%</td>
</tr>
<tr>
<td>Q23</td>
<td>72%</td>
</tr>
<tr>
<td>Q24</td>
<td>83%</td>
</tr>
<tr>
<td>Q26</td>
<td>72%</td>
</tr>
<tr>
<td>Q27</td>
<td>83%</td>
</tr>
<tr>
<td>Q30</td>
<td>50%</td>
</tr>
</tbody>
</table>

Out of the 15 questions pertaining to Learning Outcome 1, and which were on exam 1 and the final exam, there was an increase in the percentage of students correctly answering 7 (47%) of the questions on the final exam. In comparison to exam 1, there was a slight increase in the percentage of students answering Q15 correctly on the final exam.

F. Actions to Be Taken:

1. Encourage students to take the quizzes and provide very good explanations as to why the questions are true or false

2. Encourage students to use the quizzes and exams to prepare for the final exam

3. Focus on questions which students have difficulty in answering, such as Q15

4. Continue to collect data on individual questions
Student Learning Outcome 2: Students will:

Identify the major steps of the criminal justice, and the juvenile justice process

A. Active and/or Collaborative Learning Activity

1. Assignment: Right to Bail.

Based upon information in a scenario, students were required to discuss the following: the point at which bail setting occurs in the processing of criminal cases; as judge, would you grant or deny bail to the defendant, explain your decision; as judge, what constitutional issues would be of concern to you in making your decision; would you allow the defendant to be released on his own recognizance, explain your decision; if the defendant is released on bail, what is the role of the bail bondman; and if the defendant is not released from pretrial detention, what are the likely effects of remaining in jail.

2. Group Discussion: Should Less Use Be Made of Bail Bondsmen?

Students were required to discuss reasons why or why not less use should be made of bail bondsmen in the United States; the role of bail bondsmen; and other methods of release from pretrial detention.

B. Assessment Measures: Direct

1. Quiz on the major steps of the criminal and juvenile justice system; what occurs during each major step; why the proceedings differ between the two major systems; how bail is set for criminal defendants; role of the bail bondsmen; various methods of securing release from pretrial detention; effects of pretrial detention on case outcome; and how juveniles may be transferred to adult court.

2. Exam 1

An exam consisting of fill-in-the-blank and multiple-choice questions was given on the above issues.

C. Assessment Measures: Indirect (Opinion)

N/A

D. Performance Criteria

1. Assignment Rubric

A rubric was provided for grading the assignment in the following areas: use of key terms; examples illustrating the key terms; evidence for position taken; sentence structure; punctuation;
and spelling. Examples were given for a poor, fair, good, and excellent response in each of the areas.

2. Discussion Rubric

A rubric was provided for grading the discussion in the following areas: promptness and initiative in posting a response and responding to other postings; relevance of a post; expressions within a post; and contributions to the learning community.

E. Results: Data and Reflection

1. Quiz 2

Quiz 2 consisted of 20 true/false questions. After answering whether each question was true or false, the student was also required to explain why and to use key terms where appropriate. The following is the grade distribution for quiz 2:

A: 15 (79%)
B: 1 (5%)
C: 3 (16%)

Of the 19 students who took quiz 2, 16 (84%) made a B or better.

2. Exam 1

Out of 30 questions on exam 1, 15 pertained to Learning Outcome 2 and were included on the comprehensive final exam. Eighteen students took exam 1. For the 15 questions, the following represent the percentage of students who answered the respective question correctly:

Q1: 78%  Q7: 83%  Q19: 61%
Q3: 83%  Q9: 78%  Q21: 78%
Q4: 100% Q12: 67%  Q25: 44%
Q5: 61%  Q13: 100% Q28: 89%
Q6: 72%  Q18: 89%  Q29: 50%

Learning Outcome 2 assignments seem to have adequately prepared most students to answer correctly most of the exam 1 questions pertaining to this Outcome. This was not observed for Q25 and Q29, however.
3. Final Exam

The 15 questions which pertained to Learning Outcome 2 and appeared on exam 1 also were included on the comprehensive final examination. Eighteen students took the final examination. For the 15 questions, the following represent the percentage of students who answered the respective question correctly on the final examination:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>100%</td>
</tr>
<tr>
<td>Q3</td>
<td>50%</td>
</tr>
<tr>
<td>Q4</td>
<td>100%</td>
</tr>
<tr>
<td>Q5</td>
<td>72%</td>
</tr>
<tr>
<td>Q6</td>
<td>89%</td>
</tr>
<tr>
<td>Q7</td>
<td>94%</td>
</tr>
<tr>
<td>Q9</td>
<td>94%</td>
</tr>
<tr>
<td>Q12</td>
<td>89%</td>
</tr>
<tr>
<td>Q13</td>
<td>94%</td>
</tr>
<tr>
<td>Q18</td>
<td>100%</td>
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<tr>
<td>Q19</td>
<td>67%</td>
</tr>
<tr>
<td>Q21</td>
<td>72%</td>
</tr>
<tr>
<td>Q25</td>
<td>72%</td>
</tr>
<tr>
<td>Q28</td>
<td>94%</td>
</tr>
<tr>
<td>Q29</td>
<td>72%</td>
</tr>
</tbody>
</table>

Out of the 15 questions pertaining to Learning Outcome 2, and which were on exam 1 and the final exam, there was an increase in the percentage of students correctly answering 11 (73%) of the questions on the final exam. In comparison to exam 1, there was also a significant increase in the percentage of students answering correctly Q25 and Q29 on the final exam.

F. Actions to Be Taken:

1. Encourage students to take the quizzes, provide quality answers, and to use the quizzes to prepare for the examinations

2. Encourage students to also use the exams to prepare for the final exam.

3. Focus on questions which students have difficulty in answering, such as Q25 and Q29

4. Continue to collect data on individual questions
Student Learning Outcome 3: Students will:

Identify the sources of the criminal law, and the rights of criminal defendants, juveniles, and prisoners

A. Active and/or Collaborative Learning Activity

1. Assignment: Rights of Criminal Defendants.

Based upon information in a scenario, students were required to discuss whether the police violated the defendant’s right against an unreasonable search and seizure; whether there would be a significant difference in the quality of representation between court appointed counsel and a private attorney; whether type of counsel would predict case outcome; and as the prosecutor or defense counsel, the profile of jurors desired and the questions to ask each potential juror

2. Group Discussion: Should Peremptory Challenges Be Abolished?

Students were required to discuss reasons why or why not peremptory challenges should be abolished and whether or not the prosecutor or defense counsel would be in favor of abolishing peremptory challenges.

B. Assessment Measures: Direct

1. Quiz on the foundations of criminal law; when warrantless searches may be conducted; rights afforded by the Sixth Amendment; representation of defendants by public defenders and private attorneys; rights of prisoners; and rights of juveniles

2. Exam 2

An exam consisting of fill-in-the-blank and multiple-choice questions was given on the above issues.

C. Assessment Measures: Indirect (Opinion)

N/A

D. Performance Criteria

1. Assignment Rubric

A rubric was provided for grading the assignment in the following areas: use of key terms; examples illustrating the key terms; evidence for position taken; sentence structure; punctuation; and spelling. Examples were given for a poor, fair, good, and excellent response in each of the areas.
2. Discussion Rubric

A rubric was provided for grading the discussion in the following areas: promptness and initiative in posting a response and responding to other postings; relevance of a post; expressions within a post; and contributions to the learning community.

E. Results: Data and Reflection

1. Quiz 3

Quiz 3 consisted of 20 true/false questions. After answering whether each question was true or false, the student was also required to explain why and to use key terms where appropriate. The following is the grade distribution for quiz 3:

- A: 15 (83%)
- B: 1 (6%)
- C: 2 (11%)

Of the 18 students who took quiz 3, 16 (89%) made a B or better.

2. Exam 2

Out of 30 questions on exam 2, 13 pertained to Learning Outcome 3 and were included on the comprehensive final exam. Sixteen students took exam 2. For the 13 questions, the following represent the percentage of students who answered the respective question correctly:

- Q1: 100%
- Q2: 100%
- Q3: 100%
- Q7: 88%
- Q8: 50%
- Q11: 38%
- Q15: 75%
- Q17: 75%
- Q23: 50%
- Q25: 63%
- Q26: 69%
- Q27: 50%
- Q28: 94%

In analyzing the students’ performance on exam 2, the data suggest that the Learning Outcome 3 assignments may have been instrumental in most students answering correctly 9 of the questions pertaining to this Outcome on the exam. Four questions, Q8, Q11, Q23 and Q27, were answered incorrectly by either one-half or more than one-half of the students.
3. Final Exam

The 13 questions which pertained to Learning Outcome 3 and appeared on exam 2 also were included on the comprehensive final examination. Eighteen students took the final examination. For the 8 questions, the following represent the percentage of students who answered the respective question correctly on the final examination:

<table>
<thead>
<tr>
<th>Question</th>
<th>Correctness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>100%</td>
</tr>
<tr>
<td>Q2</td>
<td>100%</td>
</tr>
<tr>
<td>Q3</td>
<td>100%</td>
</tr>
<tr>
<td>Q7</td>
<td>100%</td>
</tr>
<tr>
<td>Q8</td>
<td>83%</td>
</tr>
<tr>
<td>Q11</td>
<td>100%</td>
</tr>
<tr>
<td>Q15</td>
<td>83%</td>
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<tr>
<td>Q17</td>
<td>83%</td>
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<tr>
<td>Q23</td>
<td>61%</td>
</tr>
<tr>
<td>Q25</td>
<td>72%</td>
</tr>
<tr>
<td>Q26</td>
<td>89%</td>
</tr>
<tr>
<td>Q27</td>
<td>56%</td>
</tr>
<tr>
<td>Q28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Out of the 13 questions pertaining to Learning Outcome 3, and which were on exam 2 and the final exam, there was an increase in the percentage of students correctly answering 10 (77%) of the questions on the final exam. Of these questions, in comparison to exam 1, there was a significant increase in the percentage of students answering correctly Q8 and Q11 on the final exam. There was an increase, albeit smaller, in the percentage of students answering correctly Q23 and Q27 on the final exam.

F. Actions to Be Taken:

1. Encourage to take the quizzes, provide quality answers, and to use the quizzes to prepare for the examinations

2. Encourage students to use the quizzes and exams to prepare for the final exam.

3. Focus on questions which students have difficulty in answering, especially Q8, Q11, Q23 and Q27

4. Continue to collect data on individual questions
Student Learning Outcome 4: Students will:

Describe how criminal justice and juvenile justice agencies are organized, and the selection and duties of the major actors in each agency.

A. Active and/or Collaborative Learning Activity

1. Assignment: A System Perspective of the Criminal Justice System.

Based upon information in a scenario, students were required to select a “criminal activity” that supports the observation that “most criminal justice activity occurs at the state rather than the national level.” The students were required to demonstrate from a system perspective how the criminal justice system would respond to the “criminal activity” and to discuss the goals of criminal justice; the role of the major actors in responding to the “criminal activity,” and the processing of a case in the criminal justice system as a result of the “criminal activity.”

2. Group Discussion: Should State/Local Judges Be Appointed or Elected to Office?

Students were required to discuss whether state/local judges should be elected or appointed to office, and if appointed, which ones, and if elected, which ones; the advantages and/or disadvantages of appointing state/local judges to office; the advantages and/or disadvantages of electing state/local judges to office; and the method the state of Alabama should use in selecting its state/local judges.

B. Assessment Measures: Direct

1. Quiz on the development and organization of criminal justice and juvenile justice agencies; criminal justice agencies from a system perspective; the selection process of the major actors in the criminal justice system; the role of the major actors in the criminal justice system; and the environment in which the major actors operate.

2. Exam 2

An exam consisting of fill-in-the-blank and multiple-choice questions was given on the above issues.

C. Assessment Measures: Indirect (Opinion)

N/A

D. Performance Criteria

1. Assignment Rubric

A rubric was provided for grading the assignment in the following areas: use of key terms; examples illustrating the key terms; evidence for position taken; sentence structure; punctuation;
and spelling. Examples were given for a poor, fair, good, and excellent response in each of the areas.

2. Discussion Rubric

A rubric was provided for grading the discussion in the following areas: promptness and initiative in posting a response and responding to other postings; relevance of a post; expressions within a post; and contributions to the learning community.

E. Results: Data and Reflection

1. Quiz 4

Quiz 4 consisted of 40 true/false questions. After answering whether each question was true or false, the student was also required to explain why and to use key terms where appropriate. The following is the grade distribution for quiz 4:

A: 12 (67%)
B: 3 (17%)
C: 2 (11%)
F: 1 (5%)

Of the 18 students who took quiz 4, most did a good or excellent job of answering the true/false questions.

2. Exam 2

Out of 30 questions on exam 2, 14 pertained to Learning Outcome 4 and were included on the comprehensive final exam. Sixteen students took exam 2. For the 14 questions, the following represent the percentage of students who answered the respective question correctly:

Q4: 75%    Q14: 69%    Q21: 25%
Q5: 81%    Q16: 94%    Q24: 88%
Q6: 69%    Q18: 69%    Q29: 88%
Q9: 13%    Q19: 44%    Q30: 94%
Q10: 94%   Q20: 38%

In analyzing the students’ performance on exam 2, the data suggest that the Learning Outcome 4 assignments could have resulted in most students answering correctly 10 (71%) of the 14 questions pertaining to this Outcome on the exam. Of special note, Q9, Q19, Q20 and Q21 were answered incorrectly by most students on the exam.
3. Final Exam

The 14 questions which pertained to Learning Outcome 4 and appeared on exam 2 also were included on the comprehensive final examination. Eighteen students took the final examination. For the 14 questions, the following represent the percentage of students who answered the respective question correctly on the final examination:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q4</td>
<td>67%</td>
</tr>
<tr>
<td>Q5</td>
<td>72%</td>
</tr>
<tr>
<td>Q6</td>
<td>78%</td>
</tr>
<tr>
<td>Q9</td>
<td>72%</td>
</tr>
<tr>
<td>Q10</td>
<td>100%</td>
</tr>
<tr>
<td>Q14</td>
<td>78%</td>
</tr>
<tr>
<td>Q16</td>
<td>89%</td>
</tr>
<tr>
<td>Q18</td>
<td>61%</td>
</tr>
<tr>
<td>Q19</td>
<td>72%</td>
</tr>
<tr>
<td>Q21</td>
<td>39%</td>
</tr>
<tr>
<td>Q24</td>
<td>100%</td>
</tr>
<tr>
<td>Q29</td>
<td>83%</td>
</tr>
<tr>
<td>Q30</td>
<td>89%</td>
</tr>
</tbody>
</table>

Out of the 14 questions pertaining to Learning Outcome 4, and which were on exam 2 and the final exam, there was an increase in the percentage of students correctly answering 8 (57%) of the questions on the final exam. In comparison to exam 2, there was a significant increase in the percentage of students answering correctly Q9 and Q19 on the final exam. This pattern was not observed for Q20 and Q21.

F. Actions to Be Taken:

1. Encourage students to take the quizzes, provide quality answers, and to use the quizzes to prepare for the examinations.

2. Encourage students to use the quizzes and exams to prepare for the final exam.

3. Focus on questions which students have difficulty in answering; in particular Q9, Q19, Q20 and Q21

4. Continue to collect data on individual questions
Student Learning Outcome 5: Students will:

Analyze the role and impact of politics and discretion in processing criminal cases, and cases processed by the juvenile justice system

A. Active and/or Collaborative Learning Activity

1. Assignment: Plea Bargaining: The Preferred Method of Disposing of Criminal Cases. Based upon information in a scenario, students were required to discuss how each courtroom work group member could induce the defendant to plead guilty; constitutional issues that each courtroom work group member must be cognizant of in the plea negotiation process; and how the police and residents of the neighborhood would perceive the decision to plea bargain the case.

2. Group Discussion: Is Plea Bargaining Fair?

Students were required to discuss reasons why or why not they believe that plea bargaining is fair.

B. Assessment Measures: Direct

1. Quiz

Quiz on the politics of the administration of criminal justice; the use of discretion by criminal justice officials; plea bargaining process; working relationship of courtroom work group members; factors which explain the outcome of criminal cases; right to trial; and jury decision-making.

2. Exam 3

An exam consisting of fill-in-the-blank and multiple-choice questions was given on the above issues.

C. Assessment Measures: Indirect (Opinion)

N/A

D. Performance Criteria

1. Assignment Rubric

A rubric was provided for grading the assignment in the following areas: use of key terms; examples illustrating the key terms; evidence for position taken; sentence structure; punctuation;
and spelling. Examples were given for a poor, fair, good, and excellent response in each of the areas.

2. Discussion Rubric

A rubric was provided for grading the discussion in the following areas: promptness and initiative in posting a response and responding to other postings; relevance of a post; expressions within a post; and contributions to the learning community.

E. Results: Data and Reflection

1. Quiz 5

Quiz 5 consisted of 20 true/false questions. After answering whether each question was true or false, the student was also required to explain why and to use key terms where appropriate. The following is the grade distribution for quiz 5:

A: 12 (63%)
B: 2 (11%)
C: 3 (15%)
D: 2 (11%)

Of the 19 students who took quiz 5, 14 (74%) made a B or better.

2. Exam 3

Out of 30 questions on exam 3, 7 pertained to Learning Outcome 5 and were included on the comprehensive final exam. Seventeen students took exam 3. For the 7 questions, the following represent the percentage of students who answered the respective question correctly:

Q7: 100%       Q29: 76%
Q8: 82%         Q30: 47%
Q13: 82%
Q18: 94%
Q22: 76%

Overall, the students performed well on exam 3 questions, except for Q30, pertaining to Learning Outcome 5.
3. Final Exam

The 7 questions which pertained to Learning Outcome 5 and appeared on exam 3 also were included on the comprehensive final examination. Eighteen students took the final examination. For the 7 questions, the following represent the percentage of students who answered the respective question correctly on the final examination:

Q7: 100%  
Q8: 89%  
Q13: 83%  
Q18: 94%  
Q22: 78%  
Q29: 78%  
Q30: 61%

Out of the 7 questions pertaining to Learning Outcome 5, and which were on exam 3 and the final exam, there was an increase in the percentage of students correctly answering 5 (71%) of the questions on the final exam. This includes Q30.

F. Actions to Be Taken:

1. Encourage to take the quizzes, provide quality answers, and to use the quizzes to prepare for the examinations

2. Encourage students to use the quizzes and exams to prepare for the final exam

3. Focus on questions which students have difficulty in answering; for example, Q30

4. Continue to collect data on individual questions
Student Learning Outcome 6: Students will:

Identify the types, goals, and administration of various punishments, and analyze the impact of these punishments on convicted adult and juvenile offenders

A. Active and/or Collaborative Learning Activity

1. Assignment: Incarceration and Reentry into the Community

Based upon information in a scenario, students were required to discuss the sentencing philosophy which could be used to explain the judge’s decision to sentence the defendant to prison; explain why this sentencing philosophy could be used and not others; discuss a sentencing policy which guided the judge’s decision; compare the offender’s characteristics to the overall characteristics of the prison population; discuss ways in which the defendant would adapt to prison life; discuss the method of release from prison most likely to be used in this case; discuss the conditions which could be imposed on the offender as a result of being released from prison; discuss problems the offender is most likely to encounter after being released from prison; and discuss the likelihood and reasons that the offender would be returned to prison.

2. Group Discussion: Should the Death Penalty Be Abolished?

Students were required to use the literature to discuss reasons why or why not the death penalty should be abolished.

B. Assessment Measures: Direct

1. Quiz

Quiz on the various sentencing philosophies and types of criminal sanctions; policies used in sentencing convicted defendants; characteristics of offenders on probation, and in prison; various ways in which inmates adapt to prison life; various release mechanisms from prison; problems experienced by ex-felons; and reasons why ex-felons may be returned to prison.

2. Exam 3

An exam consisting of fill-in-the-blank and multiple-choice questions was given on the above issues.

C. Assessment Measures: Indirect (Opinion)

N/A
D. Performance Criteria

1. Assignment Rubric

A rubric was provided for grading the assignment in the following areas: use of key terms; examples illustrating the key terms; evidence for position taken; sentence structure; punctuation; and spelling. Examples were given for a poor, fair, good, and excellent response in each of the areas.

2. Discussion Rubric

A rubric was provided for grading the discussion in the following areas: promptness and initiative in posting a response and responding to other postings; relevance of a post; expressions within a post; and contributions to the learning community.

E. Results: Data and Reflection

1. Quiz 6

Quiz 6 consisted of 40 true/false questions. After answering whether each question was true or false, the student was also required to explain why and to use key terms where appropriate. The following is the grade distribution for quiz 6:

A: 16 (89%)
B: 2 (11%)

Of the 18 students who took quiz 6, all of them did a good or excellent job in explaining why the questions were true or false.

2. Exam 3

Out of 30 questions on exam 3, 23 pertained to Learning Outcome 6 and were included on the comprehensive final exam. Seventeen students took exam 3. For the 23 questions, the following represent the percentage of students who answered the respective question correctly:

Q1: 88%  Q9: 53%  Q16: 94%  Q24: 82%
Q2: 71%  Q10: 53%  Q17: 94%  Q25: 82%
Q3: 76%  Q11: 71%  Q19: 71%  Q26: 88%
Q4: 88%  Q12: 41%  Q20: 88%  Q27: 94%
Q5: 82%  Q14: 82%  Q21: 94%  Q28: 59%
Q6: 94%  Q15: 88%  Q23: 71%

Except for Q12, most students answered exam 3 questions correctly which pertained to Learning Outcome 6. This seems to suggest that Learning Outcome 6 assignments adequately prepared the students to perform well on the questions pertaining to this Outcome on exam 3.
3. Final Exam

The 23 questions which pertained to Learning Outcome 6 and appeared on exam 3 were also included on the comprehensive final examination. Eighteen students took the final examination. For the 23 questions, the following represent the percentage of students who answered the respective question correctly on the final examination:

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>100%</td>
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<tr>
<td>Q2</td>
<td>100%</td>
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<tr>
<td>Q3</td>
<td>100%</td>
</tr>
<tr>
<td>Q4</td>
<td>83%</td>
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<tr>
<td>Q5</td>
<td>94%</td>
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<tr>
<td>Q6</td>
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<td>Q7</td>
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<td>Q8</td>
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<tr>
<td>Q9</td>
<td>89%</td>
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<tr>
<td>Q10</td>
<td>67%</td>
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<tr>
<td>Q11</td>
<td>89%</td>
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<tr>
<td>Q12</td>
<td>61%</td>
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<td>Q13</td>
<td>100%</td>
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<tr>
<td>Q14</td>
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<td>Q15</td>
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<td>Q16</td>
<td>100%</td>
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<td>Q17</td>
<td>94%</td>
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<td>Q18</td>
<td>94%</td>
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<td>Q19</td>
<td>89%</td>
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<td>Q20</td>
<td>94%</td>
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<td>Q21</td>
<td>100%</td>
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<tr>
<td>Q22</td>
<td>72%</td>
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<tr>
<td>Q23</td>
<td>72%</td>
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<tr>
<td>Q24</td>
<td>83%</td>
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<tr>
<td>Q25</td>
<td>67%</td>
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<td>Q26</td>
<td>89%</td>
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<td>Q27</td>
<td>100%</td>
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<tr>
<td>Q28</td>
<td>78%</td>
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<tr>
<td>Q29</td>
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</tr>
</tbody>
</table>

Out of the 23 questions pertaining to Learning Outcome 6, and which were on exam 3 and the final exam, there was an increase in the percentage of students correctly answering 19 (83%) of the questions on the final exam. This includes Q12. On the final exam, 61% of the students answered this question correctly, whereas on exam 3, only 41% did so.

F. Actions to Be Taken:

1. Encourage students to take the quizzes, provide quality answers, and to use the quizzes to prepare for the examinations

2. Encourage students to use the exams to prepare for the final exam

3. Focus on questions which students have difficulty in answering; for example, Q12

4. Continue to collect data on individual questions
<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will</th>
<th>Active and/or Collaborative Learning Activity</th>
<th>Assessment Measures: Direct</th>
<th>Assessment Measures: Indirect</th>
<th>Performance Criteria</th>
<th>Results: Data and Reflection</th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Become familiar with concepts such as: race, ethnicity, stereotypes, prejudice, discrimination, affirmative action, and racial identity development as they relate to society</td>
<td>In-Class Activities/Discussions</td>
<td>Attendance/Participation Points Did student actively participate in class discussions, attend class and come to class prepared?</td>
<td>Midterm Exam Midterm assessment given by instructor</td>
<td>Midterm Exam Performance 1. Did student answer the question comprehensively? 2. Did answer discuss problems by reference to theoretical issues learned during the course? 3. Did answer relate to the issues and topics discussed in class? 4. Did answer show an understanding of the appropriate readings or class discussions?</td>
<td>Midterm Exam= 77 A= 45 B= 45 C= 5 D= 2 F= 5 -1 did not complete exam</td>
<td>Outcome Met: Continue as Before</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Attendance/Participation Performance 1. Was the student prepared for every class? 2. Did the student actively participate in group activities? 3. Did student demonstrate their ability to communicate this knowledge to others?</td>
<td>Attendance/Participation *All students received full attendance points. *Students were randomly called on during class discussion. Hence, all students received full participation points.</td>
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</tr>
<tr>
<td>2. Provide a critical understanding of the theory and dynamics of ethnic minority status, racism, crime and social policy in America.</td>
<td>In-Class Activities/Discussions</td>
<td>Applying Knowledge Paper Student asked to answer thematic question posted by the instructor. Question addressed issues regarding the racial makeup of the prison population, racial polarization, residential segregation, economic inequality, creation of law, mass incarceration, cultural racism and colorblindness.</td>
<td>NA</td>
<td>Applying Knowledge Performance 1. Did student make a logical argument, have a clear thesis statement, and use evidence to support that thesis? 2. Did student answer the question comprehensively? 3. Did answer discuss problems by reference to theoretical issues learned during the course? 4. Did answer relate to the issues and topics discussed in class? 5. Did answer show an understanding of the appropriate readings or class discussions?</td>
<td>Applying Knowledge= 78 A= 62 B= 10 C= 3 D= 1 F= 2</td>
<td>Outcome Met: Continue as Before</td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
3. Place the issues of race in the criminal justice system in a broader societal context by examining the historical developments of racial issues.

<table>
<thead>
<tr>
<th>Readings/In-Class Activities/Discussions</th>
<th>Online Quizzes</th>
<th>Online Quiz Performance</th>
<th>Online Quiz Performance</th>
<th>Outcome Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online weekly quizzes to assess students knowledge of each chapter</td>
<td>Same for previous learning outcomes</td>
<td>Same for previous learning outcomes</td>
<td>Continue as Before</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Midterm Exam</td>
<td>Midterm Exam Performance</td>
<td>Midterm Exam Performance</td>
<td></td>
</tr>
</tbody>
</table>
|                                        | Midterm assessment given by instructor | 1. Did student answer the question comprehensively?  
2. Did answer discuss problems by reference to theoretical issues learned during the course?  
3. Did answer relate to the issues and topics discussed in class?  
4. Did answer show an understanding of the appropriate readings or class discussions? | Midterm Exam= 77  
A= 45  
B= 15  
C= 7  
D= 5  
F= 5  
*1 did not complete exam |               |
|                                        | Final Exam     | Final Exam Performance  | Final Exam Performance  |               |
|                                        | End of the year assessment given by instructor | Same as Midterm Exam Performance | Same as Midterm Exam Performance |               |

4. Explore how the criminal justice system is experienced differently among racial minorities.

<table>
<thead>
<tr>
<th>Readings/In-Class Activities/Discussions</th>
<th>Online Quizzes</th>
<th>Online Quiz Performance</th>
<th>Online Quiz Performance</th>
<th>Outcome Met:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Online weekly quizzes to assess students knowledge of each chapter</td>
<td>Same for previous learning outcomes</td>
<td>Same for previous learning outcomes</td>
<td>Continue as Before</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Midterm Exam</td>
<td>Midterm Exam Performance</td>
<td>Midterm Exam Performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Midterm assessment given by instructor</td>
<td>Same for previous learning outcomes</td>
<td>Same for previous learning outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>Final Exam Performance</td>
<td>Final Exam Performance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>End of the year assessment given by instructor</td>
<td>Same for previous learning outcomes</td>
<td>Same for previous learning outcomes</td>
<td></td>
</tr>
</tbody>
</table>
5. Understand the extent and differences in the nature and cause of crime by and against minority groups.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Online Quizzes</th>
<th>NA</th>
<th>Online Quiz Performance</th>
<th>Online Quiz Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings/In-Class Activities/Discussions</td>
<td>Online weekly quizzes to assess students knowledge of each chapter</td>
<td>NA</td>
<td>Same for previous learning outcomes</td>
<td>Online Quiz Performance</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Midterm assessment given by instructor</td>
<td>NA</td>
<td>Midterm Exam Performance</td>
<td>Midterm Exam Performance</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Final Exam Performance</td>
<td>NA</td>
<td>Final Exam Performance</td>
<td>Final Exam Performance</td>
</tr>
</tbody>
</table>

- **Midterm Exam Performance**: Same for previous learning outcomes
- **Final Exam Performance**: Same for previous learning outcomes

**Overall Final Grades**: 78
- A+ = 8
- A = 13
- A- = 19
- B+ = 7
- B = 10
- B- = 4
- C+ = 3
- C = 7
- C- = 1
- D+ = 3
- D = 0
- D- = 1
- F = 2

<table>
<thead>
<tr>
<th>Performance</th>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>77</td>
<td>45</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Final Exam</td>
<td>78</td>
<td>34</td>
<td>19</td>
<td>9</td>
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</tr>
</tbody>
</table>

- *1 did not complete exam*

**Outcome Met**: Continue as Before
## LEARNING OUTCOMES AND ASSESSMENTS MATRIX

**Course Title:** History of Crime and its Treatment  
**Course Number:** CJ 306 (CRN: 46050)  
**Semester Course Offered:** Fall 2012

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will understand and be able to do</th>
<th>Active and/or Collaborative Learning Activity</th>
<th>Assessment Measures: Direct</th>
<th>Assessment Measures: Indirect (Opinion)</th>
<th>Performance Criteria</th>
<th>Results: Data and Reflection</th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate a research question and thesis statement that speak to the specific topic chosen.</td>
<td>In-Class Exercises</td>
<td>In-Class Activities</td>
<td>NA</td>
<td>APA In-Class Exercises</td>
<td>In-Class Assignments (29) A=18, B=9, C=2, D=0, F=0</td>
<td>Outcome Met: Continue as Before</td>
</tr>
<tr>
<td>Write scholarly research papers that follow the APA guidelines.</td>
<td>In-Class APA Exercises</td>
<td>In-Class Activities APA Exam Research Paper</td>
<td>NA</td>
<td>APA exercises. Demonstrate APA mastery. Synthesis on history of juvenile or criminal justice system. Content, style, flow and adherence to APA.</td>
<td>In-Class Assignments (29) A=18, B=9, C=2, D=0, F=0 APA Exam (29) A=8, B=17, C=2, D=2, F=0 Mini Proposal (29) A=29, B=0, C=0, D=0, F=0 First Paper (29) A=12, B=3, C=6, D=5, F=3 Final Paper (29) A=14, B=6, C=2, D=3, F=4</td>
<td>Outcome Met: Continue as Before</td>
</tr>
<tr>
<td>Demonstrate a concise, yet sufficiently comprehensive compilation, organization and discussion of the existing scholarship on the issues addressed by your research question.</td>
<td>NA</td>
<td>Research Paper</td>
<td>NA</td>
<td>Synthesis on history of juvenile or criminal justice system. Content, style, flow and adherence to APA.</td>
<td>Mini Proposal (29) A=29, B=0, C=0, D=0, F=0 First Paper (29) A=12, B=3, C=6, D=5, F=3 Final Paper (29) A=14, B=6, C=2, D=3, F=4</td>
<td>Outcome Met: Continue as Before</td>
</tr>
<tr>
<td>Write scholarly research papers free of grammatical errors, sentence structure and paragraphal problems and misspelled words.</td>
<td>In-Class APA Exercises</td>
<td>APA Exam Research Paper</td>
<td>NA</td>
<td>Demonstrate APA mastery. Synthesis on history of juvenile or criminal justice system. Content, style, flow and adherence to APA.</td>
<td>APA Exam (29) A=8, B=17, C=2, D=2, F=0 Mini Proposal (29) A=29, B=0, C=0, D=0, F=0 First Paper (29) A=12, B=3, C=6, D=5, F=3 Final Paper (29) A=14, B=6, C=2, D=3, F=4</td>
<td>Outcome Met: Continue as Before</td>
</tr>
<tr>
<td>Understand how to appropriately cite references in the boy of scholarly papers and how to develop reference lists in the APA format.</td>
<td>NA</td>
<td>APA Exam Research Paper</td>
<td>NA</td>
<td>Demonstrate APA mastery. Synthesis on history of juvenile or criminal justice system. Content, style, flow and adherence to APA.</td>
<td>APA Exam (29) A=8, B=17, C=2, D=2, F=0 Mini Proposal (29) A=29, B=0, C=0, D=0, F=0 First Paper (29) A=12, B=3, C=6, D=5, F=3 Final Paper (29) A=14, B=6, C=2, D=3, F=4</td>
<td>Outcome Met: Continue as Before</td>
</tr>
<tr>
<td>Understand the historical and contemporary development of different aspects of the criminal justice system.</td>
<td>NA</td>
<td>Content Quizzes Research Paper</td>
<td>NA</td>
<td>Synthesis on history of juvenile or criminal justice system. Content, style, flow and adherence to APA.</td>
<td>Content Quizzes (29) A=21, B=7, C=1, D=0, F=0 Mini Proposal (29) A=29, B=0, C=0, D=0, F=0 First Paper (29) A=12, B=3, C=6, D=5, F=3 Final Paper (29) A=14, B=6, C=2, D=3, F=4</td>
<td>Outcome Met: Continue as Before</td>
</tr>
</tbody>
</table>
Demonstrate the ability to assimilate the historical and existing literature on the criminal and juvenile justice system into a compelling and logical argument.

<table>
<thead>
<tr>
<th>Content Quizzes Research Paper</th>
<th>NA</th>
<th>Synthesis on history of juvenile or criminal justice system. Content, style, flow and adherence to APA.</th>
<th>Content Quizzes (29)</th>
<th>A=21, B=7, C=1, D=0, F=0</th>
<th>Mini Proposal (29)</th>
<th>A=20, B=0, C=0, D=0, F=0</th>
<th>First Paper (29)</th>
<th>A=12, B=3, C=6, D=5, F=3</th>
<th>Final Paper (29)</th>
<th>A=14, B=6, C=2, D=3, F=4</th>
<th>Outcome Met: Continue as Before</th>
</tr>
</thead>
</table>

**Final Grades = 29**

- A+ = 5
- A = 17
- A- = 1
- B+ = 5
- B = 3
- B- = 2
- C+ = 1
- C = 2
- C- = 2
- D+ = 0
- D = 0
- D- = 1
- F = 0
### QEP Matrix Sociology CJ 380 Spring 2012

<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will</th>
<th>Active and/or Collaborative Learning Activity</th>
<th>Assessment Measures: Direct</th>
<th>Assessment Measures: Indirect</th>
<th>Performance Criteria</th>
<th>Results: Data and Reflection</th>
<th>Actions to be Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the scientific method and how to evaluate scientific research</td>
<td></td>
<td>Test #1 Questions 3,8,7,10, 11</td>
<td>75% of students should receive C or above on these questions</td>
<td>36 out of 48 students or 75% of students received a C or above on these questions</td>
<td>Last year, I noted that the students were not improving on these questions. This year, they finally hit the benchmark. No action taken</td>
<td></td>
</tr>
<tr>
<td>Recognize ethical concerns present in social science research and how to alleviate them</td>
<td>In class exercise 1- pick out ethical problems in particular research projects</td>
<td>90% of students should display an understanding of the concepts</td>
<td>All but 1 of the groups out of 13 did not display an understanding of the concepts</td>
<td>None taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define the elements of scientific research, such as variables, theories, hypotheses, and samples</td>
<td>Test 1, Questions #2, 4, 5, 12</td>
<td>Pre/Post Test</td>
<td>75% of students should receive C or above on these</td>
<td>44/48 or 92% received C or above on these questions, ~85% of</td>
<td>From last year, I changed the pre- and post-tests to essay and</td>
<td></td>
</tr>
</tbody>
</table>
questions; 75% of students should stay the same or improve from pre- to post-test

students improved and 15% of students stayed the same from pre- to post-test

found that it made a difference. I will keep the pre- and post-tests the same.
Additionally, students did very well on test 2, better than ever in my experience teaching this course so far. No changes necessary.

Identify the different types of data gathering techniques, such as questionnaires, observations, interviews, and experiments

4 of 5 group assignments
4 of 5 group assignments: design mini-experiment, survey, qualitative interview, and content analysis

75% of students should receive a C or better on these assignments
60% received C or better on these assignments

For whatever reason, many students did not complete these assignments, bringing down the mean scores. The students who completed the assignments met the
I may have to create an attendance policy to assure students are in class for these assignments, or change the delivery of the assignments to blackboard.

<table>
<thead>
<tr>
<th>Understand the differences between qualitative and quantitative research</th>
<th>In class assignment- qualitative interview</th>
<th>75% of students should receive C or better on this outcome</th>
<th>~70% received C or better</th>
<th>Once again, students did not come to class. Students who were in class to complete this assignment met the benchmark. No action taken.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare a group research proposal that utilizes the Group research proposal</td>
<td>Group research proposal</td>
<td>75% of students should</td>
<td>All students received C or better on</td>
<td>Although students did relatively</td>
</tr>
</tbody>
</table>
scientific style of writing which shows the ability to find and use resources for answering research questions, develop a research question and review relevant literature, and design a research framework to test specific hypotheses.

receive C or better on group proposal

this proposal well, course evaluations reflected disdain at group research projects. From last year, I allowed students to choose their own groups based on evaluations. This year, students hated group work even more, although 2/3 said they would still do the assignments in a group. I could give the option of doing the assignment alone for those who are
completely against doing the group work and offer other group work in class.
<table>
<thead>
<tr>
<th>Student Learning Outcomes: Students will be able to...</th>
<th>Assessment Measures: Direct</th>
<th>Assessment Measures: Indirect (Opinion)</th>
<th>Target/Performance Criteria (if any)</th>
<th>Results</th>
<th>Interpretation &amp; Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1 (Analyze data with different statistical procedures)</td>
<td>1) Lab Homework Assignments – Each assignment required the students to run and analyze data using different statistical procedures</td>
<td>3) Early-semester anonymous feedback &amp; End of semester feedback question: “I am starting to feel comfortable with applied statistics.” (scale 1-5)</td>
<td>1) Overall class average on all homework assignments will be at least 85%. No one will be below 75%.</td>
<td>1) Overall class average was 91%. Lowest overall score on homework assignments was 85%. Outcome achieved. 2) 75% of the class will receive 80% or better. 3) Improvement in the class average between early semester and end of semester feedback question.</td>
<td>I would like the percentage of students scoring at least 80% or better on the Final Paper Assignment to improve. The students did well on the in-class lab assignments, but they were able to work in groups and I was available to answer questions during class. The take-home Final Paper Assignment was to be completed independently so some students had a difficult time analyzing the raw dataset. However, those students who came by during office hours to ask questions did much better on the Final Assignment ($M = 80%$) than those students who never came to office hours ($M = 67%$). (Note: The assignments were graded blindly). The students were always encouraged to ask questions or stop by during office hours. The End of Semester Feedback Form suggested the students felt comfortable asking questions: “The Professor was approachable when students had questions” – Mean was 5 out of 5. Overall, I will continue to encourage students to ask questions and stop by during office hours. I will also limit the amount of group work in future lab assignments.</td>
</tr>
<tr>
<td>2) Final Paper Assignment – Assessed the student’s ability to take a raw dataset and determine which analyses to run</td>
<td></td>
<td></td>
<td>2) 60% of the class received at least 80%. 3) For early semester feedback, class average was 3.9 out of 5. End of semester feedback was 4.57. Goal achieved; the students felt more comfortable with applied statistics by the end of the semester.</td>
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</tr>
</tbody>
</table>

CJRS 581-01, Spring 2013
| SLO 2 (Interpret the statistical results to make valid inferences about the data) | 1) Homework 7 – students were given the SPSS output and had to interpret the results 2) Final Paper – Assessed the student’s ability to correctly interpret the results of the statistical analyses they conducted on a raw dataset (out of 60 points) | 3) End of semester anonymous feedback: “How much did you learn about reading and interpreting output?” (scale 1-5) | 1) 75% of the class will receive at least an 80%. 2) 75% of the class will receive at least a 75% on the results section of the Final Paper. 3) Class average will be 4 out of 5. No one will score less than 2. | 1) 83% of the class received at least an 80% on the assignment. Only two students received 70%. 2) 67% of the class received an 80% or better. 3) Class average was 5 out of 5. Goal was achieved. | Again, students performed much better on the in-class lab assignments than the take-home final paper assignment. In addition, the students who stopped by during office hours received a better grade on the final paper than the students who did not stop by during office hours to ask questions. As indicated earlier, students will be encouraged to attend office hours (especially since I have results showing that attending office hours improves performance in class). In addition, I plan to provide “practice” output that the students can interpret outside of class, and the correct interpretation will be posted on blackboard for them to review. |
| SLO 3 (Differentiate between different types of statistical analyses) | 1) Homework Assignments – Each assignment had a “defend your analysis” section where the students had to state why they ran a particular analysis (worth 5 points) 2) End of semester anonymous feedback: “How much did you learn about running statistical analyses using SPSS?” (scale 1-5) | 1) Class average on the “defend your analysis” questions will be 85% or 51/60 points. 2) Class average will be 4 out of 5. No one will select a 2 or less. | 1) Class average was 56/60 points or 93%. Outcome was met. 2) Class average was 4.43 and no student selected 2 or less. Outcome was met. | Students did extremely well differentiating between the different types of statistical analyses. No changes will be made since outcomes were achieved. |
| SLO 4 (Practice writing-up the results to illustrate the findings using APA style) | 1) Homework Assignments – Each assignment required that the students write all answers in APA style. 2) Final Paper Assignment – Students were required to write a APA style manuscript, which included: title page, methods, results, and tables | 1) Overall class average for the APA style section of the homework assignments will be at least 85%. 2) 75% of the class will receive at least 75% on the Final Paper. | 1) All students received at least an 85% on the APA style section of the homework assignments. Outcome was achieved. 2) 60% of the class received at least a 75% on the APA style section of the Final Paper Assignment. | As expected, the students did better on the in-class lab assignments than the final paper assignment regarding APA style. The majority of the mistakes in the final paper were “silly” errors (forgetting to italicize “N” or “M”). In the lab, the students were able to work in groups and ask questions so these “simple” mistakes were usually caught. However, the students who did poorly on this section of the paper did acknowledge that they were “time crunched” due to other final exams and knowingly turned in papers that were not in |
the proper format.
In order to improve APA style formatting of statistics, I plan on including a weekly “practice” assignment where students will have to write-up the results in APA style. This practice assignment will be completed independently by each student and will not be graded. But, it will give me a better idea of who is struggling with APA style writing.