

## End of Year Assessment Report for Programs

Program: Criminal Justice

Semester/year: Spring/2017-2018

Contact Person: Michael Laughlin

Submission date: May 18, 2018

### Program Mission Statement

The Greenville University Criminal Justice program will provide a Christ-centered approach to the study of Criminal Justice and prepare students for a career in the criminal justice system or for continued studies in graduate school or law school. Society relies on and requires an effective criminal justice system and our students will be prepared to use their God-given talents to provide professional and Christ-centered contributions within this exciting and important field.

### Program Objectives

1. Students will demonstrate the ability to recognize, study, and effectively deliberate about key issues which are relevant within Criminal Justice.
2. Students will demonstrate the ability for reasoned and disciplined analysis, original and creative thinking, and effective oral and written communication when considering these issues.
3. Students will recognize the value of and importance of exposure to diverse backgrounds, experiences, and opinions and demonstrate awareness, sensitivity, and responsiveness to differences across cultures, social practices, and religions.
4. In accordance with Romans 6-8, students will discover their identity and individuality through self-reflection. Students will determine and develop the special talents they have been given by God and look outside of themselves to recognize how their special talents can be used to meet the needs of others while continuing their work within Criminal Justice.

### Assessment Methods and Benchmarks – SPRING SEMESTER

Program Objective	Introducing	Developing	Mastering
PO1. Recognize and Deliberate	<i>Not taught this semester</i>	CRJS230 C02 Essays	<i>Not taught this semester</i>
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
PO2. Communication	<i>Not taught this semester</i>	SOCI 303 Final Quiz	<i>Not taught this semester</i>
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
PO3. Diversity	<i>Not taught this semester</i>	<i>Not taught this semester</i>	<i>Not taught this semester</i>
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
PO4. Self-Reflection	<i>Not taught this semester</i>	<i>Not taught this semester</i>	CRJS 405 Final Evaluation Paper
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%

## **Assessment Findings – SPRING SEMESTER**

### PO1: Recognize and Deliberate:

- A. Introducing: Not taught this semester.
- B. Developing: CRJS230 Essays – The CRJS 230 essays addresses PO1 (Recognize and Deliberate) at the developing level by requiring students to consider a number of difficult Criminal Justice system issues. The students are required to recognize, evaluate, form an argument, and then support their argument. Additionally, the essays are used to prepare students for class discussion, where they deliberate in class together about the different possible solutions to the essay problems.
- C. Mastering: Not taught this semester.

### PO2: Communication:

- A. Introducing: Not taught this semester.
- B. Developing: SOCI 303 Final Quiz – The SOCI 303 Final quiz addresses PO2 (Communication) at the developing level by requiring students to answer an essay question. The essay question requires students to describe and defend a Christian viewpoint that sees deviance as freely chosen sinful action, but also acknowledges societal influence and the need for a redemptive approach.”
- C. Mastering: Not taught this semester.

### PO3: Diversity:

- A. Introducing: Not taught this semester.
- B. Developing: Not taught this semester.
- C. Mastering: Not taught this semester.

### PO4: Self-Reflection:

- A. Introducing: Not taught this semester.
- B. Developing: Not taught this semester.
- C. Mastering: CRJS 405 Final Paper – The final paper in CRJS 405 addresses PO4 (Self-reflection) at the mastery level by requiring students to reflect back on their practicum experience and their course-work at Greenville University. This activity is designed to demonstrate an ability to practice personal reflection and self-correction to assure continual professional development.

## **Analysis of Assessment Findings – SPRING SEMESTER**

The evaluations and the assessment data from the spring semester add support that the changes to the courses this semester and the courses overall were successful at providing students with the student learning outcomes that were desired from the courses that were provided this semester. The changes implemented this semester are anticipated at this point to be implemented in future offerings of these spring courses, in the hope that future course offerings will repeat the same success that was seen during this semester.

## **Sharing and Discussion of Assessment Findings – SPRING SEMESTER**

The evaluations, FCARs, and overall courses are discussed among all full-time department faculty members at a face-to-face end of year meeting. Additionally, adjunct faculty member FCARs and evaluations are reviewed by the chair of the department and when and where any issues arise, those issues are discussed on a one on one basis between the chair of the department and the adjunct faculty members.

## **Use of Assessment Findings for Program Improvement (Action Plan) – SPRING SEMSTER**

Describe any changes in (1) Based on the overall success of courses that were offered this semester meeting their desired objectives, there is no plan to implement any major changes to the courses or the program at this time. The plan going forward is to continue assessing courses at the end of each semester and to review the full year to determine if courses are still meeting their desired goals and providing students with the desired student learning outcomes. Changes will be implemented when and where issues arise and also, when faculty members have ideas for course and program improvement. Changes, as with courses, will be evaluated based on their success and their success, or lack thereof, will determine whether or not the changes become fixed.

## **Full Year Reflection – FALL/INTERTERM/SPRING TERMS**

The spring semester courses did a good job of providing students with the desired student learning outcomes. There are a number of recommendations for improvements from the fall semester courses. The below changes/suggestions will each be considered at the next offering of the below courses:

For Introduction to Criminal Justice (CRJS203), future iterations of this course it is recommended to try and add a site visit to at least one law enforcement agency. Additionally, for CO3 and CO4 in future courses the goal is to move towards 75% of students attaining a score of 75% or better on the Final Reflection Paper and the Weekly Reflection Papers 13 and 14. CO3 is at 74%, so it is in the range of the target of 75%. CO4 is at 63%, so for the next iteration of this course the goal should be to try and close the gap by at least 6%, so the goal is for 69% of students to attain a 75% or greater on the Final Reflection Paper. A number of students had problems with plagiarism (incorrect APA formatting) and late assignments the last three weeks of class. Both of these points were emphasized by the instructor on numerous occasions during the last several weeks, but it may be beneficial to emphasize getting assignments in on time during the last couple of weeks throughout the semester and to provide greater emphasis on plagiarism (incorrect APA formatting) throughout the semester, but particularly in the first couple of weeks.

For Juvenile Delinquency (CRJS351), continue collaborating with JDC staff to develop a future program (one-time visit or multiple visits) that will be beneficial to both GU students and JDC juveniles for future iterations of this course. Additionally, for presentations, require PowerPoints.

For Practicum (CRJS405), all of the students had a valuable practicum experience and they met nearly all of the Course Objectives. No plans for significant alterations to this course design. However, in their reflection papers the students did not include a detailed discussion of their

God-given talents and how those talents have prepared them for future work in the field, as is called for in the course objective. In future iterations of this course, I would recommend emphasizing that portion of the reflection paper in the syllabus and/or to the students, or making a point to discuss this with students face to face, to ensure they are making these considerations.

For Principles of Sociology (SOC101), Course Objective 3 (Writing Assignment 3) and Course Objective 4 (Writing Assignment 4) had a low number of students meet the benchmark score of 75% (62% and 54% respectively). A significant number of students had significant problems with APA formatting and some students received low grades due to plagiarism or turning their assignments in late. In future courses continue to emphasize the importance of turning assignments in late and cover numerous times in early classes the deductions for late assignments. Additionally, cover APA formatting and plagiarism more extensively earlier in class and require additional sources for the first writing assignment to help students have more experience with APA formatting earlier in the course. Continue to use the APA formatting worksheet, but go over it in class after it is graded and consider allowing students to retake/redo the APA worksheet, to increase the likelihood that they will attain a better understanding of APA formatting and plagiarism.

Another change I would consider in future iterations of SOC101, is in regards to the Quizzes. In making only the top four quizzes count towards the final grade, there were a large number of students that simply elected to not take the 5th quiz and receive a zero on that quiz. This was not the intended effect in allowing the lowest quiz score to be dropped, and it is possible that the inclusion of a final decreases any loss of cumulative learning that may have otherwise occurred with many students electing to drop quiz 5. However, this is definitely something I will reconsider in future iterations of this course to determine if the quizzes should continue to only count the top 4.

### **Supporting Documents**

Fall end of Semester Report for Criminal Justice Follows: See below.

### **End of Semester Assessment Report for Programs**

Program: Criminal Justice	Semester/year: Fall/2017-2018
Contact Person: Michael Laughlin	Submission date: 01/05/2017

### **Program Mission Statement**

The Greenville University Criminal Justice program will provide a Christ-centered approach to the study of Criminal Justice and prepare students for a career in the criminal justice system or for continued studies in graduate school or law school. Society relies on and requires an effective criminal justice system and our students will be prepared to use their God-given talents to provide professional and Christ-centered contributions within this exciting and important field.

## Program Objectives

At the close of their degree, students should be able to:

1. Students will demonstrate the ability to recognize, study, and effectively deliberate about key issues which are relevant within Criminal Justice.
2. Students will demonstrate the ability for reasoned and disciplined analysis, original and creative thinking, and effective oral and written communication when considering these issues.
3. Students will recognize the value of and importance of exposure to diverse backgrounds, experiences, and opinions and demonstrate awareness, sensitivity, and responsiveness to differences across cultures, social practices, and religions.
4. In accordance with Romans 6-8, students will discover their identity and individuality through self-reflection. Students will determine and develop the special talents they have been given by God and look outside of themselves to recognize how their special talents can be used to meet the needs of others while continuing their work within Criminal Justice.

## Assessment Methods and Targets

Program Objective	Introducing	Developing	Mastering
PO1. Recognize and Deliberate	CRJS203 Reflection Papers 1-12	CRJS203 Final Reflection Paper	<i>Not taught this semester</i>
PO2. Communication	CRJS203 Reflection Paper 13-14	SCWK210 Final Pres. and Paper	SOCI380 Integrated Social Theory Paper
PO3. Diversity	SOCI101 Reflection Paper 2	<i>Not taught this semester</i>	<i>Not taught this semester</i>
PO4. Self-Reflection	SOCI101 Reflection Paper 1	CRJS351 Career Presentation	CRJS405 Final Evaluation Paper

(continued on next page)

PO1.

- D. Introducing: CRJS203 Reflection Papers 1-12 – Each week students are required to prepare a reflection paper in response to the provided discussion questions, which are related to key issues within the Criminal Justice System. Each paper requires the use of at least one source. Students must attain 75% of the total points to achieve this objective.
- E. Developing: CRJS203 Final Reflection Paper – The final reflection paper is a 4-6-page reflection paper on a key issue related to the Criminal Justice System. The paper requires the use of at least 5 sources. Students must attain 75% of the total points to achieve this objective.
- F. Not taught this semester.

PO2.

- A. Introducing: CRJS203 Reflection Papers 13-14 – Each week students are required to prepare a reflection paper in response to the provided discussion questions, which are related to key issues within the Criminal Justice System. Each paper requires the use of at least one source. Reflection papers are required to display proper formatting, grammar, develop an argument, and provide support for their argument. Students must attain 75% of the total points to achieve this objective.
- B. Developing: SCWK210 Final Paper, Presentation, and Peer review – Students will present their research findings to the class as a final presentation. Presentations should present the content of the student’s final paper in an engaging, cohesive, understandable format. Students are encouraged to show data, describe relationships between findings and practice, and draw conclusions for practice applications.
- C. Mastering: SOCI380 Integrated Social Theory paper– Building on the work completed in their earlier response papers, students will create their own integrated theoretical framework to support their future practice. Students will draw from course readings as well as any secondary readings they see useful for supporting and articulating their theory. This paper will be at least 12 pages long and will detail the historical roots at play in the student’s theory, new and emerging directions in theory, and an application of the theory in their chosen practice setting.

P03.

- A. Introducing: SOCI101 Reflection Paper 2 – Students are to choose a topic that is relevant to an under-represented community (i.e. abortion, LGBTQ rights, Gender/race as a social construct, or another) and develop a thoughtful assessment of the issue and its public good implications. Students are to use the Public Discussion Triangle (the perspective from civilians, the government, and the market) to evaluate how this issue may be viewed differently or impact different areas differently. Students must attain 75% of the total points to achieve this objective.
- B. Developing: *Not taught this semester.*
- C. Mastering: *Not taught this semester.*

P04.

- A. Introducing: SOCI101 Reflection Paper 1 – Students are to develop a sociological autobiography. As they tell their stories, they are to select “facts” that illustrate their social history. They should recognize how social institutions have framed and influenced the course of their life and discuss whether they have reinforced or challenged social institutions with their actions taken. By telling their story this way, it will help them to see the “facts” of their life in their historical context. They are to conclude by reflecting on the relationship between the social facts and the historical context of their life story. Students must attain 75% of the total points to achieve this objective.
- B. Developing: CRJS351 Career Presentation – After reviewing the Careers in Criminal Justice module (including Completing the Interest Assessment. Watching the videos in the CJ Files, and reviewing some of the career profiles). Students are to choose at least one career profile that sounds interesting to them and in which they believe they would excel. They will prepare and deliver a class presentation on the career they choose. During the presentation, students are required to explain what skills/gifts God has given them that will lead to their success in the career profile they are discussing. During the presentation, students will discuss what value, if any, the career has to society and to curbing juvenile delinquency. Finally, students will incorporate anything they learned on the JDC site visit(s). Students must attain 75% of the total points to achieve this objective.
- C. Mastering: CRJS405 Final Evaluation Paper –The paper is to serve as a reflection paper about the internship experience. The introduction of the paper should include the specific location of the internship, including the city, state, address, and site-supervisor.

The body of the paper will be a reflection about important events/parts of the internship and how they did (or did not) connect to lessons learned in the Criminal Justice program. This paper can include a few short stories/situations or speak about the overall experience. However, it is necessary to connect the paper back to the Criminal Justice coursework and to one's personal faith journey. The body of the paper or the conclusion can connect it back, but it is important to consider some of the following questions: How have the courses at G.U. affected your understanding and ability to perform in the field of your practicum? What God-given talents do you have that will help you succeed? What benefits or difficulties do you see your Christian faith posing in a career in Criminal Justice? What lessons did you learn? What areas do you need to improve? Is this an area you anticipate working in, or do you anticipate working in another area of Criminal Justice (or outside)?

### Assessment Findings

#### PO1. (Recognize and Deliberate)

- A. The Introduction to Criminal Justice weekly reflection papers (1-12) addresses PO1 at the Introductory level by providing a weekly learning and development platform for students to recognize, evaluate, and deliberate about key issues within the Criminal Justice System. 79% of the students met the objective score with a score of 75% or better.
- B. The Introduction to Criminal Justice Final Reflection Paper addresses PO1 at the Developing level. The final reflection paper requires students to consider a key issue in the Criminal Justice system and provide a thoughtful 4-6-page evaluation of that issue using 5 sources. 63% of the students met the objective score with a score of 75% or better.
- C. *Not Taught This semester.*

#### PO2. (Communication)

- A. Introduction to Criminal Justice weekly reflection papers (13-14) addresses PO2 at the Introductory level by providing a weekly learning and development platform for students to develop their research and written communication skills while writing about key issues in the Criminal Justice System. Throughout the semester students were told that their weekly papers would be graded more strictly at the end of the semester and that each week they needed to make sure they were incorporating instructor feedback and suggestions (from previous weekly papers) into their weekly writing assignments, so that each students' writing assignments are positively progressing throughout the semester. 74% of students met the objective score with a score of 75% or better.
- B. The Final Paper & Presentation address PO2 at the Development level by providing an avenue for students to recognize, evaluate, and contribute to the ongoing improvement of criminal justice practices in response to evidence-based research. 96% of students met the objective score with 75% or better.
- C. The Social Theory Integrated Social Theory Paper addresses PO2 at the Mastery level by providing students an opportunity to engage with the theoretical backgrounds at play in the profession's understanding of human behavior, social systems, and social organization. 65% of the students met the objective score with a score of 75% or better.

#### PO3. (Diversity)

- A. Principles of Sociology Reflection Paper 2 addresses PO3 at the Introductory level. The assignment requires students to consider a key issue, which is relevant to an under-represented community from three different perspectives (Civilian, Market, Government). 62% of the class and 44% of the Criminal Justice majoring students met the objective score with a score of 75% or better.
- B. *Not Taught this Semester.*
- C. *Not Taught this Semester.*

#### PO4. (Self-Reflection)

- A. Principles of Sociology Reflection Paper 1 addresses PO4 at the Introductory level. The assignment requires students to develop a sociological autobiography. In their sociological autobiography they are to reflect on the relationship between the social facts and the historical context of their life story. 92% of the class and 89% of the Criminal Justice majoring students met the objective score with a score of 75% or better.
- B. Juvenile Delinquency Careers in Criminal Justice Module, Final Presentation, and site visit address PO4 at the Developing Level. The Careers in Criminal Justice Module allows students to take a self-assessment test which will recommend possible careers based on their interests and skills. The Site visit allows students to have first-hand experience with juveniles to evaluate whether or not they foresee themselves working with primarily juveniles in the future. The Final Presentation requires students to prepare and deliver a class presentation on the career they choose from the Careers in Criminal Justice Module. During the presentation, students are required to explain what skills/gifts God has given them that will lead to their success in the career profile they are discussing. 100% of students met the objective score with a score of 75% or better.
- C. Criminal Justice Practicum Final Evaluation Paper addresses PO4 at the Mastery level. The assignment requires students to reflect on their experiences during their internship and to connect their internship experience and coursework lessons/experiences and to better recognize how their career path intersects with their faith journey/calling. 100% of the students met the objective score with a score of 75% or better.

### **Analysis of Assessment Findings**

In Introduction to Criminal Justice (CRJS203), the Course objective 3 (Final Reflection Paper) and Course Objective 4 (Reflection Papers 13-14) had less than 75% of students attaining the desired benchmark of a 75% score (63% and 74% respectively). Additionally, in verbal feedback from students and in their written responses for the weeks that we visited the Greenville Federal Correctional Institute and the Bond County Courthouse, students mentioned that the visits were very valuable and enlightening.

For CO3 and CO4 in future courses the goal is to move towards 75% of students attaining a score of 75% or better on the Final Reflection Paper and the Weekly Reflection Papers 13 and 14. CO3 is at 74%, so it is in the range of the target of 75%. CO4 is at 63%, so for the next iteration of this course the goal should be to try and close the gap by at least 6%, so the goal is for 69% of students to attain a 75% or greater on the Final Reflection Paper. A number of students had problems with plagiarism (incorrect APA formatting) and late assignments the last three weeks of class. Both of these points were emphasized by the instructor on numerous occasions during the last several weeks, but it may be beneficial to emphasize getting assignments in on time during the last couple of weeks throughout the semester and to provide greater emphasis on plagiarism (incorrect APA formatting) throughout the semester, but particularly in the first couple of weeks.

In Juvenile Delinquency (CRJS351), all of the assignments met the targeted benchmark of 75% for a high percentage of students (94% or higher). I was impressed with the quality of the students in this class and the quality of their assignments/work. Overall the course seemed to go very well and the students seemed to be highly engaged in class and with the material. Past iterations of this course have included numerous site visits to the JDC, as opposed to the one site visit in this iteration. Past students valued their time at the JDC, and I look forward to reviewing this classes' evaluation to consider what if any change should be considered in regards to the JDC.



In the Practicum (CRJS405), all the students all had valuable experiences in their respective fields and all mentioned that they attained a better understanding of the field (CO2), in which their practicum was held and have a better idea of what they want to do professionally (CO3). In their reflection papers all of the students mentioned concepts from CRJS coursework while discussing their experiences (CO1). Additionally, students wrote about observations they made that included human behavior, the social environment, and/or the importance of cultural values and beliefs in the work setting (CO4).

In Principles of Sociology (SOC1101), Course Objective 3 (Writing Assignment 3) and Course Objective 4 (Writing Assignment 4) had a low number of students meet the benchmark score of 75% (62% and 54% respectively).

### **Sharing and Discussion of Assessment Findings**

Criminal Justice full-time faculty and Social Work full-time faculty shared their Faculty Course Assessment Reports (FCAR) with each other via email. Criminal Justice faculty and Social Work faculty had an end of semester assessment meeting, in which we discussed how the courses went during the semester. We discussed a few instances, in which parts of classes did not work as had been planned. As an example, in Principles of Sociology, a large number of students elected to not take quiz 5 and receive a zero on quiz 5 because only the top 4 quiz scores counted towards the final grade. Another example is that in a Social Work class, lower scores on assignments did not necessarily reflect lower quality work, but instead a lower percentage of students turning in assignments. We all agreed to look closely at each other's FCARs Reflection section and Proposed Actions for Course Improvement section to determine if we have any additional feedback or suggestions to help improve each other's courses.

### **Use of Assessment Findings for Program Improvement (Action Plan)**

For Introduction to Criminal Justice (CRJS203), future iterations of this course it is recommended to try and add a site visit to at least one law enforcement agency. Additionally, for CO3 and CO4 in future courses the goal is to move towards 75% of students attaining a score of 75% or better on the Final Reflection Paper and the Weekly Reflection Papers 13 and 14. CO3 is at 74%, so it is in the range of the target of 75%. CO4 is at 63%, so for the next iteration of this course the goal should be to try and close the gap by at least 6%, so the goal is for 69% of students to attain a 75% or greater on the Final Reflection Paper. A number of students had problems with plagiarism (incorrect APA formatting) and late assignments the last three weeks of class. Both of these points were emphasized by the instructor on numerous occasions during the last several weeks, but it may be beneficial to emphasize getting assignments in on time during the last couple of weeks throughout the semester and to provide greater emphasis on plagiarism (incorrect APA formatting) throughout the semester, but particularly in the first couple of weeks.

For Juvenile Delinquency (CRJS351), continue collaborating with JDC staff to develop a future program (one-time visit or multiple visits) that will be beneficial to both GU students and JDC juveniles for future iterations of this course. Additionally, for presentations, require PowerPoints.

For Practicum (CRJS405), all of the students had a valuable practicum experience and they met nearly all of the Course Objectives. No plans for significant alterations to this course design. However, in their reflection papers the students did not include a detailed discussion of their

God-given talents and how those talents have prepared them for future work in the field, as is called for in the course objective. In future iterations of this course, I would recommend emphasizing that portion of the reflection paper in the syllabus and/or to the students, or making a point to discuss this with students face to face, to ensure they are making these considerations.

For Principles of Sociology (SOC1101), Course Objective 3 (Writing Assignment 3) and Course Objective 4 (Writing Assignment 4) had a low number of students meet the benchmark score of 75% (62% and 54% respectively). A significant number of students had significant problems with APA formatting and some students received low grades due to plagiarism or turning their assignments in late. In future courses continue to emphasize the importance of turning assignments in late and cover numerous times in early classes the deductions for late assignments. Additionally, cover APA formatting and plagiarism more extensively earlier in class and require additional sources for the first writing assignment to help students have more experience with APA formatting earlier in the course. Continue to use the APA formatting worksheet, but go over it in class after it is graded and consider allowing students to retake/redo the APA worksheet, to increase the likelihood that they will attain a better understanding of APA formatting and plagiarism.

Another change I would consider in future iterations of SOC1101, is in regards to the Quizzes. In making only the top four quizzes count towards the final grade, there were a large number of students that simply elected to not take the 5th quiz and receive a zero on that quiz. This was not the intended effect in allowing the lowest quiz score to be dropped, and it is possible that the inclusion of a final decreases any loss of cumulative learning that may have otherwise occurred with many students electing to drop quiz 5. However, this is definitely something I will reconsider in future iterations of this course to determine if the quizzes should continue to only count the top 4.

Adjunct Miedich recommended an online video session with CJ faculty, Mark, and adjuncts to ensure that papers and APA are being graded consistently throughout the major (both on campus and online).

The anthropology course will be redesigned due to the change in the Global Foundation requirements, so that Anthropology can be counted as a Global Foundations course.

### **Supporting Documents**

None included at this time.