

BACHELOR OF ARTS IN CRIMINAL JUSTICE ADMINISTRATION

DEPARTMENTAL ASSESSMENT PLAN as revised and approved by the Department January 18, 2007

Introduction

This assessment plan for the Department of Criminal Justice Administration at Park University is based on the University's Mission Statement, the School of Social Sciences Mission Statement, the Department of Criminal Justice Mission Statement, and measurement of the student learning outcomes dictated by the program competencies. It is designed to assess student competence in specific areas.

The plan is two tiered. First, each course is assessed using measures designed to determine the mastery of individual course material. Second, each student must successfully complete a series of capstone courses, which will include evaluation of the individual student by persons outside the University. These capstone courses will determine growth in the program and evidence of competence in program content.

This tiered system provides both formative and summative evaluation for the program participants. A high success rate in the capstone courses will provide evidence of the level of preparation of program graduates.

The Park University Assessment Committee, the Chair of the Department of Criminal Justice Administration, the Office of Academic Affairs and the Director of Institutional Research and Assessment approved the original template for this plan.

The University Mission Statement is:

The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare students to think critically, communicate effectively and engage in lifelong learning while serving a global community.

The School of Social Sciences Mission Statement is:

The mission of the School of Social Sciences is to integrate all University disciplines to help students critically examine their interconnectedness with one

another, the rest of society, and the world. The School will also work to link the University to the local and global communities.

The Department of Criminal Justice Mission Statement is:

The mission of the Department of Criminal Justice at Park University is to combine the Park University tradition of liberal arts education with a modern professional curriculum to prepare graduates to work in criminal justice and related professions or move on to graduate school.

Description of the Plan

The overall intent of the program is to guide the student through a course of study, driven by the University and Department Mission Statements, which is related to the programs goals and competencies, while developing communication and critical thinking skills based upon experience, knowledge and research. The focus of this program is always on the student and his/her individual growth as a learner.

The graduate is expected to follow a rigorous course of study, exemplify quality academic work and develop a capstone set of documents worthy of a graduate student or professional. The Department is interested in the pragmatic aspects of administering criminal justice agencies, but equally interested in producing students who have superior academic preparation and who will continue a process of lifelong learning, whether in graduate work, professional studies, or active citizenship.

Multiple measures are incorporated in each course to ensure that the assessment of program graduates correctly measures their attainment of the various competencies. These include quizzes in lower level courses, periodic exams in middle level courses, final exams in all but certain capstone courses, essays, small papers, major papers, field experiences in an internship, research and a thesis.

All students in the program will be required to produce a thesis from course materials and research that exhibits attainment of the program competencies. The thesis contents must exhibit not only specific knowledge, but must also reflect student growth in higher order thinking skills such as analysis, synthesis and evaluation. Each thesis will be reviewed by the Department full-time faculty. A satisfactory rating by all faculty is required for a student to be cleared for certification for graduation. If the

thesis is incomplete or lacking in content mastery, a student will be required to present missing materials and/or modified original submissions for faculty review before a recommendation for graduation is granted by the Department Chair.

In all instances, there will be outside evaluation for students in a practicum or internship experience under the supervision of a practicing administrator.

All courses in the Department of Criminal Justice Administration are evaluated qualitatively. Each student evaluates each course every term. The results are returned to the instructor and to the Department Chair or Program Coordinator, to become part of the formative information for course revision. Teaching is a high priority in Park University's programs. Instructors are expected to model best practices. In addition, each alumnus is surveyed the first two years after graduation to determine if the program met his/her expectations and employment needs.

CHARACTERISTICS OF THE ASSESSMENT PLAN

The components of this Assessment Plan fit the "Characteristics of a Program to Assess Student Academic Achievement" set forth by the Commission on Institutions of Higher Education (1991).

1. ***Flows from the institution's mission.*** In particular, this program specifically relates to the commitment to serve the various Park University constituencies with an emphasis on effective communication, critical thinking, and lifelong learning in its degree programs.
2. ***Has a conceptual framework.*** The framework of this Plan is focused on the competencies specified by the program. The course learning outcomes are the implementation of the framework.
3. ***Has faculty ownership/responsibility.*** This Assessment Plan has been developed through collaboration among the departmental faculty, the University Assessment Committee, and the Director of Institutional Research and Assessment
4. ***Has institution-wide support.*** This Assessment Plan is consistent with the NCA approved Institutional Assessment Plan and undergraduate and graduate assessment plans that have been reviewed by the Assessment Committee. Faculty and administration input will be an ongoing part of the assessment process.

5. **Uses multiple measures.** Several measures, both quantitative and qualitative, will be used to assess the overall program.
6. **Provides feedback to students, faculty, and the larger institution.** Feedback is a natural part of each course's content. Feedback for students is provided by grades, annotations and verbal comments. The faculty will be provided feedback through regular student evaluations, the thesis evaluation (including outside examiners), and graduate surveys. The institution will receive information from student evaluations and graduate surveys.
7. **Is cost effective.** Course-embedded activities and instruments represent the heart of the plan. Minimal cost will be incurred to distribute student evaluations and graduate surveys.
8. **Does not restrict or inhibit goals** of access, equity, and diversity established by the institution.
9. **Leads to improvement.** The purpose of this Assessment Plan is to systematically identify areas of strength and areas that need improvement. The assessment tools will be evaluated at least annually and the formative evaluation will be used to improve the program.
10. Includes a process for evaluating the assessment program. Assessment tools will be evaluated to determine if they are providing the information needed. Student and faculty feedback will help determine the effectiveness of the evaluation plan, as well as the effectiveness of the program. Changes will be made as evaluation indicates. The review of instruments will occur at least annually to allow necessary refinement of the program.

PROGRAM GOALS AND COMPETENCIES

1. Demonstrate a basic understanding of the Criminal Justice system, its history, nature, and structure (including law enforcement, courts, and corrections).
2. Apply a foundation of multi-culturalism, global awareness, and diversity.
3. Communicate an awareness of the current issues in Criminal Justice and be able to relate the issues to the past and consider future implications of those issues.
4. Evaluate the interdisciplinary nature of Criminal Justice, including Public Administration, Sociology, Psychology, Social Work, and Law.
5. Analyze and critically examine information, including a basic understanding of social science research.
6. Demonstrate understanding of the societal role of the person working in the Criminal Justice system, including the legitimacy and responsibility of the role.
7. Synthesize knowledge of the diversity of value systems and their relationships to the Criminal Justice system.

8. Work in groups in classroom as well as an agency setting, in cooperation with supervisors and colleagues.

ASSESSMENT INSTRUMENTS

1. Performance in Courses. Students will be assessed on their achievement in case study analysis reports, research projects, oral reports, field experiences, and comprehensive examinations. The criteria for grading are based on the program competencies.
2. Capstone Thesis. All students in the program will be required to produce a thesis from course materials and research that exhibits attainment of the program competencies. The thesis contents must exhibit not only specific knowledge, but must also reflect student growth in higher order thinking skills such as analysis, synthesis and evaluation. Unanimous approval of departmental full-time faculty evaluating the thesis is required to satisfy this graduation requirement. In addition, outside evaluators will participate in the individual defense of the thesis, conducted in the student's senior year. The thesis will be evaluated based on the attached document (Attachment 2).
3. Internship or Applied Project. All students in the program are required to complete an internship experience (if not currently working in the criminal justice field) or complete an applied project (if currently working in the criminal justice field), under the supervision of an administrator, during the student's senior year. The supervising administrator will complete an evaluation of student performance, based on the attached document (Attachment 1).
4. Student Course Evaluations. Each student evaluates each course every term. The anonymous results are returned to the instructor and to the Director, to become part of the formative information for course revision.
5. Alumni Survey. In the first two years after graduation, each alumnus will be surveyed to determine if the program met his/her expectations and employment needs.

Chart of Program Assessment Tools

	Program Competency	Courses Addressing the Competency	Program Assessment Tool	Program Assessment Setting
1	Students will be able to demonstrate a basic understanding of the Criminal Justice system, its history, nature, and structure (including law enforcement, courts, and corrections).	CJ100, CJ221, CJ300	<ul style="list-style-type: none"> • thesis 	<ul style="list-style-type: none"> • CJ450
2	Students will be able to apply a foundation of multi-culturalism, global awareness, and diversity.	CJ100, CJ220, CJ425, CJ450	<ul style="list-style-type: none"> • thesis • internship 	<ul style="list-style-type: none"> • CJ450 • CJ440
3	Students will be able to communicate an awareness of the current issues in Criminal Justice and be able to relate the issues to the past and consider future implications of those issues.	CJ100, CJ231, CJ232, CJ233, CJ450	<ul style="list-style-type: none"> • thesis 	<ul style="list-style-type: none"> • CJ450
4	Students will be able to evaluate the interdisciplinary nature of Criminal Justice, including Public Administration, Sociology, Psychology, Social Work, and Law.	CJ100, CJ105, CJ200, CJ205, CJ300, CJ322, CJ365, CJ400	<ul style="list-style-type: none"> • thesis • internship 	<ul style="list-style-type: none"> • CJ430 & CJ450 • CJ440
5	Students will be able to analyze and critically examine information, including a basic understanding of social science research.	CJ311, CJ312, CJ365, CJ420, CJ425, CJ430, CJ450	<ul style="list-style-type: none"> • thesis • internship 	<ul style="list-style-type: none"> • CJ430 & CJ450 • CJ440
6	Students will be able to demonstrate understanding of the societal role of the person working in the Criminal Justice system, including the legitimacy and responsibility of the	CJ100, CJ300, CJ313, CJ323, CJ333, CJ450	<ul style="list-style-type: none"> • internship 	<ul style="list-style-type: none"> • CJ440

	role.			
7	Students will be able to synthesize knowledge of the diversity of value systems and their relationships to the Criminal Justice system.	CJ100, CJ310, CJ425, CJ450	<ul style="list-style-type: none"> • thesis • internship 	<ul style="list-style-type: none"> • CJ450 • CJ440
8	Students will be able to work in groups in classroom as well as an agency setting, in cooperation with supervisors and colleagues.	CJ300, CJ310, CJ440, CJ450	<ul style="list-style-type: none"> • thesis • • internship 	<ul style="list-style-type: none"> • CJ430 & CJ450 • CJ440

Assessment of Capstone Courses

The Capstone Courses – CJ430 Research in Criminal Justice, CJ440 Internship in Criminal Justice, and CJ450 Senior Seminar in Criminal Justice are evaluating using the attached scoring guides. CJ440 uses Attachment 1 - Internship Agreement and Requirements, while CJ430 and CJ450 uses Attachment 2 - Scoring Guide to evaluate the Senior Thesis, which is the culmination of the two courses.

Attachment 1

PARK UNIVERSITY
DEPARTMENT OF CRIMINAL JUSTICE

CJ440: INTERNSHIP IN CRIMINAL JUSTICE
AGREEMENT AND REQUIREMENTS

INSTRUCTOR INFORMATION

Name _____
Park University
8700 NW River Park Drive, Box _____
Parkville, MO 64152
Phone _____
E-mail _____

STUDENT

Name _____

HOURS _____ credit hours x 45 = _____ work hours

SUPERVISOR

Name _____
Title _____
Agency _____
Address _____

Phone _____

INTERNSHIP DESCRIPTION: (use back, if necessary)

REQUIREMENTS

From the **Supervisor**:

1. **Within the first three weeks** of the internship the supervisor must send to the instructor a letter which includes:
 - a. a description of the student's duties and responsibilities;
 - b. amount and kind of supervision the student will have;
 - c. a work schedule; and
 - d. a copy of this signed document.
2. **At the end of the internship** the supervisor must send directly to the instructor a confidential report, which should include:
 - a. a description of the work the student actually did;
 - b. the number of hours the student worked;

- c. student's willingness to accept responsibility (Competency 8);
- d. student's attitude toward the work (Competency 8);
- e. student's competence in the work (Competency 8);
- f. student's successes and failures (Competency 8);
- g. whether the supervisor would hire this student, given necessary approvals and budget for the position and why or why not (Competency 8); and
- h. anything else that would be helpful in evaluating student's performance.

From the Student:

1. Successful completion of the work assigned to student by the supervisor.
2. Completion of the number of hours appropriate for the number of credits taken.
3. **At the end of the internship**, a paper of 6 pages which must include:
 - a. a description of the organization the student worked for;
 - b. a description of where the student was in the organization and what he/she did;
 - c. an examination of the impact of diversity, globalism, or multiculturalism on the organization (Competencies 2 & 7);
 - d. an examination of how fields other than criminal justice affect the organization (Competency 4);
 - e. a critical examination of the organization, recommending any improvements (Competency 5 & 6); and
 - f. a critical report evaluating the internship itself and evaluating how well the student thinks he/she did in it (Competency 8).
4. Keep a journal and attach it to your final paper
5. Have contact with your instructor as required.

Student's signature Date

Supervisor's signature Date

Attachment 2

CJ450 Senior Seminar

Evaluation of Senior Thesis

Scoring Guide

<u>Thesis Segment & Program Competency</u>	<u>Exceeds Expectations</u>	<u>Meets Expectations</u>	<u>Does not Meet Expectations</u>
1. Abstract & hypothesis (Prog Comp 1, 2, 3, 4, 5)	The abstract is a complete and concise summary of the thesis. The thesis has a clear, focused hypothesis, is interesting, and at a level appropriate to a senior criminal justice administration major.	The abstract is a satisfactory summary of the thesis, but may evidence some excessive wordiness or contain unnecessary information. The thesis has an adequate hypothesis, but its interest level may be uncertain. It is adequate for a senior criminal justice administration major.	The abstract is an unsatisfactory summary of the thesis. The hypothesis is missing or confused, is uninteresting or trivial. It is inappropriate for a senior criminal justice administration major.
2. Review of literature (Prog Comp 3, 4)	The review of the literature evidences mastery of the field specific to the research problem.	The review of the literature evidences awareness of the important works specific to the research problem but may include data or information that is extraneous or superfluous.	The review of the literature lends little if any support to the central ideas of the thesis and indicates minimal if any knowledge of the field specific to the research problem.
3. Methodology (Prog Comp 8)	The methodology is well-thought-out, reliable, and valid in addressing the research problem.	The methodology is adequate to address the research problem. There may be some questions regarding reliability and/or validity.	The methodology to address the research problem is inadequate or missing. There are many concerns regarding reliability and/or validity.

4. General flow of thesis (Prog Comp 1,2, 5,7)	The thesis is well-organized and effectively develops the central idea. Arguments throughout are clear and logically supported.	The thesis is organized but evidences some areas where the central idea lacks clarity. Some arguments or points are not supported logically.	The thesis has no clear organization. The development of the central idea is confused or unclear. There are many areas of disconnectedness and lack of logical support for arguments made.
5. Bibliography (Comp 7)	The bibliography is well constructed, properly formatted, and evidence of a complete familiarity with the literature in the field specific to the research.	The bibliography is satisfactory, evidences adherence to style formatting guidelines, but may have some inconsistencies in construction.	The bibliography is poorly constructed, improperly formatted, and evidence of unfamiliarity with the literature in the field specific to the research.
6. Source citations in body of thesis (University effective communication)	Source citations in the body of the thesis are correct and complete. It is clear what has been integrated from external sources.	Source citations are complete and generally correct but it is not always clear what has come from external sources.	Source citations are incomplete or have errors that prevent the reader from knowing the source of cited information.
7. Spelling & grammar (University effective communication)	There are no faults in spelling and/or grammar.	There are few faults in spelling and/or grammar.	Thesis is marred by numerous errors in spelling and/or grammar
8. General Comments	The thesis demonstrates mastery of issues related to the topic. The thesis goes beyond the requirements laid out by the parameters of the assignment.	The thesis demonstrates average scholarship for a senior criminal justice administration major. The thesis has met the requirements laid out by the parameters of the assignment but did not extend beyond these parameters.	The thesis demonstrates poor scholarship for a senior criminal justice administration major. The thesis requirements have not been met.

Student _____

(Rank as: Exceeds expectations, Meets expectations, or Does not meet expectations and explain why)

1. Abstract & hypothesis

2. Review of literature

3. Methodology

4. General flow of thesis

5. Bibliography

6. Source citations in body of thesis

7. Spelling and grammar

8. General comments

Date

Evaluator