I. Mission

The purpose of the Bachelor degree in Criminal Justice is to develop in students a comprehensive knowledge of the criminal justice systems and the laws pertaining to them. Students will learn to apply theory to practice to prepare for a career in the criminal justice systems.

II. Goals

The Criminal Justice program supports the Valley mission in every way. Faculty lectures, prepare logical, investigative and philosophical assignments, and labs that require students to engage in critical thinking and writing allowing them to achieve noteworthy results in the various assessment phases of this curriculum.

III. Student learning outcomes

The student learning outcomes for the criminal justice program are:

1. Demonstrate an adequate concept of the criminal justice system, its major subsystems, and its relation to each government level.
2. Demonstrate an understanding of the theories that define deviance and have affected the laws and policies aimed at its control.
3. Show an understanding of the problems facing the criminal justice system, an awareness of individual rights, and an understanding of the U.S. Constitutional provisions applicable to the criminal justice system.
4. Show an understanding of the proper procedures for criminal investigation and the subsequent actions necessary for court proceedings.
5. Demonstrate knowledge concerning the collection of crime data and research in the criminal justice area and exhibit written and oral skills in the analysis and synthesis as a result of this research.
6. Exhibit an understanding of the American philosophies of punishment within the social structure.

IV. Course map

<table>
<thead>
<tr>
<th></th>
<th>SLO 1</th>
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<th>SLO 3</th>
<th>SLO 4</th>
<th>SLO 5</th>
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<td>CJ330</td>
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Assessment tools

Criminal justice students have three assessment tools to complete for graduation, spring 2014. All three (3) assessments are completed in Research Design and Senior Seminar (CJ485). The first requirement is a senior thesis worth 150 points and is an original research project conducted by the student. The senior thesis meets the following student learning outcomes (refer back to page 9 for specific outcomes): Senior thesis 150 points (final paper) (outcomes [course]: 1, 2, 3, 4, 5, 6) (outcomes [general education]: 1). Chapter 1 (outcomes [course]: 1, 2, 3, 4, 6) (outcomes [general education]: 1). Literature (outcomes [course]: 1, 2, 3, 4, 6) (outcomes [general education]: 1). Methodology (outcomes 5). Analysis of Results (outcomes 5). Summary Conclusion (outcomes 5). List of References (outcomes [course]: 1, 2, 3, 4, 6) (outcomes [general education]: 1). Overall, student learning outcomes for this portion of the course (outcomes [course]: 1, 2, 3, 4, 5, 6) (outcomes [general education]: 1).

The second assessment tool is an in-house examination that contains 100 multiple choice questions that covers all aspects of the criminal justice systems, including Criminal Law and U.S. Constitution, Corrections and Probation and Parole, Criminal Justice Subsystems, Criminal Investigation and Criminology. Students must achieve a 70% or better to pass the in-house assessment. Students have one opportunity each term to pass the in-house assessment. (Outcomes [course]: 1, 2, 3) (outcomes [general education]: 1). Both the thesis and in-house examination must be passed by the student in order for the student to successfully graduate. The third assessment is the Major Field Test (MFT) provided the Educational Testing Services (ETS). This test covers the areas of Theory, the Law, the Police, Corrections, the Court System, Critical Thinking and Research Methodology and Statistics. This is a standardized testing instrument and is computer
Based. The ETS exam is given as an assessment tool only and students get points towards their final grade for taking the exam.

Beginning in the fall of 2014, we will no longer be using the in-house examination or the ETS Major Field test (Educational Testing Service). After an extensive evaluation of those testing examinations it was determined that the division has many other methods of assessment and evaluating student success by specific course enrolled, that proves to be more accurate and in line with the overall assessment methods being used by the school. Professors should ensure that they meet, and thoroughly instruct students on all of the identified learning objectives in every class and that students be measured fairly and consistently in a per course environment. By eliminating the requirement to execute an all-inclusive in-house exit exam, Missouri Valley College will keep pace with other colleges and universities and allowing students to focus on their senior thesis which is required by generally all schools. More in keeping with the senior thesis, we will add the requirement for students to prepare a visual display of the results of their research. A one day public presentation will be held where students will present their visual display of their research results. Students will be required to evaluate their research, determine the most effective way to present their specific results in a professional manner. Develop that presentation and be available for questions from those attending. We are still developing this portion of the assessment but are confident that it will be far more successful in measuring the success of our senior criminal justice students.

**VI. Summary of findings/Level of achievement of student learning outcomes**

In regards to the scores on the in-house examination, it appears that the students have a good understanding of the concepts of the criminal justice systems that are consistent with the student learning outcomes and students are meeting minimum requirements. Test grades range in the 90th, 80th and a few in the 70th percentiles with 100 points being possible.

The thesis that students in CJ485 must write consists of five (5) chapters. Scores on the paper are continuing to increase. By examining final grades for their thesis, most students have a final score of an A or B. This indicates that the understanding of literature reviews and data are increasing as this information is taught in both SC316 and CJ485.

**VII. Analysis/Interpretation**

As discussed in detail in Section V. of this report the criminal justice faculty has decided to discontinue the ETS examination coupled with the in-house test beginning in the fall 2014.

For the fall 2013 and spring 2014 terms, the final in-house examination was conducted. It is a standardized test and was divided into sections pertaining to criminal justice but scores were only determined by Scantron to receive a numerical score to determine if the student passed or failed the exam. Additional data was not divided into each of the categories to determine the strengths and weaknesses of the student test takers to determine how each section pertains to the student learning outcomes and sub-sections of criminal justice. This test is taken very seriously by the students as the failing of this test will prevent the student from graduating.

**Criminal Law & U.S. Constitution (26 questions)**

- Fall 2013 -- 16 students x 26 questions=416 total answers for the section: students missed a total of 101 answers in the section or 24%
Spring 2014 – 24 students x 26 questions=624 total answers for the section: students missed a total of 71 answers in the section or 11%

Corrections, Probation and Parole (23 questions)
- Fall 2013 – 16 students x 23 questions=368 total answers for the section: students missed a total of 111 answers in the section or 30%
- Spring 2014 – 24 students x 23 questions=552 total answers for the section: students missed a total of 115 answers in the section or 21%

Criminal Justice Subsystems (24 questions)
- Fall 2013 – 16 students x 24 questions=384 total answers for the section: students missed a total of 81 answers in the section or 21%
- Spring 2014 – 24 students x 24 questions=576 total answers for the section: students missed a total of 72 answers in the section or 13%

Criminal Investigation (11 questions)
- Fall 2013 – 16 students x 11 questions=176 total answers for the section: students missed a total of 68 answers in the section or 39%
- Spring 2014 – 24 students x 11 questions=264 total answers for the section: students missed a total of 61 answers in the section or 23%

Criminology (16 questions)
- Fall 2013 – 16 students x 16 questions=256 total answers for the section: students missed a total of 78 answers for the section or 30%
- Spring 2014 – 24 students x 16 questions=384 total answers for the section: students missed a total of 61 answers for the section or 16%

Senior Thesis: In Fall 2013, of the 19 students in the class, five (5) did not pass the thesis. In the spring 2014, of the 27 students in the class, one student withdrew from the course, three (3) did not pass the thesis.

ETS: **The most recent data is available from September 2010 to June 2013.
Fall 2013 seventeen students took the ETS exam. The national mean score was 153.3. The mean score for criminal justice students at MVC in the fall 2013 was 132.9, therefore scoring below the national average. One student received a score of 153 thus performing near national average. Spring 2014 twenty-four students took the ETS exam. The national mean score was 153.3. The mean score for criminal justice students at MVC in the spring 2014 was 133.0, therefore scoring below the national average. One student received a score of 163, one received a score of 162 and another scored 148, thus performing near or above the national average.

In regards to the thesis, students usually fair very well. The students are provided a Rubric explaining exactly how their project will be graded. The Rubric is going to be enhanced to be more specific in exactly how many points will be lost for each sub-header requirement within a specific section of the Rubric. The thesis is graded by the course instructor in segments at which point the student has an opportunity to make changes and modify their project if necessary. A final grading is conducted by the course instructor on the project as a whole after all changes have been made. There are not multiple readings by other faculty because of the size of the division and the number of papers involved and drafts provided. By examining the grades of the thesis, it appears that grades on the thesis are remaining steady as students are learning to write at the senior level as
expected of them. Where the students appear to be lacking is writing a literature review. Many seem to have trouble incorporating the data and research from journal articles into their own paper through the use of paraphrasing and students continuously want to write in first person. Additionally, spring 2014 term it was noted that student’s struggle staying in past tense. Many change tense within a given paragraph and sometimes even within the same sentence. Students are now required to pass MA200 Statistics and SC100 Introduction to Sociology with a “C” in order to move forward and take SC320 Urban Sociology, SC316 Research Methods and Statistics and CJ485 Research Design and Senior Seminar. This is a new change which takes affect fall 2014, so the faculty is anxious to see if this leaves students more prepared in the ability to interpret data from SPSS which is taught in both SC316 (Research Methods and Statistics) and CJ485 (Research Design and Senior Seminar) thorough a written literature review.

VIII. Action plan/Closing the loop

There are various options that the criminal justice faculty can do to address the issues described in this report.
1. Re-evaluate the Student Learning Outcomes with all criminal justice faculty to determine what fits into the program at Missouri Valley College. With this process, it may be necessary to discuss the material that is being covered in the classrooms.
2. Although the writing skills have improved by the students by the time they take CJ485, it may be necessary for faculty to assign more writing assignments or do more critique with the students so that they can be more prepared to write a thesis in CJ485. It is critical that all division faculty uses the most current version of APA to eliminate confusion among students and prepare them more for the intensive writing in CJ485. Additionally, that all division faculty use Turnitin.com.
3. The criminal justice faculty has decided to eliminate the ETS examination effective fall 2014.
4. The in-house examination has also been examined by the division faculty and it has been determined that it will no longer be used. There are many other more effective assessment methods to measure the student success in a ‘per class’ environment which is a more accurate assessment tool.
5. We have removed the 7th Student Learning Outcome from our assessment, and it has been removed from the 2014-2015 Undergraduate Catalog. Additionally, the requirement for the ETS and in-house assessments have been removed from the assessment portion of the catalog within our division.
6. Changes have been incorporated in the program based on the Fall Five Year Criminal Justice Assessment feedback from the Vice President, Academic Affairs Response to Academic Program Assessment and Planning. Ongoing changes are being considered by the department faculty.

IX. Faculty/Student information

Table 1. Program Faculty
Program faculty are those who taught at least one course in the program in the past year.
FULL-TIME*
*The definition of ‘full-time’ for this table coincides with our standard MVC definition. Include all full-time faculty who taught in the program regardless of their division affiliation.

1) Current full-time faculty and division:

<table>
<thead>
<tr>
<th>Name</th>
<th>Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cynthia Adams</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Katherine Adams</td>
<td>Math/Sciences</td>
</tr>
<tr>
<td>Jennifer Livengood</td>
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</tr>
<tr>
<td>Marilyn Milovich</td>
<td>Math/Sciences</td>
</tr>
<tr>
<td>Erich Mueller</td>
<td>Math/Sciences</td>
</tr>
<tr>
<td>Charlie Guthrey</td>
<td>Social Sciences</td>
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<tr>
<td>Alecia Schmidt</td>
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<tr>
<td>Joshua Tetteh</td>
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<tr>
<td>William Wright</td>
<td>Social Sciences</td>
</tr>
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</table>

ADJUNCT
Include all adjunct faculty who taught at least one course in the program in the past year regardless of their division affiliation. (No list of names required.)

Number of adjunct: _____0_______

Table 2. Student Profile

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<td></td>
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<td>4</td>
<td>9</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
</tbody>
</table>

X. List of individuals who assisted in the completion of this report

Cynthia G. Adams

Alecia C. Schmidt
XI. OPTIONAL: You may respond to any or all of the criteria below.

Ten Criteria for Prioritizing Academic Programs

1) Beginning with the summer 2014, the Criminal Justice curriculum went up on-line. We still have to work out as a department, how we are going to accomplish the CJ485 Senior Seminar in an on-line environment given the need for 100 student surveys to accomplish the research portion of that thesis. We intend to work with the Psychology department and see how they are accomplishing this final thesis with students on-line.

Updated 4/7/14