

# STUDENT LEARNING ASSESSMENT REPORT

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**PROGRAM:** Criminal Justice B.A.

**SUBMITTED BY:** Stephanie Ellis Foster

**DATE:** September 30, 2018

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:**

## EXECUTIVE SUMMARY

### Program description from the Course Catalog:

The B.A. program is distinctive in its combined emphasis of introductory professional skills and theoretical foundations. Career preparation reinforced by commitment to lifelong learning and advanced education that extends beyond the baccalaureate level are central to the study of this demanding field of inquiry. Simulations and review of problem-solving methods from actual cases are used to enhance the student's understanding of lectures and materials. By examining decision-making processes, including policy analysis and the day-to-day practical operations of various components of the criminal justice system, participants learn to value and apply "theory to practice."

Exploration of traditional and contemporary models of crime prevention, criminal investigation, jurisprudence, punishment and rehabilitation, and organization and administrative theory help prepare graduates for eventual advancement to management positions in law enforcement, correctional, and court (probation and parole) agencies. Graduates of this rapidly developing field also find positions in corporate security firms and with government and private research agencies.

Upon successful completion of the criminal justice program, students will be able to

- demonstrate a working knowledge of criminal justice and how its component parts function;
- demonstrate skills in the use of research methods and statistics;
- demonstrate proficiency in written communication; and
- demonstrate an understanding of ethical issues and exhibit their application to social phenomena.

**List all of the program's learning outcomes:** *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
Demonstrate a working knowledge of criminal justice and how its component parts function	2016	Yes	2020
Demonstrate skills in the use of research methods and statistics	2016	Yes	2020
Demonstrate proficiency in written communication	2016	Yes	2022
Demonstrate an understanding of ethical issues and exhibit their application to social phenomena.	2014	Yes	2022

**Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan** *(generally not more than two paragraphs, may use bullet points):*

Our program outcomes are consonant with the Mission Statement: The criminal justice program graduates will be equipped with the ability to think critically about social issues using an understanding of research methods, understand ethical issues, and be facile in written communication. The criminal justice major prepares students to work in a field that provides essential service to others.

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment** (*generally not more than two paragraphs, may use bullet points*):

This year the assessment activities focused on measuring the following four learning outcomes from a sample of senior seminar issue briefs from the previous two years:

- ✓ Demonstrate a working knowledge of criminal justice and how its component parts function.
- ✓ Students will demonstrate skills in the use of research methods and statistics.
- ✓ Students will demonstrate proficiency in written communication.
- ✓ Students will demonstrate an understanding of ethical issues and exhibit their application to a social phenomenon.

We continued to rely on assessing the major product of the Senior Seminar class as our direct measure of these learning outcomes, employing independent readers (two full-time faculty in the Department of Criminal Justice that were not involved in teaching the senior seminar course) to evaluate the issue briefs, using a custom designed rubric. The faculty member teaching senior seminar collected the data for assessment (Senior Seminar Issue Briefs). The papers were uploaded to the department chair's Dropbox folder after all of the individual identifying information had been removed. After the names and ID numbers were removed and the papers were numbered, the folder was shared among the two full time faculty members participating in the review for this assessment report. Two faculty members reviewed each paper. For our indirect measure we employ the results of the *Graduating Student Survey*, which is administered by the Office of Institutional Effectiveness. We used Google Forms to collect the data for our assessment report.

We plan to use Google forms for all the graduating seniors enrolled in the Senior Seminar course to provide an additional indirect measure for our next assessment report.

**Describe how the program implemented its planned improvements from last year:**

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<ul style="list-style-type: none"> <li>✓ Demonstrate a working knowledge of criminal justice and how its component parts function.</li> </ul>	<ul style="list-style-type: none"> <li>✓ In our last assessment report, we proposed to remove Careers in Criminal Justice (CJ200) from our list of major requirements. The content of this course was redundant and covered in other courses in the criminal justice curriculum (the content is covered in both CJ209 Introduction to the Criminal Justice System; CJ495 Senior Seminar).</li> <li>✓ We planned to put forward a curriculum proposal to make the study away course <i>The Recognition and Recovery of Human Remains</i> (CJ313) a permanent course.</li> <li>✓ We planned to expand our Global Classroom offerings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ We completed the following curriculum changes (proposed in the last assessment report)</li> <li>✓ Removed CJ200 Careers in Criminal Justice from the list of major requirements and shifted the content to CJ209 and CJ495.</li> <li>✓ We made CJ313 Recognition and Recovery of Human Remains a permanent course.</li> <li>✓ We expanded our Global Classroom offerings to include CJ314</li> <li>✓ We developed a new Comparative Criminal Justice Global Classroom course (CJ212) that is being run as a temporary course for the first time in the spring. Students will compare the criminal justice systems in the United States and Hungary and will travel to Budapest over spring break to visit the National University of Public Service.</li> <li>✓ In our last assessment report, we had just designed three new forensics courses as part of a new minor (CJ313; CJ314; CJ315) to</li> </ul>

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
		provide students with better career preparation by giving them more substantial hands on experience related to crime scene investigation. As a part of this sequence we have established permanent crime scene spaces on campus that can be visited as part of a lab on a weekly basis.
Students will demonstrate skills in the use of research methods and statistics.	<ul style="list-style-type: none"> <li>✓ In our last assessment report, we proposed to include a discussion about the practical importance of research methods in the discipline across multiple courses in the curriculum (e.g. the discussion of the importance of mastering skills in quantitative and qualitative research in forensics and in juvenile justice).</li> <li>✓ We planned to put forward a curriculum proposal to modify the Applied Research Methods (CJ304) course to include a 3 credit lecture and 1 credit lab.</li> <li>✓ We also proposed to include CJ304 data in the assessment process.</li> </ul>	<ul style="list-style-type: none"> <li>✓ We have implemented structured discussions of the importance of research methods and understanding quantitative research in introductory level courses (Introduction to the Criminal Justice System CJ209; CJ202 Principles of Forensics Science CJ201; Juvenile Justice CJ207; and Deviant Behavior CJ250).</li> <li>✓ We also hosted a young alumni event for Criminal Justice majors. One of the questions posed to the young alumni on the panel involved how they use research and writing in the field.</li> <li>✓ We developed the curriculum proposal to make CJ034 a 4 credit class. It has been approved by the department and will be put forward to the Undergraduate Curriculum and Instruction Committee this fall.</li> <li>✓ We did not complete the last item in our plan for improvement. We decided to wait until we have implemented our new 4 credit course to integrate data from our applied research methods course in the assessment plan.</li> </ul>
Students will demonstrate proficiency in written communication	<ul style="list-style-type: none"> <li>✓ In our last assessment report, we planned to put forward a curriculum proposal to remove CJ300 from the list of major requirements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ We removed CJ300 from the list of major requirements.</li> <li>✓ We completed the proposal for making CJ304 WI (it was reviewed by the WI committee this summer and will be sent to UCIC in November, 2018).</li> </ul>

**Provide a response to last year's University Assessment Committee review of the program's learning assessment report:**

Comment:

Overall, the comments on the assessment report from the previous year were favorable; the report was accepted as submitted.

**Outcomes Assessment 2017-2018**

- ✓ **Learning Outcome 1:** Demonstrate a working knowledge of criminal justice and how its component parts function.

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process.  2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
The outcome measuring student application of a working knowledge of criminal justice to a current social issue is addressed senior seminar’s issue brief in the key facts section of the paper. (See Attachments A and B) (DIRECT)	Students will receive mean scores of 2.0 or above (on a 3.0 scale). This score represents that students are “meeting expectations” anything above a 2.0 indicates that students are “exceeding expectations.”	A sample of Issue briefs was selected from all students who completed the final paper in the sections of CJ 495 from the past two years (Senior Seminar).	Two full-time Criminal Justice program faculty members scored the issue brief sections of 16 senior papers using a rubric developed by the Department. Scores were entered electronically into google forms. Just over 90% of the CJ-BA students met or exceeded faculty expectations for this learning outcome. The CJ-BA students had mean scores of 2.13 on this learning outcome; standard deviation = .554 (n=16)(3 point scale: 1= fails to meet expectations; 2= meets expectations; 3=exceeds expectations; See Appendix C: Tables 1 and 2).
Results from the Graduating Student Surveys (GSS) 2017-2018 are used as the indirect measure.	A majority of students will report that the program of study provided them the ability to “Apply knowledge and skills to new situations” and “Solve problems in your field using your knowledge and skills.”	The data comes from the Criminal Justice students that responded to the Graduating Student Survey, which is distributed by the Office of Institutional Assessment.	Students expressed confidence in their ability to “apply knowledge and skills to new situations” Almost 88% of graduating students expressed their ability to “apply knowledge and skills to new situations” was “good or excellent” (mean = 4.50; SD= 0.73; n=16). Furthermore, 93.8% of students reported their ability to “solve problems in your field using your knowledge and skills” was good or excellent (mean = 4.56; SD=0.63; n=16). (See Appendix D)

**Interpretation of Results**

**Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):**

The majority of students in the Criminal Justice program are meeting or exceeding expectations for proficiency in demonstrating a working knowledge of criminal justice and how its component parts function (just over 90%). Analysis of the indirect measure indicates that the majority of our students (88% of survey respondents) reported good or excellence in their self-assessed ability to “apply [their] knowledge and skills to new situations” and almost 94% of students were confident that they could “solve problems in [the] field using knowledge and skills” (See Appendix D).

**Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:**

It is clear from this assessment that students in the criminal justice program are mastering a working knowledge of the criminal justice system. We also believe that they can continue to improve. We are striving to provide students with increased opportunities for to apply their knowledge to real life scenarios with our crime scenes, in class problem solving exercises, and an expanding number of field trips.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

We will continue to expand our global classroom offerings. We are in the process of establish process of establishing a blood spatter lab and are securing permanent space for our crime scene labs, which give students opportunities to put theory into practice.

✓ **Learning Outcome 2: Students will demonstrate skills in the use of research methods and statistics.**

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p>We measured the second learning outcome by evaluating the methodology section of a sample of the senior seminar’s issue brief. (See Attachments A and B) (DIRECT)</p>	<p>Students will receive mean scores of 2.0 or above (on a 3.0 scale). This score represents that students are “meeting expectations” anything above a 2.0 indicates that students are “exceeding expectations.”</p>	<p>A sample of Issue briefs was selected from all students who completed the final paper in the sections of CJ 495 from the past two years (Senior Seminar).</p>	<p>Two full-time Criminal Justice program faculty members scored the Methodology section of the senior issue brief assignment using a rubric developed by the Department. Scores were entered electronically into a google form using the rubric with a 3 point scale (1=fails to meet expectations; 2= meets expectations; 3= exceeds expectations). Approximately 66% (up slightly from 63% in 2016) of our students met or exceeded our expectations for demonstrating skills in the use of research methods. The CJ-BA students had mean scores of 1.84 with a standard deviation of .723 (3 point scale: 1= fails to meet expectations; 2= meets expectations; 3=exceeds expectations; See Appendix C).</p>
<p>Results from the Graduating Student Surveys (GSS) 2017-2018 are used as the indirect measure.</p>	<p>We expect the majority of students responding to Graduating Student Survey (GSS) will self-report that their ability to “Conduct research to support a position” and “Use quantitative/qualitative techniques within your professional field” is good or excellent.</p>	<p>The data comes from the Criminal Justice students that responded to the Graduating Student Survey, which is distributed by the Office of Institutional Assessment.</p>	<p>According to the data from the Graduating Student Survey, most of the students in the CJBA program (93.8% up from 84.4% of respondents in 2016) expressed confidence in their ability to conduct research to support a position (mean = 4.56 on a 5 point scale with 1=poor and 5=excellent; standard deviation = .63). Approximately 94% (up from 75% of students in 2016) reported good or excellent use of quantitative/qualitative techniques within the professional field (mean = 4.50 on a 5 point scale with 1=poor and 5=excellent; standard deviation = 0.63; n=16). (See Appendix D).</p>

**Interpretation of Results**

**Describe the extent to which this learning outcomes has been achieved by students (Use both direct and indirect measure results):**

The direct measure of the student learning outcome for demonstrating skill in the use of research methods and statistics indicate that there is room for improvement. While almost 66% of the students assessed met faculty expectations, we hoped this would be higher. We would like to see at least 66.6% of our students meet or exceed our expectations in the next assessment. The results of the graduating student survey indicate that the majority of our students are comfortable with their ability to conduct research to support a position (just about 94 % reported it to be good/excellent), and 94% of students reported that their ability to use quantitative/qualitative techniques

within the profession were good/excellent. It appears that the student assessment of their ability to use research methods and statistics was slightly more favorable than the faculty assessment.

**Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:**

The strength of our program is that our current curriculum and course design requires students to master the use of quantitative research methods and to utilize SPSS to analyze their own data for an independent research project. We believe that Criminal Justice students should be informed consumers of quantitative research and believe that our program does meet this objective for most students.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

We are in the process of transforming our Applied Research Methods course into a 4 credit course; we are hopeful that this will provide students with more time in class in a lab type setting to practice using quantitative methods using the SPSS statistics software package.

✓ **Learning Outcome 3:** Students will demonstrate proficiency in written communication.

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
We measured the third learning outcome by evaluating the senior seminar’s issue brief. (See Attachments A and B) (DIRECT)	Students will receive mean scores of 2.0 or above (on a 3.0 scale). This score represents that students are “meeting expectations” anything above a 2.0 indicates that students are “exceeding expectations.”	A sample of Issue briefs was selected from all students who completed the final paper in the sections of CJ 495 from the past two years (Senior Seminar).	Two full-time Criminal Justice program faculty members scored the senior issue brief assignment using a rubric developed by the Department. Scores were entered electronically into a google forms document. Approximately 78% percent of our students met or exceeded our expectations on this learning outcome. The CJ-BA students had mean scores of 1.97 with a standard deviation of .647 (3 point scale: 1= fails to meet expectations; 2= meets expectations; 3=exceeds expectations; See Appendix C), which falls below the performance standard that we set.
Results from the Graduating Student Surveys (GSS) 2017-2018 are used as the indirect measure.	We expect the majority of students responding to Graduating Student Survey (GSS) will self-report that their ability to “develop a coherent written argument” is good or excellent.	The data comes from the Criminal Justice students that responded to the Graduating Student Survey, which is distributed by the Office of Institutional Assessment.	According to the data from the Graduating Student Survey, almost 94% of the students in the CJBA program (up from 80.6% of respondents in 2016) expressed confidence in their ability to develop a coherent written argument (mean = 4.63 on a 5 point scale with 1=poor and 5=excellent; standard deviation = .62; n=16). (See Appendix D).

**Describe the extent to which this learning outcomes has been achieved by students (Use both direct and indirect measure results):**

Over 2/3rds of our seniors are meeting or exceeding our expectations for proficiency in written communication. One of our goals in our last program revisions was to reduce the number of credits in the Criminal Justice major to bring the number of credits required for the major more in line with national trends. In doing so, we removed CJ300 from the list of required courses. We were a bit surprised to find that students have actually complained about the removal of the course from the list of required courses. We do not plan to reintroduce Writing for Criminal Justice (CJ300) into the major requirements, but will add the writing course to this list of optional courses in the list of major electives. We also

intend to make Applied Research Methods (CJ304) WI. This proposal has already been reviewed by the WI committee, and we hope to have it before the UCIC committee in November, 2018.

Our young alumni commented that they were most appreciative of all the writing intensive projects that they had to complete as a part of the Criminal Justice degree. They commented that while they complained about it at the time, they use writing on a daily basis in the field. It is clear from the results of our Graduating Student Survey that students (94%) are confident in their ability to develop a “coherent written argument.”

**Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:**

Students do a substantial amount of writing in the courses required for the criminal justice major; however, if the focus of the writing is not to improve writing skills students may continue to make the same mistakes. The Criminal Justice Department faculty will identify three classes (one at the sophomore level; junior level; and senior level) for a common writing assignment. We envision this assignment to involve identifying areas for improvement; a self-assessment; and scaffolding to build their skills before getting to the next level.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

We envision building a writing sequence into the writing courses for the Criminal Justice major. The writing sequence is described in the section above on opportunities for improvement relative to this assessment. We also plan to make Writing for Criminal Justice (CJ300) available to students as a major elective.

**Learning Outcome 4: Demonstrate an understanding of ethical issues and exhibit their application to social phenomena.**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process.                      2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
We measured the fourth learning outcome by evaluating the ethics section of a sample of the senior seminar’s issue brief. (See Attachments A and B) (DIRECT)	Students will receive mean scores of 2.0 or above (on a 3.0 scale). This score represents that students are “meeting expectations” anything above a 2.0 indicates that students are “exceeding expectations.”	A sample of Issue briefs was selected from all students who completed the final paper in the sections of CJ 495 from the past two years (Senior Seminar).	Two full-time Criminal Justice program faculty members scored the Ethics section of the senior issue brief assignment using a rubric developed by the Department. Scores were entered electronically into a google forms document. Approximately 93.7% percent of our students met or exceeded our expectations on this learning outcome. The CJ-BA students had mean scores of 2.13 with a standard deviation of .492 (3 point scale: 1= fails to meet expectations; 2= meets expectations; 3=exceeds expectations; See Appendix C).
Results from the Graduating Student Surveys (GSS) 2017-2018 are used as the indirect measure.	We expect the majority of students responding to Graduating Student Survey (GSS) will self-report that their ability to “Determine the most ethically appropriate response to a situation” and “understand the major ethical dilemmas in your	The data comes from the Criminal Justice students that responded to the Graduating Student Survey, which is distributed by the Office of Institutional Assessment.	According to the data from the Graduating Student Survey, almost 88% of the students in the CJBA program expressed confidence in their ability to “determine the most ethically appropriate response to a situation” (mean = 4.50 on a 5 point scale with 1=poor and 5=excellent; standard deviation = .73). Approximately 94% of students reported good or excellent understanding of the “the major ethical dilemmas in [the] field” (mean = 4.56; SD= .63; n=16). (See Appendix D).

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss how the data was collected and describe the student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
	field.”		

**Describe the extent to which this learning outcomes has been achieved by students** *(Use both direct and indirect measure results):*

Based upon this assessment report, it appears that our students are mastering and understanding of the major ethical dilemmas in the field. Students are exposed to ethical dilemmas in the field of criminal justice at various points throughout the curriculum. They are introduced to ethical issues early on in the major in the Introduction to Criminal Justice Systems (CJ209); the role of ethical decision making in the investigation process through Principles of Forensic Science (CJ201). Students learn the importance of ethical decision making in research in Applied Research Methods (CJ304). Finally, they write about the ethical dilemmas that are related to their topic in the capstone Senior Seminar course (CJ495).

**Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:**

Students are exposed to the ethical issues in the field of criminal justice at multiple points in the curriculum.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

The impact of ethical decision making is critical to criminal justice professionals in all points of the process of administering justice (law enforcement, the courts, and corrections). We are satisfied that students are exposed to ethical issues throughout the curriculum in the criminal justice program and demonstrate an understanding of ethical issues and exhibit their application to criminal justice issues. We will continue to ensure that our curriculum includes instruction on ethical issues that relate to criminal justice at multiple points in the program. We will also continue to encourage students to participate in Ethics Week at Marymount. We will continue to assess this learning outcome to ensure that students continue to score well on this learning outcome.

## Appendices

### APPENDIX A: Rubrics for Learning Outcomes

**LEARNING OUTCOME #1:** *Student* applies a working knowledge of criminal justice to a current issue.

Focus your attention on the Key Issues and Fact File sections of the Issue Brief. Select the category below that best describes these sections of the paper. All standards in the category must be met.

Knowledge and Understanding			
(1) Fails to Meet Expectations	(2) Meets Expectations	(3) Exceeds Expectations	(4) Demonstrates Exceptional Analysis



<ol style="list-style-type: none"> <li>1. Unfocused topic lacks coverage of key research.</li> <li>2. Unclear discussion of the research lacks understanding.</li> <li>3. Few differing ideas and no new ideas based on knowledge gained.</li> <li>4. Focus on a large number of facts with little attempt at conceptual analysis or synthesis.</li> </ol>	<ol style="list-style-type: none"> <li>1. General topic with limited coverage of key research.</li> <li>2. Coherent discussion of research based on limited sources and no new ideas generated.</li> <li>3. Limited integration of research trends.</li> <li>4. Ideas expressed at the descriptive level, with little conceptual analysis or synthesis .</li> </ol>	<ol style="list-style-type: none"> <li>1. Focused topic with balanced coverage of key research.</li> <li>2. Detailed discussion of research based on multiple sources.</li> <li>3. Integrated presentation of research.</li> <li>4. Strong evidence of critical analysis with some conclusions drawn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focused topic with in-depth coverage.</li> <li>2. Detailed discussion of research based on multiple sources with evidence of new ideas based on knowledge gained.</li> <li>3. Well integrated discussion of research, supported by evidence from the literature.</li> <li>4. Exceptional critical analysis of material and conclusions drawn.</li> <li>5. Presents a unique approach or innovative thinking.</li> </ol>
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**LEARNING OUTCOME #2: *Students will apply an understanding of research methodology to analyze a current issue***

Focus your attention on the Methodological Issues section of the Issue Brief. Select the category below that best describes these sections of the paper. All standards in the category must be met.

<b>Knowledge and Understanding of Methodological Issues</b>			
<b>(1) Fails to Meet Expectations</b>	<b>(2) Meets Expectations</b>	<b>(3) Exceeds Expectations</b>	<b>(4) Demonstrates Exceptional Analysis</b>
<ol style="list-style-type: none"> <li>1. Unfocused coverage of key methodological issues</li> <li>2. Unclear discussion of how research methods influence what is known about topic.</li> <li>3. Few differing ideas and no new ideas based on knowledge gained.</li> <li>4. Focus on a basic description of research study with little attempt analyzing research methods.</li> </ol>	<ol style="list-style-type: none"> <li>1. General coverage of key methodological issues with limited coverage.</li> <li>2. Coherent discussion of research methods based on limited analysis and no new ideas generated.</li> <li>3. Limited integration of research studies to identify how methods influence what is known about topic.</li> <li>4. Ideas expressed at the description of methods used by researchers, with little conceptual analysis of the implications or synthesis of multiple studies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focused, balanced coverage of key methodological issues.</li> <li>2. Detailed analysis of methodological issues based on multiple sources.</li> <li>3. Integrated presentation of how methods influence what is known about topic.</li> <li>4. Strong evidence of critical analysis with some conclusions drawn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focused, in-depth coverage of key methodological issues..</li> <li>2. Detailed discussion of methodological issues based on multiple sources with evidence of new ideas based on knowledge gained.</li> <li>3. Well integrated presentation of how methods influence what is known about topic supported by evidence from the literature.</li> <li>4. Exceptional critical analysis of material and conclusions drawn.</li> <li>5. Presents a unique approach or innovative thinking.</li> </ol>

**LEARNING OUTCOME #3: *Student demonstrates proficiency in written communication.***

Review the entire paper, with specific attention on the Overview and Conclusion sections of the brief. Select the category below that best describes the written communication in the paper. All standards in the category must be met.

<b>(1)</b> <b>Fails to Meet Expectations</b>	<b>(2)</b> <b>Exceeds Expectations</b>	<b>(3)</b> <b>Demonstrates Exceptional Analysis</b>
<ol style="list-style-type: none"> <li>1. Section poorly structured with weak or absent introduction, conclusion and transitions.</li> <li>2. No analytical framework for discussion of research.</li> <li>3. Little relevant material selected.</li> </ol>	<ol style="list-style-type: none"> <li>1. Section well structured with a clear introduction, conclusion and effective transitions.</li> <li>2. Analytic framework is developed.</li> <li>3. Appropriate material selected.</li> <li>4. Multiple, relevant sources synthesized.</li> </ol>	<ol style="list-style-type: none"> <li>1. Section well structured with clear introduction, conclusion and effective transitions.</li> <li>2. Clear analytical framework that contributes to topic discussion.</li> <li>3. Appropriate material selected.</li> <li>4. Multiple, relevant sources synthesized to provide unique insights on topic.</li> </ol>

**LEARNING OUTCOME #4:** Students will demonstrate an understanding of ethical issues and exhibit their application to a criminal justice issue.

Focus your attention on the Ethical Dimensions section of the Issue Brief. All standards in the category must be met.

<b>Understanding of Ethical Issues as Applied to a Current Criminal Justice Issue</b>			
<b>(1)</b> <b>Fails to Meet Expectations</b>	<b>(2)</b> <b>Meets Expectations</b>	<b>(3)</b> <b>Exceeds Expectations</b>	<b>(4)</b> <b>Demonstrates Exceptional Analysis</b>
<ol style="list-style-type: none"> <li>1. Unfocused topic lacks coverage of key research.</li> <li>2. Unclear discussion of the research lacks understanding.</li> <li>3. Few differing ideas and no new ideas based on knowledge gained.</li> <li>4. Focus on a large number of facts with little attempt at conceptual analysis or synthesis.</li> </ol>	<ol style="list-style-type: none"> <li>1. General topic with limited coverage of key research.</li> <li>2. Coherent discussion of research based on limited sources and no new ideas generated.</li> <li>3. Limited integration of research trends.</li> <li>4. Ideas expressed at the descriptive level, with little conceptual analysis or synthesis .</li> </ol>	<ol style="list-style-type: none"> <li>1. Focused topic with balanced coverage of key research.</li> <li>2. Detailed discussion of research based on multiple sources.</li> <li>3. Integrated presentation of research.</li> <li>4. Strong evidence of critical analysis with some conclusions drawn.</li> </ol>	<ol style="list-style-type: none"> <li>1. Focused topic with in-depth coverage.</li> <li>2. Detailed discussion of research based on multiple sources with evidence of new ideas based on knowledge gained.</li> <li>3. Well integrated discussion of research, supported by evidence from the literature.</li> <li>4. Exceptional critical analysis of material and conclusions drawn.</li> <li>5. Presents a unique approach or innovative thinking.</li> </ol>