Assessment Committee Report
Spring 2010

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INTRODUCTION

During the 2009-2010 Academic Year the Division of Criminal Justice continued to build and refine the assessment process to further program improvement. Efforts of previous review cycles to evaluate core courses and develop and administer new assessment tests revealed the need for additional refinement in the AY 2009-2010.

In the AY 2008-2009, the Assessment Committee spent considerable time developing a cohort review tool to more reliably review learning objectives and course content for the core courses of the Criminal Justice major. The Committee also used the increase in communication this tool provided, to assist with building a new multiple choice content test.

An early AY 2009-2010 review of the multiple choice questions (collected in AY 2008-2009) revealed both substantive and logistical problems with the submitted questions. This necessitated another level of question review and a postponed test administration to the Spring 2010. Ultimately, the review process to refine the multiple choice test proved to be a robust review of the thinking in each of the course cohorts. The test was piloted to a group of 41 graduating seniors in Spring 2010.

Additionally, as a result of feedback from students and from faculty readers of the AY 2008-2009 original administration of the critical thinking/writing essay test, revisions of the test questions were undertaken early in AY 2009-2010. Due to the change in the test question for future essay exams, old exams from Spring 2009 did not need to be evaluated. Nevertheless, a preliminary review of a small sample of the Spring 2009 essays revealed the scores to be nearly identical to the mean scores of Fall 2008.

ASSESSMENT FOR ACADEMIC YEAR 2009-2010

Revision and Administration of the Essay Test

Since the Division cannot say with certainty that demonstrated student improvement in writing and critical thinking skills is the direct result of Division coursework, the pre-post test model was discontinued. All Division testing is now only completed for graduating seniors. The post test only method provides the Division with information about the level of thinking, writing and content knowledge of graduating seniors. The Assessment Committee will feed the senior skill levels back to the Division faculty for discussion of possible program improvements or foci.

In the previous review cycle, the Division administered its new assessment instrument, an essay exam, aimed at measuring critical thinking and writing. Test administration was standardized so that every senior was given the same test instructions, at roughly the same time in the academic year. Each senior took the test on a computer with the same
time to finish (75 minutes). To help seniors take the exam more seriously, the CrJ 194 Course Cohort agreed to make the essay test worth 10 percent of the CrJ 194 grade. Each CrJ 194 faculty provided feedback on the test and rubric and agreed to use the new rubric for grading the exam as part of the CrJ 194 course. Integrating the essay test as part of the core coursework increased student buy-in and participation with the exam and ensured more uniform administration.

All participating seniors were given pre-test content material (related to the test questions) one class period prior to test day (or two days prior to test day). The students were instructed to not bring notes or outside sources to the test administration. The AY 2009-2010 evaluation of the previous review cycle exams found that students were more likely to develop robust responses to question one and apply less thinking to question two. As a result, Fall 2009 was spent discussing the test and found that, in retrospect, the two questions had substantive overlap. The Assessment Committee combined the two questions into one, more concise prompt (See Appendix A).

The Division administered the new test in Spring 2010. Although the Division had a smaller number of faculty participating in test administration than it had in Spring 2009, we have randomly selected 20% of the graduating class (N=45) for evaluation. Early student feedback was more positive about the test prompt than it had been in AY 2008-2009. These essays will be formally evaluated in the Fall 2010. The same rubric developed in AY 2008-2009 will be used to evaluate the essays (See Appendix B).

Development of New Multiple Choice Test

As part of an expanded cohort review process of AY 2008-2009, each cohort was asked to submit two multiple choice questions (with four answer choices) per learning objective. This process ensured that test questions were written across the curriculum and directly tied to each core learning objective. Initial collection of test questions was completed in the previous review cycle.

Early in AY 2009-2010, the Assessment Committee fed the collected test questions back to each member of the corresponding cohort. Cohorts were asked to take the exam questions submitted by colleagues (as if they were students) and review questions for face and construct validity. The faculty review process revealed disagreement about wording of test questions, wording of test answers, relevance of particular questions, and in some cases, the correct answer for questions. In response to faculty disagreement regarding test questions, the Assessment Committee organized an afternoon of cohorts meetings for the purposes of consensus building. Cohorts were given the following specific instructions about test question editing and development:

1) The content of questions should be conceptually what the cohort most wants graduates to remember after graduation;
2) There should be three questions per each learning objective. If an objective was deemed to not be measurable by a multiple choice questions, it was not included; 
3) Each question should have four answer choices which should not overlap; 
4) Each member of the cohort should agree on each question or the question should be deleted.

Food was provided, and the cohorts met for an afternoon to edit questions from the previous review cycle and develop new questions if needed.

The Assessment Committee then constructed the multiple choice content exam by choosing two questions per learning objective per cohort. Of the eight core content cohorts, seven were included. One of the two law cohorts did not submit questions in time for the test pilot. They will be included in future iterations of the test.

The 71 question exam was piloted in Spring 2010 to a group of 41 graduating seniors (See Appendix C).

Review of Core Courses

In the previous review cycle, the Assessment Committee developed an annual review form to assist with consistency of communication among the core cohort sections (See Appendix D). Cohort review had previously been a more informal process, but the increased structure in the review process was hoped to increase communication about course related issues and overall cohort quality for our 1700 majors. This appeared to be a successful tool for cohort communication in the previous review cycle.

In AY 2009-2010, the extensive meeting and discussion for the purposes of test development automatically increased cohort cohesion. All goals of the cohort review process were not met in AY 2009-2010 (review of syllabi for the following criteria: 1) appropriateness of learning objectives; 2) appropriateness of writing assignments tied to the learning objectives; and 3) assignments or content that encourage the development of critical thinking), but much more extensive discussion of learning objectives and course content was reached this AY than had been in previous years.

The process of test building forced faculty to discuss issues of ideology and differences in teaching and evaluation of students. Many new understandings emerged in cohorts that are arguably more beneficial for students than more simplified discussions of syllabi and writing assignments. Ultimately, the joint buy-in of the group test building effort was more effective for faculty interdisciplinary understanding and cohesion than structures previously put in place.

Test Administration and Analysis

The Division conducted two separate assessment measures in AY 2009-2010: a revised essay exam and a new content multiple choice exam.
Critical Thinking and Writing Essay Test

Students in four of the seven sections of CrJ 194 were given material to take home and review one class prior to the essay exam. While students were able to take notes or research the test material prior to class, they were asked to come to class with no notes or books. On the day of the exam, students were supplied with scratch paper and given the test material again along with the newly edited question prompt. Students either emailed their completed exams to their professor or uploaded the exam onto the WebCT platform.

There were approximately 230 graduating seniors in Spring 2010. The Committee wanted to evaluate a sample of at least 20 percent of the current senior cohort. Therefore, a random sample of 45 essays was selected. The Assessment Committee requested the randomly selected essays from each participating CrJ 194 faculty after the tests were completed. These essays will be read and evaluated with the assessment rubric early in Fall 2010.

Content Multiple Choice Test

The 71 question multiple choice exam was piloted with a convenience sample of CrJ 194 students (N=41, 17.8% of the graduating class) late in Spring 2010. The exam was unannounced, and each student was provided with a scantron form and number 2 pencil. Students were offered extra credit for taking the multiple choice exam seriously. Students had 75 minutes to complete the exam. Most students completed the exam between 35 and 50 minutes.

On a separate piece of paper, students were asked to note any questions that they believed were inappropriate or unduly onerous. Additionally, they were asked to write their overall qualitative impressions of the exam.

Results

The multiple choice test

The purpose of the pilot exam was to test questions more than it was to test students. Therefore, overall student scores are less important than each variable or question on the exam. However, as a matter of interest, the median score on the 71 question exam was a 37, and the high score on the exam was a 70.4%. There was one score of C, five scores of D, and thirty-five scores of F.

Each test question was examined separately but in the context of its cohort. Each of the six cohorts tested was examined as a unit. To get the overall score for each cohort, the number of correct answers on the question set was added and then divided by the total number of attempts for those questions. The scores for each cohort range from 35% (CrJ 100) to 61.5% (CrJ 174A). The number of questions passed in a cohort was determined by counting the number of questions in a particular cohort set for which 70% or more of the students choose the correct answer. The number of questions passed per cohort
range from 12.5% (CrJ 100 and CrJ 110) to 50% (CrJ 174A). See Table 1 for a breakdown of test results. Early analysis indicates that significant work on the exam remains.

Table 1: Content Test Scores by Cohort

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Number of Questions</th>
<th>Score</th>
<th>Questions Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CrJ 174A</td>
<td>8 (1-8)</td>
<td>61.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>CrJ 100</td>
<td>8 (9-16)</td>
<td>35.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>CrJ 110</td>
<td>8 (17-24)</td>
<td>55.4%</td>
<td>12.5%</td>
</tr>
<tr>
<td>CrJ 120</td>
<td>16 (25-40)</td>
<td>50.9%</td>
<td>25.0%</td>
</tr>
<tr>
<td>CrJ 167</td>
<td>16 (41-56)</td>
<td>53.8%</td>
<td>25.0%</td>
</tr>
<tr>
<td>CrJ 164</td>
<td>15 (57-72)</td>
<td>58.3%</td>
<td>26.6%</td>
</tr>
</tbody>
</table>

Student’s qualitative responses loosely mirror what the hard data from the exam illustrates. In other words, questions for which only 4 or 5 students responded correctly were also those expressed by students to be less recognizable. The dominant theme in the qualitative test review from piloted students is that material they have not encountered in two or three years is difficult for them to recall in a multiple choice format.

Future Directions

The Assessment Committee will proceed with analysis of the Spring 2010 essay test scores and compare these scores with those in previous review cycles. Early student feedback indicates that the current test prompt was manageable and a reasonable test of thinking and writing. In AY 2010-2011, the Committee will need to consider developing multiple versions of the test if the test is continued.

Additionally, the Committee will review the multiple choice questions piloted in AY 2009-1010. The test and results will be again disseminated to the faculty as a whole for discussion of how to best proceed.

Lastly, the Division will discuss the test results of both exams to determine if new writing methodologies or teaching strategies need to be entertained to meet the Division goals.
Appendix A
Below is information that you will use to write your essay exam and two essay questions. You have the full class time to answer the questions. Please write approximately one, single-spaced page for each question. Remember to manage your time accordingly.

Facts:

- Most prison systems in California are severely overcrowded.
- California has the largest prison population in the country, and it has grown almost twice as much as other systems nationwide from 1980 to 2007.
- California’s correctional costs have grown by about 50% in the past decade.
- Correctional costs account for approximately 10% of California’s overall state spending (almost as much as educational expenditures).
- California spends approximately $43,000 a year to house one inmate (compared with approx. $26,000 nationally).
- Recidivism rates have remained relatively constant over time, with approximately 66% of inmates released in California returned to prison within three years (compared to approximately 40% nation-wide).
- Research has shown that some violent offenders can be more effectively managed in the community than others.

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
<th>Violent</th>
<th>Property</th>
<th>Murder</th>
<th>CDCR Inmate Population</th>
<th>CDCR % of Inmates on Parole</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>35,001,986</td>
<td>595.4</td>
<td>3,361.2</td>
<td>6.8</td>
<td>159,695</td>
<td>16.0</td>
</tr>
<tr>
<td>2003</td>
<td>35,462,712</td>
<td>579.6</td>
<td>3,426.4</td>
<td>6.7</td>
<td>161,785</td>
<td>14.2</td>
</tr>
<tr>
<td>2004</td>
<td>35,842,038</td>
<td>527.8</td>
<td>3,423.9</td>
<td>6.7</td>
<td>163,929</td>
<td>12.7</td>
</tr>
<tr>
<td>2005</td>
<td>36,154,147</td>
<td>526.0</td>
<td>3,320.6</td>
<td>6.9</td>
<td>168,035</td>
<td>12.3</td>
</tr>
<tr>
<td>2006</td>
<td>36,457,549</td>
<td>532.5</td>
<td>3,170.9</td>
<td>6.8</td>
<td>172,528</td>
<td>12.7</td>
</tr>
<tr>
<td>2007</td>
<td>36,553,213</td>
<td>522.6</td>
<td>3,033.0</td>
<td>6.2</td>
<td>171,444</td>
<td>11.8</td>
</tr>
</tbody>
</table>

* FBI, Uniform Crime Reports
** California Department of Corrections and Rehabilitation (CDCR)
Scenario:

Independent California State Assembly Member Riggs is being lobbied by a coalition called “Two Strikes – You’re Out” (TSYO) to support legislation designed to increase penalties for repeat criminal offenders in an effort to reduce recidivism. Given that California’s recidivism rate is significantly higher than the national average, members of the coalition have concluded that we are too soft on crime and that we need to hold offenders more accountable for their actions. Specifically, the group wants Assembly Member Riggs to support legislation to amend California’s well-known “three-strikes” law, and make it into “two-strikes”.

The TSYO coalition has argued that there should be an additional mandatory 15 year prison term whenever someone is convicted of committing a second serious violent felony offense. Members of the coalition are convinced that this law will reduce rates of recidivism by deterring first time offenders from reoffending (specific deterrence), and by keeping others from ever getting involved in criminal activity (general deterrence).

In addition to the TSYO coalition, many state and local politicians, as well as a wide range of other public interest groups such as state and national victims’ rights groups, Mothers’ Against Drunk Drivers, and some law enforcement and corrections organizations around the state have shown strong support for this legislation, citing the need to prevent future victims from getting harmed from known criminals.

Other groups, however, such as the American Civil Liberties Union, Citizen’s for a Balanced Budget, restorative justice proponents, drug and treatment specialists, public teachers’ associations, and law enforcement and correctional organizations are strongly opposed to the proposed legislation. Those opposed to this legislation cite the questionable effectiveness of the three-strikes legislation and the need for more re-entry programs. Such reentry programs have been proven to reduce recidivism and avoid enhanced prison time in overcrowded facilities with minimal rehabilitation programming. These groups urge Assembly Member Riggs to support their position.

Assignment:

Assume that you have been hired by Assembly Member Riggs as a staff analyst with a special expertise in criminal justice. She too is quite concerned about crime in our state, but she is not committed to either the proposed TYSO legislation or increased inmate re-entry programs. Therefore, she has asked you to help her determine whether the proposed TYSO legislation or increased inmate re-entry programs would be an effective way to accomplish its intended goal, to deter offending and reduce recidivism. Use the material provided above as well as information you have learned in your Criminal Justice curriculum to analyze the proposed legislation, and please write approximately two, single-spaced pages on the following question:

1. Formulate a reasonable policy alternative designed to reduce crime and promote public safety within the State of California that would appeal to both groups.
Be sure to explain the logic and rationale for your analysis and your proposed policy alternative.
Appendix B
This rubric is designed to make clear the grading process for the CRJ 194 Assessment Essay assignment.

### Organization

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Score</th>
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<tbody>
<tr>
<td>5</td>
<td></td>
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<tr>
<td>4</td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
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<tr>
<td>1</td>
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</table>

- Organization is purposeful, effective, and excellent; writing reflects effective use of transitions to present ideas with no digressions; essay begins with introductory sentence, each paragraph has a topic sentence, and the essay ends with a sentence of conclusion.

- Organization is effective, and writing reflects sufficient use of transitions to present ideas logically; topic sentences may be present, conclusion may be present, but are not consistent.

- Organization is coherent but simplistic sequencing of events and may have minor digressions; topic sentences and conclusions not present.

- Organization is a simple listing of information and details; paragraphs are undeveloped, relies on narrative for structure.

- Writing presents no organizational framework for presentation of content.

### Grammar

<table>
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<tr>
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<tbody>
<tr>
<td>5</td>
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<tr>
<td>4</td>
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<tr>
<td>3</td>
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<tr>
<td>2</td>
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</table>

- Sentence form and word choice are varied and appropriate; punctuation, grammar and spelling are superior with consistent conventions of Standard English.

- Writing reflects consistent control of syntax, sentence variety, word choice and conventions of Standard English.

- Writing reflects adequate control of syntax, sentence variety, word choice, and conventions of Standard English. Errors do not slow the reader or impede understanding for the reader in a serious way.

- Writing reflects deficient control of syntax, word choice, and conventions of Standard English. Errors impede or seriously undermine the comprehension of the reader.

- Writing reflects inadequate and inappropriate use of syntax, word choice, and conventions of Standard English.

### Analysis (The ability to break material down into component parts.)

<table>
<thead>
<tr>
<th>Possible Points</th>
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<tbody>
<tr>
<td>5</td>
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<td>4</td>
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<td>3</td>
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</table>

- Writing reflects in-depth analysis that consists of seeing patterns and parts, organizing parts, recognizing hidden meanings, and identifying components of information presented. Analysis draws on information learned in previous courses and disciplines.

- Writing reflects in-depth analysis that consists of seeing patterns and parts, organizing parts, and recognizing hidden meanings, but only in the context of this assignment and information presented.

- Writing reflects logical analysis and ability to see obvious linkages and parts but is limited and narrow in context.

- Writing reflects limited/weak analysis, errors in perceiving associations; analysis is outside the context of the assignment.

- Writing reflects no analysis of related linkages and parts.

### Synthesis (The ability to put parts together to form a new whole.)

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Score</th>
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<tbody>
<tr>
<td>5</td>
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</table>

- Writing reflects utilization of ideas presented in assignment to create new, logical ideas and an ability to predict, draw conclusions; generalization of information from facts presented in a correct and logical manner, information drawn from other coursework and studies to form logical and innovative conclusions.
- Writing reflects utilization of ideas presented in assignment to create new logical ideas and an ability to predict, draw conclusions; generalization of facts, but only from those included in the assignment, to come to logical conclusions.  

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Writing reflects utilization of ideas presented in assignment to create new logical ideas and an ability to predict, draw conclusions; generalization of facts, but only from those included in the assignment, to come to logical conclusions.</td>
</tr>
<tr>
<td>3</td>
<td>Writing reflects few new ideas generated from information presented in assignment, or new ideas that are not logical or innovative. Few, if any, generalizations.</td>
</tr>
<tr>
<td>2</td>
<td>Writing reflects no new ideas generated from the information given in the assignment, poor or incorrect generalizations given.</td>
</tr>
<tr>
<td>1</td>
<td>Writing includes no new ideas, no generalizations or conclusions based on the material in the assignment.</td>
</tr>
</tbody>
</table>

**Evaluation (The ability to judge the value of material for a given purpose.)**

- Writing demonstrates an outstanding ability to compare and discriminate between ideas presented in the assignment, recognize subjectivity, assess and verify the value of theories and facts presented, come to a choice of whether the information is important, making reasonable arguments based on the information provided along with other information learned in other classes.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Writing demonstrates an outstanding ability to compare and discriminate between ideas presented in the assignment, recognize subjectivity, assess and verify the value of theories and facts presented, come to a choice of whether the information is important, making reasonable arguments based on the information provided along with other information learned in other classes.</td>
</tr>
<tr>
<td>4</td>
<td>Writing demonstrates a strong ability to compare and discriminate between ideas presented in the assignment, recognize subjectivity, weigh and verify the value of theories and facts, and choose in a logical manner the value of evidence. Writer is able to make reasonable arguments based on the information provided in the assignment.</td>
</tr>
<tr>
<td>3</td>
<td>Writer shows some ability to be able to compare and discriminate between some facts and theories presented in the assignment and recognize subjectivity. Writer demonstrates some difficulty in reasoning when making arguments based on the information provided in the assignment.</td>
</tr>
<tr>
<td>2</td>
<td>Writer has difficulty in comparing and discriminating between the facts given in the assignment, does not recognize subjectivity, and cannot give logical rationales when choosing a certain point over another.</td>
</tr>
<tr>
<td>1</td>
<td>No evidence of comparing or discriminating between ideas or making choices based on any arguments, or assessing the value of evidence is present in the writing.</td>
</tr>
</tbody>
</table>

**Comments**

Total Score on Assessment Essay Assignment: _________________
This multiple choice exam measures knowledge related to each of the upper division core courses in the Criminal Justice major. Questions are based on the learning objectives from each course. There are 72 questions and you have seventy five minutes to complete the exam.

1. Probable cause is defined as a state of facts that would lead a reasonable person to:
   A) Have an honest and strong suspicion that the person to be arrested committed a crime or the place to be searched will reveal evidence of a crime.
   B) Believe more likely than not that the person to be arrested committed a crime or the place to be searched will reveal evidence of a crime.
   C) Suspect that a crime had been committed, was being committed or was about to be committed.
   D) Suspect that the person who was detained was armed and dangerous.

2. With the exception of warrants issued under the Patriot Act, warrants are issued by:
   A) Investigating law enforcement officers
   B) Prosecutors
   C) Judges and magistrates
   D) U.S. Attorneys

3. A stop and frisk must be justified by:
   A) Probable cause
   B) Reasonable suspicion
   C) An arrest warrant
   D) A search warrant

4. A consent to search is valid if the consent was:
   A) Voluntarily made
   B) Knowingly made
   C) Intelligently made
   D) All of the above.

5. The purpose of the Exclusionary Rule is to:
   A) Vindicate the public’s need for justice.
   B) Vindicate the accused’s constitutional right.
   C) Deter judges from issuing invalid warrants.
   D) Deter future police misconduct.
6. When police rely on a defective search warrant that they believed was valid, the evidence obtained will still be admissible in court under what exception to the Fruit of the Poisonous Tree Doctrine?
   A) Inevitable discovery
   B) Independent source
   C) Good faith
   D) Attenuation

7. The use of torture to obtain a confession violates the:
   A) Fourth amendment protection against unreasonable searches and seizures
   B) Fifth amendment privilege against self-incrimination
   C) Sixth amendment right to counsel
   D) Fourteenth amendment right to due process

8. The accused is entitled to the presence of counsel under the Sixth Amendment during:
   A) The booking process
   B) A pre-indictment line-up
   C) A post-indictment line-up
   D) All of the above

9. Methodology is
   A) the science of knowing
   B) the science of finding out
   C) the science of discovery
   D) the science of causality

10. Variables that can be controlled by you, i.e., that you can manipulate or change are known as
    A) control variables
    B) spurious variables
    C) dependent variables
    D) independent variables

11. Professor Martin is interested in examining why individuals commit identity theft. She derives a hypothesis from Social Strain theory before collecting the data that will be used to test that hypothesis. Dr. Martin’s approach to this research reflects
    A) inductive reasoning
    B) deductive reasoning
    C) retrospective reasoning
    D) introspective reasoning
12. Which of the following is NOT a criterion for evaluating social scientific theory?
   A) truth or falsity
   B) its logic or reasonableness
   C) its range of application/utility
   D) accuracy of any prediction

13. To study organized crime, a researcher finds one member of an organized crime family to interview. During this interview, she requests the names of leading members of other organized crime families (and their own crime family). She interviews these other members and then asks them for other members involved in organized crime, and interviews these newly referred members. She continues in this manner until she has interviewed 45 members from 19 different families. Her sampling method is:
   A) Availability sampling
   B) Quota sampling
   C) Purposive sampling
   D) Snowball sampling

14. You are interviewing children involved with a foster agency that have experienced abuse. You have a second group of children from a local elementary school that are matched to the foster group as a control group. Which research method are you using?
   A) Classical Experiment
   B) Survey
   C) Non-equivalent groups design
   D) Longitudinal experiment

15. Deception in social scientific research is
   A) rare because of all the myriad number of ethical constraints
   B) methodological unsound
   C) commonly used and practiced
   D) inappropriate

16. Ethical issues/quandaries in social science research
   A) means that research participants’ rights will be violated in order to pursue the research
   B) means that researcher’s have the right to pursue knowledge at all costs
   C) have no absolute right or wrong answers
   D) given contemporary guidelines, pose few problems in most research

17. Crime is a legal concept defined by the _______.
   A) General population
   B) The political state and its subdivisions
   C) International courts
   D) Constitution
18. Finish the quote: “Indeed, to make a complete crime recognizable by human law, there must be both a will and an act….An overt act is necessary…before the man is liable for punishment. ____________ is no crime.”
   A) A vicious will without a vicious act.
   B) A vicious act with a vicious act.
   C) A vicious mind with a vicious act.
   D) A vicious mind with a vicious mind.

19. A convicted offender who committed a gruesome murder is sentenced to death. Learning of this sentence stops a young man from acting in a violent manner. (“This could happen to me, he thinks”). The punishment goal represented above is:
   A) Specific Deterrence
   B) General Deterrence
   C) Rehabilitation
   D) Just Deserts

20. Because a person's behavior is determined by internal and external factors, punishment is largely ineffective. Which paradigm does this statement best reflect?
   A) classical
   B) positivist
   C) Marxist
   D) Biological

21. The assertion that man is basically a conforming being who violates society’s laws after disjunction between goals and means becomes so great that he finds the only way he can achieve these goals is through illegal channels is associated with which of the following theories?
   A) Differential Association
   B) Strain
   C) Social Control
   D) Labeling

22. The assertion that we are born with a natural proclivity to violate the rules of society and that delinquency is viewed as a logical consequence of one’s failure to develop internalized prohibitions against law breaking is associated with which of the following theories:
   A) Differential Association
   B) Strain
   C) Social Control
   D) Self-Control Theory
23. The _____ is a major intellectual shift in the way people viewed the world and their place in it, questioning traditional religious and political values, and substituting humanism, rationalism, and naturalism.
   A) Classical school
   B) Positivist school
   C) Enlightenment
   D) Modern school

24. Laws tend to:
   A) Remain relatively stable across cultures and through time.
   B) Vary across cultures, but within a particular society tend to be stable over time.
   C) Be stable across cultures, but fluctuate over time.
   D) Vary by time and across different cultures

25. Early evaluations of intensive supervision reflect which of the following?
   A) Offenders are likely to commit a serious offense in six months.
   B) More technical violations occur than with traditional probation.
   C) Little money is saved.
   D) Probation officers dislike this approach to monitoring.

26. Studies of community service and restitution programs have generally found them vulnerable to:
   A) Political attacks by conservative politicians.
   B) Budget cuts, since most are perceived as “frill”.
   C) The problem with net widening.
   D) All of these.

27. A consequence of the view of differential criminality would be that:
   A) It would mean the creation of a ‘criminal class’ of people who are dangerous.
   B) The view is vulnerable to charges of racism.
   C) It can inform preventative detention policies.
   D) The view is vulnerable to charges of racism AND it would mean the creation of a ‘criminal class’ of people who are dangerous.

28. Predictive studies calculate that the future prison population in the United States is likely to:
   A) Finally stop growing.
   B) Increase steadily.
   C) Shrink.
   D) Remain stable.
29. One correctional philosophy examines the inmate subculture as having a major influence on the prisonization process. How is ‘inmate subculture’ defined?
   A) It is defined by the administration.
   B) It is defined by courts.
   C) It is defined by inmate experiences.
   D) It is a part of statute law.

30. The enlightenment period proposed which of the following correctional reforms?
   A) A rewriting of penal codes to increase the severity of criminal sanctions.
   B) A greater belief in the application of pain as a specific and general deterrent.
   C) The invention of the penitentiary, where prisoners could be isolated from the temptations of the outside world.
   D) An increase in the number of criminal laws and, as a result, a growth in the numbers and types of prisoners.

31. The most powerful new studies of correctional rehabilitation programs try to express their effectiveness in which of the following ways?
   A) To the warden.
   B) In cost-benefit ratios.
   C) In the most positive way.
   D) In a way that will increase funding.

32. Recent research has indicated that rehabilitation can work if __________ are/is focused upon.
   A) criminogenic needs
   B) drug abuse
   C) motivation of the offender
   D) none of the above

33. When parole officers play the role of __________, they can restrict many aspects of the parolee’s life and initiate revocation for violations.
   A) cop
   B) social worker
   C) welfare worker
   D) paternal officer

34. __________ occurs when an ex-offender’s poor decision making makes adjustment problems worse.
   A) Monitored supervision
   B) A technical violation
   C) Intensive supervision parole
   D) The relapse process

35. One serious dilemma for the criminal justice system which does not concern a theory of punishment but rather a problem of justice is ________________.
   A) prosecutorial misconduct
B) people who are falsely accused and convicted
C) lax supervision in probation
D) harsher treatment for females convicted of crimes

36. Critiques of restorative justice claim all but which of the following as a problem with its theory?
   A) The concept is vague.
   B) Procedural safeguards are impaired.
   C) It is not harsh enough.
   D) There is little knowledge of its effects and results

37. Which response is NOT a con of the Three Strikes Law?
   A) Prison overcrowding increases.
   B) The aging of the prison population.
   C) The growing mentally ill population.
   D) More murders of law enforcement and witnesses.

38. What is Truth in Sentencing?
   A) Offenders serve 100% of their sentences.
   B) Offenders service more of their sentences (approximately 85%).
   C) The sentencing guidelines have increased sentences.
   D) None of the above.

39. An inmate assaults a correctional officer. What can the inmate NOT expect from the correctional system?
   A) Rules violation report.
   B) A new sentence.
   C) Time spent in secure housing.
   D) All privileges taken away for the rest of his/her sentence.

40. An inmate grieves the fact that he has not been given access to a dentist although he has had pain in his mouth for a month, and made multiple requests. His request is granted due, at least in part, to:
   A) the 8th Amendment.
   B) the 14th Amendment.
   C) the 4th Amendment.
   D) the 1st Amendment.

41. Although shaped by American political values, early US municipal policing was largely patterned after:
   A) French Gendarmes
   B) London Metropolitan Police
   C) Royal Irish Constabulary
   D) Slave patrols
42. Civil policing first appeared in a few US cities primarily as a result of
   A) The Civil War
   B) Immigration
   C) The Industrial Revolution
   D) The Constitution

43. Early municipal policing in the US can be characterized as:
   A) Dominated by local politics
   B) Focused on order maintenance
   C) Including welfare functions
   D) All the above

44. The police professional movement largely adopted the values of
   A) Progressivism
   B) Jacksonian Democracy
   C) The Wigs
   D) Populism

45. Egon Bittner characterized policing as a tainted profession because police:
   A) Have the unique authority to exercise coercive force.
   B) Are corrupt
   C) Are racist
   D) Are ineffective in controlling crime

46. Which of these is not routinely viewed by scholars as a potential cause of police misconduct:
   A) Lack of training
   B) Organizational culture
   C) Failure to screen out high risk candidates
   D) Opportunity

47. Police agencies in the US began to incorporate women into their field operations in the 1970s because:
   A) Of the case Gilbert v. NYPD
   B) Expansion of the Civil Rights Act of 1964 to government
   C) The leadership of the International Association of Chiefs of Police
   D) A shortage of male applicants

48. The number of African Americans in US police agencies is:
   A) Significantly under their representation in the population
   B) Significantly over their representation in the population
   C) Approximately equal to their representation in the population
   D) Declining rapidly
49. Police officers exercise wide discretion in their daily activities largely because:
   A) The public wants them to do so
   B) The law does not place restraints on their actions
   C) They are constantly in danger
   D) They routinely address ambiguous situations without direct supervision

50. Which of the following issues is a major concern on police use of discretion among minority communities?
   A) Police corruption
   B) Racial profiling
   C) Code of silence
   D) Substance abuse

51. Compstat is a process for crime control which:
   A) Originated in the NYPD
   B) Involves regular meetings to hold managers accountable
   C) Utilizes crime analysis date
   D) All the above

52. Which of the following theories offers more potential for police influencing crime?
   A) Strain theory
   B) Differential association theory
   C) Social control theory
   D) Routine activities theory

53. Which of the following has not been a prominent issue for police in the past decade:
   A) Racial profiling
   B) High speed pursuit
   C) Age discrimination
   D) Use of force

54. Which of these is not a current approach concept in policing
   A) Hot spot policing
   B) Problem oriented policing
   C) Quality of life policing
   D) Intensive investigation policing

55. Survey research shows that police use force (firearms, control holds, impact weapons, pepper spray or Tazers) in:
   A) Less than 1% of contacts with citizens
   B) About 5% of contacts with citizens
   C) Only when their lives are threatened
   D) Routinely

56. Which of the statements on Tazer is correct?
   A) It was developed in the 1980s.
B) Tazer is considered a risk-free and no accidental death has been reported.  
C) Tazers are widely issued to most police departments in this country.  
D) None of the above

57. The concept of the bureaucratic organization was first introduced by: 
   A) Frederick W. Taylor  
   B) Max Weber  
   C) Henry Fayol  
   D) Egon Bittner

58. The early 20\textsuperscript{th} century movement advocated by Frederick W. Taylor which focused on discovering the one best method was:  
   A) The Hawthorne Study  
   B) Participative Management  
   C) Scientific Management  
   D) None of the above.

59. The current model of policing is Community Oriented Policing. Central to this approach is:  
   A) is the sharing of power with the community.  
   B) the notion that Community’s need not participate in policing at all.  
   C) the use of Bounded Rationality.  
   D) the informal social control mechanism.

60. If you were asked to describe the organizational culture of an organization, you would discuss:  
   A) the beliefs, actions and understanding of the organization from the perspective of the line workers  
   B) the beliefs actions and understanding of the organization from the perspective of management  
   C) both a and b  
   D) neither a b or c

61. Under the US federalist structure, the level of government primarily responsible for defining crimes under the criminal law is:  
   A) City  
   B) County  
   C) State  
   D) Federal

62. The Tenth Amendment of the US Constitution restricts the authority of  
   A) The States  
   B) The Federal Government  
   C) The People  
   D) None of these
63. Which of the following were significant influences in shaping criminal justice from 1968-1973?
   A) Civil rights movement
   B) Increasing crime rates
   C) Prisoner litigation
   D) All of the above

64. The origins of “Civil Service” in the United States was the:
   A) Pendleton Act
   B) The Volstead Act
   C) The Kerner Commission
   D) The Law Enforcement Assistance Administration (LEAA)

65. The economic changes during the last two year of the first decade of the 21st Century is likely to result in:
   A) Pension reform at the state and local level
   B) Increase in staffing in policing, corrections and probation
   C) Moving all state prisoners to county facilities.
   D) None of the above

66. The future of criminal justice will be most likely affected by
   A) The emergence of the X and Y generation
   B) Technological advances
   C) A declining birth rate in the United States
   D) Agency consolidation

67. Who are the gatekeepers to the American System of Criminal Justice
   A) Corrections Officers
   B) Parole and probation officers
   C) The District Attorneys Office
   D) Law Enforcement

68. Public and private organizations differ in that
   A) Only private institutions have to deal with unions and collective bargaining
   B) Only a public agency can be a bureaucracy
   C) The civil rights act of 1964 only applies to public agencies
   D) Public agencies have more constituencies to serve

69. The policies initiated by which of these acts continues to greatly influence justice policy in the US?
   A) The Volstead Act
   B) The National Firearms Act
   C) The Harrison Narcotics Act
   D) The Homestead Act
70. The ___________ was created in 1969 and greatly influenced justice policy in the US until the early 1980s.
   A) National Institute of Justice
   B) The American Justice Institute
   C) The Justice Policy Center
   D) The Law Enforcement Assistance Administration

71. The primary issue in racial profiling is whether or not race can be:
   A) A component of reasonable suspicion
   B) Determined by electronic surveillance
   C) Is confused due to our multicultural society
   D) Considered in hiring

72. The use of force by local and state criminal justice agencies is regulated by:
   A) Federal law
   B) State law
   C) Agency policy
   D) All of the above
Appendix D
ANNUAL COURSE REVIEW

Date______  
CrJ______

1. Has the committee confirmed that syllabi for all sections contain the current learning objectives?
   Yes___  
   No____  
   If no, please confirm that all faculty have the current learning objectives.

2. Are learning objectives appropriate?
   • Measurable
   • Contains ethical component
   • Includes each content area cited on matrix
   • GE course contain required GE objectives

   Yes____
   No_____  
   If no, please attach proposed revisions for Curriculum Committee.

3. Did the committee review how learning objectives are addressed?
   Yes___
   No____

4. Do course assignments seem to help students meet the current learning objectives?
   Yes___
   No____

5. Is a writing assignment included in all sections?
   Yes___
   No_____  
   If no, please confirm that all faculty are now aware of this requirement.

6. Did the committee review strategies and activities designed to encourage the development of critical thinking*?
7. Does the committee recommend adoption of a common text or common assignment?
   Yes_____ If yes, please attach recommendations
   No______

8. List all participants:

   ________________________________________________
   __________________________     _____________
   Course Coordinator       Date

*The level(s) of cognitive thinking that we are targeting for development may vary depending on the nature of the course (e.g., lower division vs. upper division). Recognizing that professional definitions of “critical thinking” may also vary, in this context the Assessment Committee is using the term "critical thinking" to refer to a set of skills designed to advance students' abilities to apply, analyze, synthesize and evaluate course content (as identified and defined in Bloom’s taxonomy of cognitive domains). Other definitions are welcomed for consideration.