

## Program Level Assessment: Annual Report

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BACCJ Program Director reviewed student achievement on the required Capstone research project (and each of its requisite components) to identify how well, overall, our graduating BACCJ students met LO #1, #3, and #5. This information was shared with the BACCJ program committee; all CCJ faculty sit on the BACCJ

assessment artifact (i.e., the BACCJ Capstone project) still ~~assess~~ students' attainment of our LOs and/or if we need to develop a better tool (e.g., an exit exam)

Capstone assignment information, rubric, and grading form are all attached at the end of this report.

#### 4. Data/Results

What were the results of the assessment of learning outcome? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off campus site)?

The BACCJ Program identifies 80% as our competency/LO mastery benchmark. More specifically, students as competent if they have mastered each of our LOs by achieving 80% or higher on the components of the assessment tool that correspond to each LO. Moreover, the BACCJ Program sets our Program competency benchmark at 80% too - i.e., 80% of all graduating students must be competent in/have mastered (at the benchmark level or higher) in each LO area.

- 1) Students will apply CCJ theory. 95.3% achieved 80% or higher (23/24 students).
- 3) Students will identify multicultural CCJ competencies. 75% achieved 80% or higher (18/24 students).
- 5) Students will assess the ethical implications of CCJ and practice ethical principles. 86.3% achieved 80% or higher (20/24 students).

CCJ faculty and the CCJ Programs Director reviewed student achievement on the required Capstone research project (and each of its requisite components) to identify how well, overall, our graduating BACCJ students met LO #1, #3, and #5 (the learning outcomes under examination for AY 2022). More specifically, Professor Brumfield Young reviewed each CCJ 4960 Capstone project. Professor Brumfield Young shared these assignments, rubric and results with Dr. Joseph Schafel (BACCJ Program Director). This information was also shared with the BACCJ Program Committee for discussion (see specific discussion points highlighted above).

CCJ only offers face-to-face, on-ground courses at the St. Louis campus

#### 5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The data indicate that it is critical that we continue to challenge our students, expose them to ~~important~~ CCJ theoretical frameworks and timely analyses/research examination of the applicability of these theories as well as rigorous examination of CJ policies and practices. It also indicates, as discussed in more detail below, that the revisions made to our CCJ theories courses had a positive impact on students' ability to apply CCJ theory (as was assessed in the Capstone Project). In the aggregate, students scored below the target of 80% achieving 80% competency on the multicultural LO (#3), with only 75% of the students achieving that threshold. It bears noting that if one additional student had met the 80% threshold, the graduating cohort would have essentially achieved the benchmark, so the difference here is manageable. It does, however, suggest that our program faculty need to continue to discuss how we are reinforcing multiculturalism issues with our BA students. The BACCJ curriculum was revised and students starting the program Fall 2022 or later will now complete an additional multiculturalism course, so we do expect this additional exposure, coupled with more intentional coverage of multiculturalism issues in all courses, will assist in correcting these scores in the future.

#### 6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results/findings from this cycle of assessment?

Our CCJ faculty meet monthly during the regular academic year and, as such, the assessment findings are a further discussion surrounding potential/likely revisions to our assessment plan and the current report is on

our September meeting agenda. The

D. How do you plan to (continue to) use this information moving forward?

We will continue to utilize the results of annual assessment data and activities to inform our BACCJ curriculum and related program offerings and enhancements (e.g., opportunities for student exposure to ieadl

# CCJ 4960-01 Criminal Justice Capstone

SPRING 2022 SYLLABUS

PROFESSOR BRUMFIELD-YOUNG, MLS, MSCJ





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ISBN 978-

Reserve reading as assigned see syllabus for details (Readings located on Canvas)

: The material in this course is studied using different approaches but emphasizes self-directed work by students. Students assume primary responsibility for leading class discussion and directing their own research project. The instructor serves as a resource and guide. Students are expected to read the assigned materials for each week before the class for which they are scheduled, and to come to class prepared to discuss them.

: Any student who misses any or all of a class, regardless of reason, is responsible obtaining class content, assignments, and for preparing them on time. If you miss a class, you will need to get the notes from a classmate. Consider finding a classmate to attend a class. After reviewing the missed class material, feel free to contact me with questions or to discuss.

Regular attendance is strongly suggested as most of the information you need for the successful completion of the requirements associated with the course comes to you through my lectures and the classroom interactions, activities, and group work.

Should I deem it to be necessary, I reserve the right to implement an attendance policy and/or require summaries of readings to be turned in prior to class at any time throughout the semester.

Students are expected to be active learners in this class. This means I expect each student to come to class prepared to play an active and informed role in discussion. If you do so, you will learn more and the class will be more interesting for you.

Throughout the semester we will have opportunities for lively and spirited discussion. In a class of this nature, participation is not only welcomed, it is a necessity. All points of view are welcome and will be treated with respect. Although class participation is not strictly graded, it will be considered in the final grading if you have a borderline grade. In other words, I reserve the right to raise but not lower your grade as a result of quality class participation.





original theory, especially if they relate to your paper somehow. I expect a nuanced and expert discussion of the theory, which is why you shouldn't try to talk about a bunch of them. Explain all concepts associated with the theory in detail and be sure I can tell that you understand how the theory works and what it purports to explain. Be sure to elaborate on any underlying assumptions the theory rests on (e.g., what assumptions about human nature underlie this theory?). Look at Vold and Bernard's Crim Theory textbook as a place to start (this is not a scholarly source because it's a textbook, but it's a useful place to start).

The theory might explain an association between your independent and dependent variables or inform your policy selection. Examples: Race threat theory as an explanation for disproportionate minority confinement. Strain theory as an explanation for why members of the urban underclass commit more crimes than wealthy people. Theory may explain why you selected your policy. Example: Your problem is prison overcrowding; your theory is selective incapacitation, which informed your selection of a first timer diversion program followed up by long sentences for 3rd-time offenders. Other examples, a policy advocating for harsher penalties may be predicated on the classical theory of criminology and deterrence, which focuses on crime

Avoid picking a problem that does not have enough empirical literature for you to do this project. A discussion of naked stats or theorizing is not adequate.

Naked stats from governmental periodical0 G Tf1

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In this section, you need to







McMillan etc. do not count as scholarly.

The Capstone Project Submission Worksheet is located in this packet. This is the form you should fill out to submit your topic and for your Capstone project. You will find detailed instructions on the worksheet. (See page 25)

11:59

During your research paper writing process, you are to submit a 3-4-page formal outline. The outline provides a frame for organizing your information into a hierarchical order and helps you to keep track of your research and ideas. All of your sources do not need to appear in your outline unless you paraphrase, quote, or are discussing information you retrieved from a source. The outline format should be as follows:

Your outline should be in Roman Numeral Format and contain the 5 main paper sections and subsections. The first section (section I.) should contain your one sentence thesis statement or research question. The remaining sections (II. - V.) should correspond with paper sections as outlined in the assignment.

Use capital letters (A,B,C, etc.) to divide your main points into parts.

Use in-text citations in your outline.



two guests to this event. If possible, I highly recommend you invite family members so they can see first-hand the culmination of your academic career in your chosen major. The intent is to hold this event on campus, but we will have a Zoom link.

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Each of you will be assigned a partner leader (see assignments below). You will read their draft and provide peer review of their paper and they will do the same for you. You will be graded on the quality of your peer review (not the quality of your draft unless your draft is very poor or incomplete). You will make changes/comments directly on their draft using track changes and should also provide a page or two of comments and suggestions (typed). You must meet and discuss your reviews, but you will also provide each other an electronic copy of your feedback which you upload to Canvas.

When exchanging papers for peer review, you will upload them into the groups space on Canvas. -class peer review, make the recommendations, and then upload the reviewed copy back into the group space. I will review the groups for the uploads to be sure everyone has uploaded a file.

choose to do the virtual visit.

I will also accept the email from them if you

Even if the absence is excused, the student is fully responsible for any assignments due and the material covered in the missed session.

In the event of SLU closing due to snow or inclement weather, the instructor reserves the opportunity to schedule a make-up session or sessions. To check to see if SLU is closed, call 314-977-SNOW.

Each student must come to class with his or her Saint Louis University student email username and password activated and working as it is expected that students will communicate with faculty and staff using their appropriate SLU email accounts. Any student who does not know his or her e-mail username and Password must contact Saint Louis University Information Technology reached at 314-977-4000.

During the semester, I will email supplemental materials, various instructions and other matters of importance to you at your SLU account. I cannot email you at a non SLU address. If you typically use an email address other than your SLU account, you need to be sure you have set up your SLU account to forward messages to your other email address otherwise it is essential that you periodically check your SLU account for messages from me pertaining to class.

Criminal justice is often fascinating and at times, controversial. Your participation in discussing events, topics, policies, or cases is an essential element of this course, as well as your university education. Participating in discussion means engaging in conversation, not just answering questions. It is not being afraid to disagree, debate, take a stance that may be controversial or seem different from others in the room. Everyone in this class has something to contribute to the learning process and you are expected to share your questions, thoughts, and ideas with one another (please remember to do so thoughtfully, respectfully, and mindfully).

When appearing on Zoom, it is expected that students will be appearing via camera. If bandwidth is an issue, please notify the professor ahead of time and be prepared to have an appropriate picture available for class.

The instructor and course will be evaluated at the end of the term by students through the use of a standard evaluation instrument. Each evaluation will cover the quality and relevance of course material and the quality of instruction. The intent is to seek information, which will help to improve both the quality of the course and instructional competence. In completing these





A variety of publication styles are recognized in academic and professional settings. The faculty of the School of Social Work requires social work students to study, learn, and master the conventions contained in the American Psychological Association Style Manual, 7<sup>th</sup> edition, 2020 (APA, 2020). At a minimum, students are expected to follow the rules of good grammar, syntax,





To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to

We encourage you to take advantage of university writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 314-977-3484 or visit <http://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php>.

Please remember you are responsible to hold on to hard copies (i.e. paper copies) of all written work you turn in to me until after final grades are assigned.

of my request or you will receive a zero for the assignment. Even if you email me an assignment, you still need to provide me with a paper copy within 24 hours.

Unless otherwise stated, all assignments should be turned in via Canvas in either Word or PDF format. If you are using Google Docs, download your file as a word file and submit to Canvas. I listed in formats other than those listed will be treated as late.

Do not bring cell phones to class under any circumstances unless they are turned off. If a very available, please set your phone to vibrate only and leave the classroom before you answer the call.

struggling, come see me early and often. I am available upon request at your convenience. Students are expected to meet with me individually outside of class at least once for help with your paper. Feel free to email me: [Kenya.brumfielddyoung@slu.edu](mailto:Kenya.brumfielddyoung@slu.edu)













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Each student must sign up for one 20-minute conference. Students are free to meet with me more than once if needed but only one meeting is mandatory. Each student must come prepared for the conference. Please bring at least the following items to the conference.

Email me a copy of your paper at least 2 days prior.

On my copy, please highlight in the following manner:

- o Yellow: Thesis statement or research question
- o Blue: Theory (Theories)
- o Green: Themes in your lit review
- o Yellow: Policy part 1
- o Blue: Policy part 2
- o Green: Policy part 3

Second, bring a list of questions. This is your time, it will be most productive if you have a set of focused questions for our meeting.

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