

Law and Justice Assessment Grant Proposal

1. Development of Law and Justice Entry/Exit Assessment Test and Time and Method of Delivery
2. In our Assessment Plan, we have set out 10 different Learner Outcomes. The outcomes to be tested in the entry/exit assessment are highlighted below:

Law and Justice Specific Learner Outcomes

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College of the Sciences

- I. Demonstrate Communication Skills**
 - a. Read critically
 - b. Write clearly
 - c. Think analytically
 - d. Speak effectively
- II. Demonstrate the ability to apply scientific research methods and reasoning to the study of crime and justice.**
 - a. Understand the scientific method.
 - b. Describe the principles of data collection and sampling.
 - c. Understand both qualitative and quantitative methods for conducting research.
 - d. Critically evaluate conclusions based on scientific inquiry.
- III. Demonstrate the ability to apply legal research methods and reasoning to the study of crime and justice.**
 - a. Demonstrate the ability to analyze a legal problem.
 - b. Develop a research strategy to address a legal problem.
 - c. Demonstrate the ability to locate primary and secondary sources and determine the validity of these sources.
- IV. Demonstrate an understanding of the historical development and current operations of the principle components of the criminal justice system.**
 - a. Describe the structure and function of law enforcement, the court system, and the correctional system in the United States.
 - b. Describe the history of law enforcement, the court system and the correctional system in the United States.
- V. Demonstrate the role of both substantive and procedural law as central features in the criminal justice system.**
 - a. Define commonly used legal terminology.
 - b. Describe the 1st, 4th, 5th, 6th, 8th, and 14th Amendments to the United States Constitution, and discuss their importance to the U.S. criminal justice system.
 - c. Identify and explain landmark Supreme Court decisions.

- VI. Demonstrate an understanding of the significant role that crime plays in our society and a command of major criminological theories.**
 - a. Apply major theories in criminology to explain criminal behavior.**
- VII. Demonstrate an understanding of ethical issues in criminal justice.**
 - a. Identify multicultural issues in law and criminal justice.**
 - b. Apply ethical theories to policing, corrections and law.**
 - c. Understand how social contexts and situations influence the perceptions of ethical issues in criminal justice.**
- VIII. Demonstrate knowledge of conflict management techniques.**
- IX. Demonstrate the ability to access information from library, Internet, and agency sources.**
 - a. Access primary and secondary legal authority using current technology.**
 - b. Access scientific journals, databases, and policy information using current technology.**
- X. Exhibit professionally appropriate behavior. ***
 - a. Maintain appropriate professional demeanor in an internship setting.**
- XI. Benefit from the study of law and justice either by entering a career related to the student's course of study, graduate school, or law school.***

3. Law and Justice just developed an assessment plan in March 2006. Currently our plan for assessing learning objectives is based on artifact collection. Although that will tell us how students are doing in those particular classes based on the learning objectives, we have no measure of what students know when they come into our program to be able to assess what they have learned upon completion of the program. At the time the assessment plan was developed an entry/exit exam was discussed. Our discipline does not have a national exam. The national exam that is available is based on Criminal Justice and our program is a hybrid (Law and Justice) so that exam would have a different emphasis from our program. Although we recognized the need for this type of tool we did not have anyone to develop such a tool and were further perplexed about how to deliver such an assessment based on the fact that our program is at 5 different locations. When to deliver the test was another issue since we are an upper division major with only 300 and 400 level course and have a large number of transfer students. This project would

help us to have a better assessment plan since the entry/exit exam could supplement our artifact collection and help fill the void in our current assessment plan.

4. Project Activity, action steps and timeline for completion

June 1-August 1, 2008 8 weeks of work at 4 hours a week for 40 hours

- a. Develop entry/exit exam in a multiple choice format based upon the learning objectives which factors in prior learning (such as transfer students who may have taken similar course work at the community college).

August 1 –September 1, 2008 4 weeks of work at 5 hours a week for 20 hours

- a. Develop a delivery plan so the test could be administered to reach students at all 5 locations but yet not require major departmental clerical support for administration. (One option to evaluate would be use of Blackboard)
- b. Develop a plan for time line for administration of the exam which factors in the fact that new majors enter the program and graduate quarterly
- c.. Develop a plan for collection and storage of the data received from the exam

September –December 2008 5 hours of work

- a. Run Beta Test


5. Budget:

65 hours of work at % of faculty salary up to \$500 and search for additional funds and some service time for remainder.

6. Success of the project will be assessed by having an entry/exit test ready for implementation Spring quarter 2009.

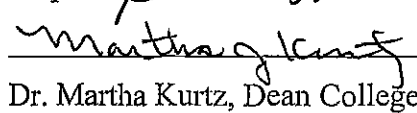
7. Department will support proposal with supplies and clerical assistance.

8. Signatures of proposer, department chair and dean



Proposer and Chair Mary Ellen Reimund, Law and Justice

3-24-08



Dr. Martha Kurtz, Dean College of the Sciences

3/25/08