ANNUAL CAPSTONE AND PROGRAM REVIEW

Program: Criminal Justice
Year: Spring 2015
Prepared by: Danny Hayes, M.F.S., Instructor of Criminal Justice

PROGRAM MISSION

The mission of the Criminal Justice Department is to provide students with the skills and knowledge needed for successful careers and the pursuit of additional education. As a broad-based liberal arts program of study, the Criminal Justice curriculum is designed to offer students an interdisciplinary approach to the study of people, their interactions with one another, and the result of these interactions. Contemporary and historical perspectives are taken, with particular emphases on people’s impact on society and society’s response. The programs in this department foster the pursuit of free inquiry with students by exposing them to the scientific method, quantitative and qualitative research approaches, and the results of others’ research efforts.

Further, the Criminal Justice program provides options in Justice Administration, for individuals interested in developing leadership/management skills, and Justice Counseling, for individuals interested in human services-related education. Provisional Licensed Alcohol and Drug Counselor (PLADC) courses are offered for Justice Counseling majors.

<table>
<thead>
<tr>
<th>INSTITUTIONAL GOALS</th>
<th>PROMOTED IN PROGRAM MAJORS VIA:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Gen. Eds.</td>
</tr>
<tr>
<td>Development of foundation for life-long learning</td>
<td>X</td>
</tr>
<tr>
<td>Development of effective communication skills</td>
<td>X</td>
</tr>
<tr>
<td>Development of computer and information literacy</td>
<td>X</td>
</tr>
</tbody>
</table>
The use of the Library catalog and Internet research allows for familiarity with information literacy.

The core requirements push students to evaluate changing situations based on theoretical trends as well as their practical applications. Further, use of multiple choice examinations, essays, projects, case studies, and group work allows for development of critical thinking skills.

There are many misconceptions the public holds in regards to the criminal justice system. Classes such as, Survey of Criminal Justice and Criminal Procedures require students to focus on “common sense” in light of the evidence before them. Further, students understand the fact-intensive nature of policing and criminal defense.

Certain courses (policing, criminalistics, and criminal procedures) require students to assume leadership roles and experience the challenges incumbent in such positions. Leadership in weekly debates or discussions allows for refinement of skills in capstone course. Also, involvement in extracurricular activities like PSCJ, Lambda Alpha Epsilon or Student Ambassador programs.

The discussion of cultures, social strata, and social problems in all classes create a deeper understanding of society for students, with a resulting appreciation of how positive contributions to society can impact lives.

### PROGRAM GOALS

<table>
<thead>
<tr>
<th>Primary Measurement Method(s)</th>
<th>Research Writing</th>
<th>Reflective Writing</th>
<th>Projects/Performance</th>
<th>Group/Teamwork</th>
<th>Portfolio Development</th>
<th>Oral Presentation</th>
<th>Instructor-made Tests</th>
<th>Standardized Tests</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce Criminal Justice Graduates who can demonstrate an understanding of the fundamental psychological, sociological, and criminological concepts from a social science perspective and how these concepts may be applied in a wide variety of settings.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce Criminal Justice graduates who demonstrate an understanding of the fundamental issues in the criminal justice field and the appropriate responses to these issues.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce Criminal Justice graduates who demonstrate an understanding of the fundamental problem solving techniques available to assist individuals with various needs.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Produce Criminal Justice Graduates who can demonstrate an understanding of the importance of</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
belonging to professional organizations and the pursuit of life-long personal and professional development.
Produce Criminal Justice graduates who demonstrate an understanding of the fundamental techniques and resources available to conduct applied or theoretical research.

DESCRIPTION OF CAPSTONE EXPERIENCE

This capstone course focuses on applying major criminal justice theories that have contributed to an understanding of deviant, delinquent, or abnormal behaviors and crime. Particular emphasis is placed on understanding how the principles of each theory may be used to evaluate the primary elements of the justice system: law enforcement, courts, and corrections. This capstone course provides senior students the opportunity to demonstrate they can successfully analyze, evaluate, and interpret issues, problems and policies confronting the criminal justice system through a critical thinking, problem-solving process.

Students in this course are required to discuss and debate current policies in the criminal justice system on a weekly basis, submit a research paper of 20 pages or more on an issue pertinent to the criminal justice system, submit a PowerPoint presentation or recorded presentation over the capstone research paper, and complete a comprehensive examination over the core classes in the criminal justice curriculum. Objectives of the capstone course closely mirror the general education and program goals of the Criminal Justice program. The capstone course seeks to evaluate the extent to which students at Peru State College have acquired the capacity to acquire all of the objectives of the General Education goals of Peru State College and the goals of the Criminal Justice Program at Peru State College.

The spring 2015 capstone course, CJUS 495, Seminar in Criminal Justice, was instructed by Danny Hayes, M.F.S. The course was presented as an on campus course. As in the past courses, students were required to complete a twenty to twenty-five page research paper accompanied by a professional presentation utilizing a PowerPoint, Prezi or other software. Students were also required to complete a live presentation over their topic of choice.

Weekly debates and discussions occurred over current topics in criminal justice via online discussion board and in the classroom. Finally, students were required to complete a comprehensive exam over the core classes in the Criminal Justice curriculum; CJUS 110, 220, 230, 308,330, 340, 360, 385, and 410.

The grading scale used in capstone class was based on a grading scale of 600 total points. Points were awarded in the following manner: 200 points for the discussion and debate, 200 points for the capstone research paper and presentation, and 200 points for the final exams. A change in the course for the 2013-2014 school year was that no textbook would be used. Instead, students were required to find a research article over a new topic each week that would be used to provide a basis for their discussion throughout the week with the other students. The students would then participate in a debate over the topics and issues currently and historically facing the criminal justice system. This practice was continued and again was successful during the spring 2015 semester.
FINDINGS

The 2014 spring Seminar in Criminal Justice course, CJUS 495, consisted of twelve students. In this on-campus class, one of the students failed the course. This was a decrease over the prior semester where three students failed. The student that failed the course did so because they stopped participating in the course and did not complete the paper, presentation or final exams.

The Criminal Justice Department incorporates activities and assignments into the curriculum which support the mission and educational goals of Peru State College. Peru State College’s educational goals include:

- Effective communication;
- Computer and information literacy;
- Independent critical thought;
- Intellectual capacity for change;
- Preparation to assume social and civic leadership roles; and
- The ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives.

Instructors routinely reinforce the General Education Goals through courses in the curriculum. The following are examples of such reinforcement.

Effective Communication

Communication skills are tested and enhanced as a student progresses through the curriculum. The capstone course provides weekly discussions/debates for on campus and online students, which reflects the capacity of students to approach problem solving through critical thinking and in a debatable forum, which strengthens the student’s overall communication skills. All learners engaged in weekly debates over materials presented in the course text. Also, most classes include discussion on current topics within the criminal justice system to allow students to better understand their academic discipline.

Computer and Information Literacy

Instructors in the curriculum routinely use a Blackboard shell to store course materials for student access. Students are required to access such shells to review notes, take quizzes, and post information required by instructors. Certain classes, such as Criminology, require the extensive use of PowerPoint to construct posters based on both theoretical and practical arguments associated with crime, which promotes independent thought and critical thinking. The spring 2015 capstone course required a personal or recorded presentation supported by a Microsoft PowerPoint presentation or similar software.

Capacity for Change

Students in the criminal justice program are moving towards a more global understanding of the criminal justice system, and how they can effect change. A faculty member, Kelly Asmussen, PhD, offered a unique elective class in the Spring 2011, 2012, 2013, 2014 and 2015 semesters named Searching for Justice and Inside/Out, respectively. The classes were held at Tecumseh State Correctional Institute and included both students and inmates. Discussion about the class occurred amongst students and faculty in other classes and the increased understanding of different strata within society. The Discussion Boards in online courses and in-class discussion during the fall 2011, spring 2012, fall 2012, spring 2013, fall 2013, spring 2014, fall 2014 and spring 2015 courses, respectively, revealed students continued to display the ability to discuss personal
differences and perceptions about elements of the criminal justice system amicably while gaining an appreciation for the opinions and varied experiences of others.

**Leadership**

As students’ progress through the curriculum, anecdotal information based on faculty perceptions reveals more students stepping forward and desiring to become more involved in both, campus and off campus-based activities. Currently, all of the Criminal Justice classes allow for discussions take place which allows students the opportunity to take leadership roles.

**Ability to Pursue Rewarding Lives**

Through alumni initiated contact with faculty on social media sites such as Facebook and Twitter, many students provide discussion on career achievements. Students routinely thank instructors in the Criminal Justice program for assisting them in developing a broader and more appreciate understanding of society. Past students routinely return to give guest lectures on campus about their career choices. Many comment that their learning began at Peru State College; however, they have a much more in depth appreciation for the world around them. Students who graduated from Peru State College and are now employed in law enforcement, the legal profession, the correctional system, the probation and parole system, the United States military, Health and Human Services, counseling and education. They advise that the academic environment at Peru State College allowed them to hone their learning skills while becoming more contributory members of society.

The Criminal Justice Department’s goals embrace student development of skills and knowledge for leadership/management positions or expertise in human services-related fields of study. Graduates are expected to be able to reflect a satisfactory level of competence in meeting the following capstone course objectives when they have completed the capstone course:

1) Write and communicate in a scholarly fashion.
2) Demonstrate an understanding and knowledge of the key concepts and elements of the criminal justice system, the methodological frameworks of major criminological theories, and how to apply such knowledge to issues, problem areas, or policies.
3) Develop critical thinking and problem-solving skills through collaborative class discussions and incorporate those skills into policy analysis and a capstone paper.
4) Routinely research and evaluate positions regarding an issue, problem area, or policy and effectively defend their position using research-based evidence.
5) Demonstrate the ability to utilize a variety of professional resources to write a satisfactory literature review in defense or investigation of, a particular issue or problem affecting the criminal justice system.
6) Analyze, evaluate, develop, and interpret alternative positions of thought regarding issues, problem areas, and policies.
7) Analyze how issues, problem areas, and policies may influence law enforcement, corrections, and judicial systems.
8) Demonstrate competence presenting oral presentations utilizing current technologies.

It should be noted all of the class objectives of the capstone course are routinely integrated through communication, presentations and research in the capstone course, Seminar in Criminal Justice. Personal feedback from students to faculty reflects that students believed this course truly challenged them while concurrently preparing them for a career in human services or academia.
Overall Commentary

The mean score for the capstone report during the fall semester was 82.5% and 88.9% for the PowerPoint/presentation. The mean for both of these assignments has been used during past reports so to compare the mean of the assignments for the fall 2014 course was calculated to be 85.7%. This was an increase from the prior semester’s mean of 82.4%. There were several students that received excellent scores for both the paper and the presentation. Capstone course observations of student presentations were very good on average. Many students exhibited a high level of research, professional judgment, and critical thought in regards to the preparation and execution of their presentation. However, there were a few that did not put forth their best effort in preparing the capstone report.

The general demeanor of the course is geared towards class discussion from the research conducted by the students as well as improving the writing skills of the students by examining appropriate grammar, style, and argument forms to encourage critical thought.

The class discussions were very detailed and informative for all of the participants. Discussion was enhanced by the diversity of backgrounds and opinions present. That diversity allowed each student to speak in detail on a specific area of the criminal justice system. Those who had already completed an internship or had field experience were able to discuss practical implications within the established theoretical framework. The on campus students were required to participate in discussion board along with the online students. This allowed the on campus students to take the discussion from the classroom and carry it on with the online students enhancing both of the online and on campuses student’s experience with the course.

Students completing the comprehensive final exam were required to complete an examination over the core classes in the criminal justice curriculum, which is designed to prepare students for careers in criminal justice or advanced academic studies. The content of the comprehensive exam assesses student learning about the core criminal justice classes in the program.

For the final exam, the class average was 77.5% of 100% this semester. This was a big drop from fall 2014, which had a class average of 84.18% of 100%. Below is the breakdown of the individual exam averages to show areas needing improvement.

<table>
<thead>
<tr>
<th>Year</th>
<th>Contemporary Knowledge</th>
<th>Policing</th>
<th>Courts and Criminal Law</th>
<th>Corrections</th>
<th>Criminology</th>
<th>Victimology</th>
<th>Juvenile Delinquency</th>
<th>Community -Based Corrections</th>
<th>Research Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>91.3%</td>
<td>79%</td>
<td>75%</td>
<td>89.5%</td>
<td>89%</td>
<td>87%</td>
<td>88.5%</td>
<td>80.5%</td>
<td>70%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>82.7%</td>
<td>74.5%</td>
<td>58.2%</td>
<td>83.6%</td>
<td>79.1%</td>
<td>89.1%</td>
<td>78.2%</td>
<td>71.8%</td>
<td>80%</td>
</tr>
</tbody>
</table>

While, a high level of emphasis was placed upon the paper and presentation, students were also given tools to study for the final. In particular, students had an opportunity to use practice quizzes in order to prepare for the final. Also, a review for each of the core exams was presented in class for the students to complete that assisted in recalling the information learned during their previous courses. The reviews were in the form of PowerPoint, printed study guides and also a game. These reviews were made available to the online students.
<table>
<thead>
<tr>
<th>Year</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>F</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2015</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>n/a</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>10</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>n/a</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>11</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1 INC 1 W</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1 INC</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>n/a</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>n/a</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>23</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>n/a</td>
</tr>
<tr>
<td>2010</td>
<td>4</td>
<td>6</td>
<td>10</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**CONCLUSIONS**

As before, the capstone course continues to challenge students and provide areas that merit examination for improvement within the criminal justice program. The spring 2015 Seminar in Criminal Justice Course continued the grading schemata of the previous two years. There was a high percentage of students that achieved the grade of “A” as in previous semesters and a majority of the students in the class received a grade of “B” or higher. However, several students did not perform well in some sections of the exams. It is unclear what the cause could be attributed to, but it appears that a reason could be a lack of preparation for the exams. This assumption is based on the scores of students that had been ‘A’ students in past classes. Many of the students took advantage of the opportunities to submit rough drafts and updated reference pages. There is also a requirement put into place where the students were placed into small groups to review each other’s paper/Presentation and provide thorough feedback. This ensured that they were working on the projects early on in the semester. However, there were still a few students that waited until the last month of the class to work on the majority of their papers.

Within the comments for the class and the discussion board opportunity to provide feedback about the course, several students stated that the weekly discussions allowed them to see the many issues surrounding the criminal justice system from different perspectives. There were also many suggestions regarding taking the final exams throughout the semester after the review for that particular section has taken place. Another opportunity made available to the students was an anonymous survey about the PSC Criminal Justice Program. The results of the survey are attached and were overall very positive. The fall 2015 class will continue to be provided with the topics for discussions. The students will be required to find appropriate articles that will enhance student discussion and engagement.

Regarding the grading schemata, it is recommended that future instructors do not deviate from the current grading scale. It appears to benefit those who begin their preparation at the start of the course and apply a measured approach to research, development, and argument. Also, rough draft review a month before the
actual paper was due allowed the instructor an opportunity to review and comment on the paper while also allowing the student a chance to make corrections.

Discussion about standardized testing for the final exam in the capstone course should continue. More research into the cost and the type of information covered with the standardized tests to see if it is worth implementing will be necessary in the near future. There should also be discussion to determine if we are allowing students enough opportunities to present in front of others early in their college career so that they are more comfortable with this activity later on.

Overall, the course is successful in testing the student’s overall knowledge of the criminal justice system, their ability to research and present information and to think critically while giving others a detailed explanation for their conclusions on the topic. For the future courses, students should be reminded to begin working on their projects early in the semester to ensure a quality product to be submitted. More of an emphasis should be placed on peer review of the papers and presentations prior to submitting final drafts. The inclusion of the student researched articles for class discussions should continue to improve the engagement of the students involved in the course.

Rubrics for grading in the capstone course are attached to this report for review as:

I. Appendix I: Capstone Paper Explanation
II. Appendix II: Capstone Paper Grading Rubric
III. Appendix III Final Presentation Rubric with Guidelines
IV. Appendix IV: Discussion Evaluation
V. Appendix V: Spring 2015 CJ Program Evaluation Results
## Appendix I: Capstone Paper Explanation

### Capstone Paper Explanation

All papers shall use 12 point font, double spacing, and APA format. Please use the provided template for your paper.

<table>
<thead>
<tr>
<th>Select a specific PROBLEM – Students shall select a problem or policy within the criminal justice system, and clearly describe how their topic is a problem or how a policy has created more problems within the criminal justice system. The paper can take the shape of a problem analysis paper, policy analysis paper, applied problem solving and/or organizational dilemma paper, or a formal APA research paper. Students should clearly describe whether the problem is theoretical or practical (applied) in nature. An in depth description of the problem should include, at a minimum, answers to causes of the problem including who, what, why, where, when and how the specific problem originated within the criminal justice system and why it continues within the criminal justice system.</th>
<th>Introduction</th>
<th>1-2 pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>LITERATURE REVIEW- Students are expected to read and review historical and recent research on their problem when developing a literature review. Students should find 20-25 sources within the reference section of their paper. Research sources may include books, peer reviewed publications, government publications and professional trade journals. I would suggest using EBSCO, NCJRS, BJA, ONDCP, OJJDP, FirstGov, and other credible websites. <strong>WIKIPEDIA IS NOT ALLOWED.</strong> Any online sources other than these do require the student to contact the instructor so the credibility of the website can be assessed.</td>
<td>Literature Review</td>
<td>7-8 pages</td>
</tr>
<tr>
<td>SELECTION OF RELEVANT CRIMINOLOGICAL THEORY- Students should review pertinent criminological theories and provide a rationale as to why the problem under investigation has a basis in a particular criminological theory (In your informed opinion). I would recommend reviewing the textbook utilized in CJUS 360, Criminology, to initiate research on the problem and your belief of a theoretical basis. Make sure to use in text citations using author last name, year of publication and page numbers regarding information on the problem (Siegel, 2004, p. 85). Students should also check EBSCO and NCJRS to determine if there are prior studies describing the problem. Any online sources other than these do require the student to contact the instructor so the credibility of the website can be assessed.</td>
<td>Criminological Theory</td>
<td>2- 3 pages</td>
</tr>
<tr>
<td>CASE(S)- Students should thoroughly review credible websites such as EBSCO, First Gov, Lexis Nexis and FindLaw, and their prior Criminal Justice text books, in particular, CJUS 340, Criminal Procedures, to determine to what extent the problem has been identified within the court system. In the event students find the particular problem has not been identified within the courts, students should research case precedents within the court system which are closely associated with the particular problem. Students should provide a thorough background of the case and the judicial opinion of the case. Any online sources other than these do require the student to contact the instructor so the credibility of the website can be assessed</td>
<td>Case</td>
<td>2 pages</td>
</tr>
<tr>
<td>POSITION - Articulate your beliefs clearly and cogently regarding the position you espouse as being the best way to address the problem you are</td>
<td>Position</td>
<td>2 pages</td>
</tr>
</tbody>
</table>
discussing. Support your thoughts with a logical process of critical thinking that provides irrefutable evidence of your beliefs- provide an informed opinion based on what you have learned doing your research, yet using your own creative thought process. Exemplary papers will include a plan of action to support your position yet oblige alternative positions on how your idea(s) might be implemented.

| ALTERNATIVE POSITIONS – Provide an in depth description of other alternatives that may provide a logical solution to your position. Feedback from classmates may assist you in this aspect. | Alternative Position(s) 1-2 pages |
| CRITICAL REFLECTION- Using critical thinking and reflection skills provide an explanation of how the problem under investigation, your position, and alternative positions might affect the three elements of the criminal justice system; police, courts and corrections. Provide an explanation of how the problem under investigation, your position, and alternative positions could also affect the federal, state and local government(s). | 2 pages |
| CONCLUSION – Use a detailed final description which ties the problem, theory, literature review, position and alternative positions together into a clear statement which addresses the overall problem. | Conclusion 1-2 pages |
| REFERENCES- Include a detailed References section using APA format. Papers with incorrect APA format will be returned with no grade for revision. | References 2-3 pages |
# Appendix II: Capstone Paper Grading Rubric

<table>
<thead>
<tr>
<th>CAPSTONE PAPER GRADING RUBRIC (100 POINTS)</th>
<th>FAILING 0-F</th>
<th>UNACCEPTABLE 1-D</th>
<th>ACCEPTABLE 2-C</th>
<th>GOOD 3-B</th>
<th>EXCEPTIONAL 4-A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem selected is not well-defined– too narrow or too broad</td>
<td>Problem area is vague or confusing</td>
<td>Problem area is clearly identified</td>
<td>Identified problem is unique; exceeds minimum level</td>
<td>Identified problem is complex; original and multi-dimensional</td>
<td></td>
</tr>
<tr>
<td>Organizational skills - completely failing- fails to arrange paper accordingly and does not follow format</td>
<td>Organizational skills are unclear, confusing- paper does not provide direction or follow suggested format</td>
<td>Organizational skills are acceptable- follows format and provides description of problem</td>
<td>Organizational skills good- follows format, provides description of problem, presents information in an understandable easy to follow format</td>
<td>Organizational skills are excellent – follows format, good chronology of problem, superior information presentation and documentation within paper</td>
<td></td>
</tr>
<tr>
<td>Literature review fails to provide pertinent information on problem</td>
<td>Literature review defines problem yet lacks supportive information on problem</td>
<td>Literature review provides basic background and description of problem</td>
<td>Literature review provides good depth and breadth description of problem</td>
<td>Literature review provides excellent breadth and depth of explanation of problem.</td>
<td></td>
</tr>
<tr>
<td>Theory selection is very poor – Theory fails to apply and explain the problem</td>
<td>Theory selection is not appropriate - Improper theory application – lacks depth</td>
<td>Theory selection is acceptable - Acceptable standard of theory application</td>
<td>Theory selection based upon sound reasoning - Theory application goes beyond minimum - good</td>
<td>Selection of theory shows excellent ability to apply principles - Theory application demonstrates depth and originality</td>
<td></td>
</tr>
<tr>
<td>Fails to utilize feedback from peers and instructor – needs constant feedback</td>
<td>Needs feedback, shows signs of improvement</td>
<td>Seeks some feedback – work is acceptable</td>
<td>Seeks feedback after considerable independent work</td>
<td>Total independent work; Seeks additional understanding/input</td>
<td></td>
</tr>
<tr>
<td>Student fails to support position in any manner through the use of credible research and uses inappropriate court case.</td>
<td>Position lacks supportive research basis – personal opinions interjected in paper along with research results and an unlinked court case.</td>
<td>Position meets acceptable level of competence- uses research to support position and appropriate court case.</td>
<td>Position is supported by good research materials, extremely relevant court case and student explanation of materials.</td>
<td>Position has excellent depth and quality - uses outstanding reasoning and informs beyond research and provides in depth explanation of relevancy of court case.</td>
<td></td>
</tr>
<tr>
<td>Alternative viewpoints are non-existent or fail to explain problem</td>
<td>Alternative viewpoints are unclear or lack acceptable application</td>
<td>Alternative viewpoints are acceptable- clearly explains other perspectives</td>
<td>Alternative viewpoints are carefully developed based on research and considerate thought process</td>
<td>Multiple alternative viewpoints are offered. Viewpoints are carefully developed based on research, critical thinking and reflective thought process.</td>
<td></td>
</tr>
<tr>
<td>Critical reflection and conclusions are very poor – non-existent- fail to explain overall content of paper and no reflection is offered.</td>
<td>Critical reflection and conclusions are unclear – lack basis in reasoning and fail to illuminate key concepts of paper, while reflection is minimal.</td>
<td>Acceptable - detailed conclusions reached based upon research, reasoning and critical thinking through informed reflection.</td>
<td>Conclusions based upon sound research and reasoning while complementing key facets of paper through critical thinking and reflection.</td>
<td>Depth and quality of conclusions clearly and cogently provide a sound factual basis for understanding paper while providing a superior critical thinking basis for reflection on problem.</td>
<td></td>
</tr>
<tr>
<td>Grammar, spelling and punctuation fails to reflect quality necessary for degree seeking BS/BA student- Student fails</td>
<td>Grammar, spelling and punctuation is poor, 5-7 mistakes</td>
<td>Grammar, spelling and punctuation acceptable, 3-4 mistakes</td>
<td>Grammar, spelling and punctuation good – 1-2 mistakes</td>
<td>Grammar, spelling and punctuation exceptional – no mistakes</td>
<td></td>
</tr>
<tr>
<td>Complete failure to follow APA format in text and References section- Student fails</td>
<td>APA format has more than 5 mistakes</td>
<td>APA format has 3-4 Mistakes</td>
<td>APA format has 1-2 mistakes</td>
<td>Excellent APA format, mistake free</td>
<td></td>
</tr>
</tbody>
</table>
Appendix III: Final Presentation Rubric with Guidelines

Here are the guidelines for the PowerPoint presentation:

Students are required to submit a PowerPoint presentation for their capstone paper that provides the highlights of their research.

The presentations should highlight each key area of their capstone paper, and be approximately ten slides long. Here is the information I wish students to use for each of the ten slides:

NAME OF TOPIC, AUTHOR, DATE AND YEAR
INTRODUCTION
LITERATURE REVIEW 1
CRIMINOLOGICAL THEORY
COURT CASE
POSITION
ALTERNATIVE POSITIONS
CRITICAL REFLECTION
CONCLUSION
REFERENCES

No slide should have more than six lines in it, nor should each line be more than 10 words wide.
Students who wish may use a computer microphone to add voice to their slides.
Students may also use animation, pictures, graphs, charts, etc. to enhance their presentation.
Students should strive for a high level of academic achievement and professionalism for their presentation.
Here are the guidelines for the final personal presentation, and the PowerPoint presentation.

<table>
<thead>
<tr>
<th>FINAL PERSONAL PRESENTATION (100 POINTS)</th>
<th>FAILING</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>GOOD</th>
<th>EXCEPTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-F</td>
<td>1-D</td>
<td>2-C</td>
<td>3-B</td>
<td>4-A</td>
<td></td>
</tr>
<tr>
<td>Student fails to present information in a manner which audience can understand.</td>
<td>Student provides information out of sequence which leads to audience confusion.</td>
<td>Student presents information in an orderly process which allows audience understanding.</td>
<td>Student presents information sequentially which allows audience reflection and understanding.</td>
<td>Student presents information creatively, logically and sequentially which creates an atmosphere of audience reflection, curiosity and feedback.</td>
<td></td>
</tr>
<tr>
<td>Use of technology fails: student cannot demonstrate operation of media device or software for presentation purposes.</td>
<td>Use of technology is confusing and poor: student has difficulty utilizing media device or software.</td>
<td>Technology skills are acceptable: student utilizes media device and software competently.</td>
<td>Use of technology is good: student utilizes media device and software to support presentation while stimulating audience interest.</td>
<td>Use of technology demonstrates superior skill and knowledge: student utilizes media and software to reinforce key learning concepts while creating an atmosphere conducive to understanding topic.</td>
<td></td>
</tr>
<tr>
<td>Oral communication skills inappropriate – student cannot be heard, has difficulty speaking, and mispronounces words. Eye contact is non-existent. Student reads off paper, notes or Power Point while speaking.</td>
<td>Oral communication skills need improvement: student encounters difficulty through mispronunciation or loses place while completing presentation. Sporadic eye contact with audience. Student repeatedly looks at notes or Power Point during Presentation.</td>
<td>Oral communication skills are satisfactory: student speaks in a clear and understandable voice while exchanging eye contact with audience. Student looks at notes or at Power Point occasionally (4-5 times) during presentation.</td>
<td>Good oral communication skills used: student speaks clearly, succinctly, and informatively while maintaining eye contact with audience. Student rarely (2-3 times) uses notes or Power Point during presentation.</td>
<td>Excellent oral communication skills used: student speaks clearly, succinctly, and informatively via voice inflection and articulation. Student uses notes or Power Point (1 time) to emphasize key points while speaking in lieu of use as notes.</td>
<td></td>
</tr>
<tr>
<td>Power Point Presentation is of extremely poor quality. Numerous spelling, grammatical, and punctuation errors. Student fails to follow suggested format. (More than 5 errors total.</td>
<td>Power Point Presentation is of poor quality and has spelling, grammatical and punctuation errors (Four errors total). Student follows suggested format.</td>
<td>Power Point Presentation is of adequate quality and has minimal spelling, grammatical or punctuation errors (three). Student follows suggested format.</td>
<td>Power Point Presentation is of good quality and has no more than one-two spelling, grammatical or punctuation errors. Student follows suggested format.</td>
<td>Power Point Presentation has no spelling, grammatical or punctuation errors. Presentation if very visually appealing. Student follows suggested format.</td>
<td></td>
</tr>
</tbody>
</table>

It is expected students will appear well dressed (professional appearance) and groomed for their final presentation.
Appendix IV: Discussion Evaluation

Here is the rubric for the weekly Discussion Board. Each week the student will be assessed for quality and quantity of participation on the Discussion Board forum. Students using the discussion board to present their arguments are expected to check the discussion board routinely and provide substantial input into conversations with their peers.

<table>
<thead>
<tr>
<th>Discussion Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FAILING 0-F</strong></td>
</tr>
<tr>
<td>Student unable to facilitate discussion and fails to stimulate discussion on topic. Does not contribute to discussions. Posting is poorly written and may be partially incomprehensible.</td>
</tr>
<tr>
<td>Student’s message lacks meaning and is no more than an “I agree” or yes-no answer. Numerous (more than 5) errors.</td>
</tr>
<tr>
<td>Student fails to provide working links online or use of references. Uses less than credible sources. Lack of correct APA format.</td>
</tr>
</tbody>
</table>
Appendix V: Fall 2014 CJ Program Survey*

Criminal Justice Program Evaluation Survey

- **Question 1:** Essay
  How well did the courses you took as part of your criminal justice major prepare you for life-long learning?

  It prepared me very well because I will be able to take the writing and formatting skills into my career when I have to write reports.

  It prepared me in many ways. Such as, how to properly and professionally present information that I found, along with properly crediting the resources I used. It showed me what to expect when I enter the job force.

  I think it taught me a lot about what the criminal justice system has in store and the different aspects of my potential career.

  The courses gave me insight as to how things work and the meaning behind them through a textbook. Hearing the personal experiences from the professors give that extra level of understanding within each class that add a great deal to the content of learning. In sharing their personal experiences, I was able to make a better connection as to how and why the academics relate as well as the ability to learn the content at a more interesting level.

  After completing the criminal justice courses, I feel my thinking has become more open and not narrow minded. I also feel that I have become more of a critical thinker. I look at a problem or issue and think of various solutions, not just one way that could be the explanation. This is beneficial because I am able to see other sides to the story or problem that may or may not exist.

  This is difficult to determine until I have been out in the real world and then can assess how well I was prepared for life-long learning. However, I am satisfied with the experiences and values learned from my criminal justice major.

  I think they helped me out a lot. I learned a lot more in the classes at Peru State than I did at my Junior College.

  The courses I have taken while at Peru over the criminal justice system have given me the tools I need to succeed in a career in law. Knowing how all of the different areas of the criminal justice system work and intertwine, along with how to predict, prevent, and explain crime will help in my future goals of becoming a successful attorney.

- **Question 2:** Essay
  How well did your criminal justice courses prepare you to be able to communicate effectively both orally, for presenting, communicating with co-workers or the community, and in writing?

  It helped me a lot with writing a paper and talking in front of a lot of people.

  The course I had taken with Dr. Asmussen I feel have prepared me to have an explanation in all areas of the issue. When presenting or communicating especially with others, I am able to critically think and bounce ideas back and forth.

  It taught me a lot about different terminology regarding the criminal justice field.

  In the criminal justice courses, I learned proper presentation skills, case briefing, research, and written communication. Communication is important in all areas of criminal justice. The courses I have taken at Peru have ensured that I will be able to effectively communicate in a multitude of ways.
It prepared me fairly well with oral communication, but I felt the only class that was an open discussion class was survey. It helped my presenting skills very much because of all the presentations we had to prepare on a variety of different topics.

As far as communication, presenting and ways to communicate with co-workers, it was a lower priority than writing skills. Many courses were oriented around proper writing skills, grammar, and punctuation.

It prepared me extremely well when it comes to communication and presenting. It helped teach me how to communicate in a professional manner and in a way that allows people to easily understand the information being portrayed to them. How to communicate with the community the right way, based on your actions and how people perceive you as a person of the law.

It prepared me very well

Through the work of preparing presentations and working in groups, it has allowed a greater level of communication and learning through collaboration with the ideas of others rather than just my own. In doing so, I have been able to create a more open mind within the content as well as having the confidence to network with others as well as creating relationships in the field.

**Question 3: Essay**

Have your criminal justice courses prepared you for real-world criminal justice careers?

Yes, the courses I have taken while at Peru have given me the tools I will need for a real-world criminal justice career.

Yes, community-based corrections and criminalistics were two of the most valuable courses due to the increased experience in hands-on work similar to what would be required in a real career. Criminal procedures as well, we filled out affidavits, traffic citations, and did mock trials.

Yes. They have given me a thorough look at all the branches of criminal justice. They have prepared me to be the best I can be in the criminal justice field.

I feel as though that nothing can prepare you better than real life experiences. However, in knowing the terminology and how the system works has given a greater level of knowing the ins and outs of the system as well as a level of understanding from a different aspect. With the combination of experience and academics there is greater room for success.

Yes, the criminal justice program here has prepared me greatly for a career in the criminal justice field.

Yes, the program prepared me very well for many different careers in the criminal justice field.

Yes it has helped me. Specially, the corrections class because that is what I am going into at first.

Yes, I feel I am prepared to go out into the real-world with fresh ideas and viewpoints but with the traditional background of the criminal justice system.

Yes, they have and because of them I am currently looking forward to a job with the State of Nebraska.

**Question 4: Essay**

How would you rate criminal justice coursework for the development of critical thinking skills through the use of case studies, research papers, projects, and practical applications?
One of my favorite aspects of coursework were the case studies and practical applications. When we are required to dig into something such as a case study, it allows us to investigate and learn all the aspects and policy changes a case has an effect on. During our coursework we are challenged to apply our knowledge in such areas which also enhances our confidence in knowing our area of study. Having just a test over terminology would not do justice without the requirement of practical applications and case studies. With these we are proving our knowledge in such areas.

I would rate the coursework for developing critical thinking a 9. I feel this area of coursework requires critical thinking because of the various aspects to cases.

I would rate it rather high. The organization I had in these classes were what helped the most. The papers and case studies may have not been the most fun, but they are definitely vital when preparing us for entering the workforce.

Very good.

Research papers were not in depth enough to require much critical thinking. There were only a few papers that required alternate positions, compare and contrast sections, or other topics that required thought instead of just reciting researched material.

I think that the coursework provided in the criminal justice courses have given me the skills to think critically and have practical real world application.

I think they are good how they are and should not be changed.

I think that many of the assignments that I have done over the years in my criminal justice courses has really pushed the boundaries of critical thinking.

I would rate it high because in every class there was at least one of the projects mentioned above. The only part I felt was weak was the practical application aspect.

- **Question 5: Essay**

  How well did your courses prepare you to handle change?

Change is a never ending part of life, there will be change in all facets of life. The courses although never focused directly on preparing me for change, there have been several times during courses when adapting to change was required.

It's difficult to assess this. When thinking of developing the ability to respond to adverse situations, I feel this value was more instilled through being involved in sports in my personal experience. More hand-on activities in CJ courses would certainly be beneficial for improving this value.

I learned that we grow with change and adapt to it as policies change. I also learned that change isn't a bad thing and that things just need to be modified at times in order to better serve the people and clients we may work with in the future through policies and guidelines.

They did not do a very good job of preparing me to handling change.

I think the courses were not the only things that prepared me for change but also the whole experience of college.
It has prepared me very well because it took me out of my comfort zone.

All of the teachers did a very good job of preparing us to handle change. Specifically Asmussen and Hayes, because they always challenged what you thought and encouraged you to look at the other side.

Handling change can be tough, but with the courses staying rather relevant with the times, it made it easier to correlate with them and the always changing criminal activity.

Very well.

- **Question 6: Essay**

How well have your courses prepared you to assume leadership roles?

They helped a lot.

More group-oriented activities would benefit leadership attributes. I believe group discussions are beneficial for developing even the slightest leadership roles. Individuals should be encouraged to speak their mind and feel comfortable doing so in front of others. In essence, that is what leaders do.

Upon first enrolling in my classes, I was already in a management/leadership position and have maintained that position throughout my studies. What my coursework did teach me is better ways to manage this role through empathy, listening, and looking at all angles possible by thinking outside the box while problem solving. It has allowed me to grow in my position.

Many of the criminal justice courses provide opportunities for individuals to assume leadership roles both inside and outside of the classroom.

I do not think it has helped me with leadership role because I feel that sports has already made me a better leader.

All the courses taught me to not only be a leader but also a whistleblower and if something is not right, bring it up even if it may cause a problem.

Very well. It has taught me how to prepare well and be ready for anything to happen in the work place

Leadership roles are hard to come by, but taking these classes have helped me step outside my comfort zone and look forward to being a standout person and leader in the criminal justice field.

I feel my personality doesn't allow me to assume a leadership role. So, I wasn't able to become one through these courses.

- **Question 7: Essay**

How well did your courses (including general education courses) prepare you to pursue intellectual, ethical, aesthetic, and the physically rewarding life?

All the courses prepared me well in all aspects of life.
They did a good job. The most preparation is going to be on the student, and how they mature through the years. But the courses definitely helped and shined light on making sure your ethical views are right, and you are wanting the same objective as the others.

That is one thing that I appreciate from taking courses from Peru State College. I feel I have taken many courses that put an emphasis on ethical issues and diversity.

It has helped me a lot with my life

Courses like Inside-Out are most efficient as a class that betters one's self. When it comes to growing as a person, I got the most out of this class.

I think that they prepared me very well.

My courses have allowed me to not only think of others through my journey, but to also consider my own wellbeing through the process in order to do a better job at what I set forth to do. They have encouraged me to look at all angles of a life course through different eyes and have given me the ability to sit back and analyze situations through different eyes and perspectives in the respect for others as well as myself.

I think that all of the courses, even the ones that were not particularly appealing, have given me the tools to succeed and have a rewarding life. The courses provided problems and solutions that are applicable to real life scenarios.

Very well.

**Question 8: Essay**

What is your expected graduation date?

- December 2015
- May 2015
- August 2015
- Other:

- December 2016
- August 2015
- December 2015

My expected graduation date is December 2015.

**Question 9: Essay**
Question 9: Did you transfer any credit hours into PSC?

Yes:

No:

Yes

No

No

Yes

No, I did not transfer any credit hours to PSC. I have done my entire coursework here at PSC.

Yes

No

• **Question 10: Essay**

Any other comments you wish to provide:

I would like to see a wildlife law class offered. I know many colleges offer it as an elective course for criminal justice and I believe people would enjoy it.

Great class and a great experience. I understand why it is necessary to take this course to graduate.

More hands-on and real-life activities. I like the affidavits, filling out traffic citations, home searches in community based corrections, forensics activities in criminalistics, and mock trials. Activities like these should be the emphasis in these classes, they are skills that can be put on a resume and prepares someone for the real world and what to expect in a career in Criminal Justice.

I would like to add that the professors here truly care and are willing to give the time and advice whenever needed. They are great at guiding students in the right direction as well as ensuring that I have the tools and resources needed in order to become successful combined with my own efforts to do so. It has been an amazing journey through all four years of my attendance here. I couldn't imagine going anywhere else to obtain a degree where everyone knows who you are and are willing to engage in the process by going above and beyond what is expected of them. The staff here have made an impact in my life.