

**GECC Assessment of Capstone
CRIM 490 (Criminal Justice Senior Capstone)
Spring 2014**

The Department of Sociology and Justice Studies has been asked to assess one of the Criminal Justice Student Learning Outcomes. The most applicable to the goals of the Criminal Justice Capstone class is Outcome 1 which states that students will “be able to understand and apply various methodological and theoretical approaches for conducting research and evaluation with regards to criminal justice practices and policies.” To make this assessment, the following two steps were taken:

1. Criminal Justice Senior Capstone students were asked to complete a 10 question survey of exam questions from the following required Criminal Justice classes: SOCI 301 (Crime & Society), CRIM 382 (CJ Organization & Administration), CRIM 360/460 (Women in Prison/Penology), and CSBS 330/CRIM 490 (Integrated Social Science Methods/CJ Senior Capstone). The results are shown below in Table 1 (Appendix A is the actual survey)
2. Criminal Justice Senior Capstone students were also required to work individually or in groups of two to complete a research portfolio of their choice related to the field of Criminal Justice. Before beginning the project, CJ methodology including field research, interviews, surveys, and secondary data were covered. Students then chose one or multiple methodologies to complete their research portfolio. Those conducting interviews and surveys went through the Eastern Washington University’s IRB Board for Human Subjects Research and all received project approval

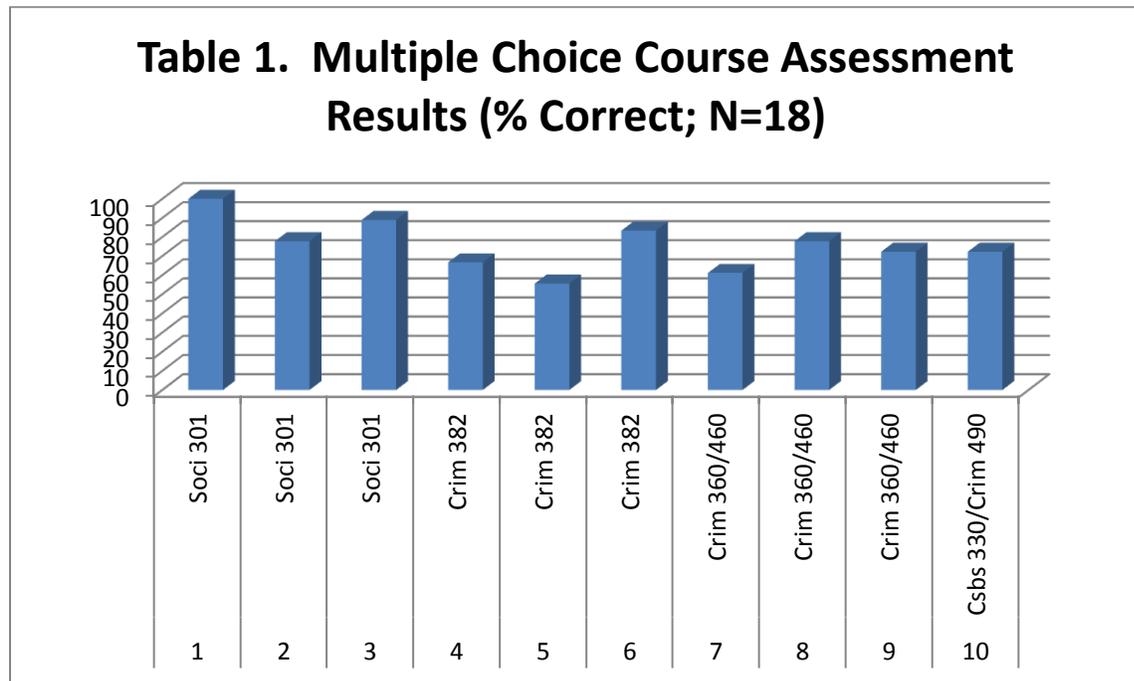
Seventeen final research portfolios were qualitatively assessed and representative samples of the portfolios are discussed here (Appendix B is the grading rubric). For example, students gained access to those working in the Spokane County Juvenile Court to conduct interviews on teenage female delinquency. This is especially important as we are seeing an increase of girls in the juvenile justice system. One of the findings was recognition of different needs for boys and girls. Specifically from one transcribed interview:

“...now we understand that young females have greater needs, or at least needs that we haven’t really paid attention to before. And so we do Girls’ Group among other things, and that’s really just an opportunity for girls to really process with positive female role models here. And I think that’s just super healthy to be able to spend time with a non-judgmental, positive, yes LOVING, female staff person who just wants to listen to them, hear what their issues are, someone who is skilled at motivational

interviewing. That can go a long way for these young women, for the first time in I don't know how long, start to identify themselves as valuable away from the negative behaviors they usually associate with that value."

Another group of students attended neighborhood meetings in Tacoma, Washington and surveyed the public on their perception of crime changes in the various neighborhoods in Tacoma – directly testing greater police presence and “broken windows theory”. “Broken windows theory” suggests that cleaning up a neighborhood provides a sense of care and pride among the residents. Tied to this crime would go down. The results were interesting – residents almost unanimously agreed that greater police presence in the Hilltop area of Tacoma had decreased crime. However, cleaning up the Eastside area of Tacoma had simply brought more gangs into greater contact with each other and had not changed or in some cases even increased crime. This project surprisingly proved that public efforts and money to clean up a neighborhood had not succeeded for the Eastside of Tacoma, Washington.

The quantitative and qualitative results of the assessment show a positive attainment of Criminal Justice Student Learning Outcome 1.



APPENDIX A
CRIM 490
B.A. Criminal Justice Courses

Multiple Choice

1. Which of the following would be classified as a misdemeanor?
 - a. Rape
 - b. Burglary
 - c. Murder
 - d. Disturbing the peace

2. The social learning theory suggests that
 - a. Only males have the potential to become criminals
 - b. People become criminals when their socio-ecology has limited social bonds
 - c. People learn the techniques and attitudes of crime from close relationships with criminal peers
 - d. Members of minority groups are genetically disposed to criminality

3. _____ involves people using the instruments of modern technology for criminal purposes.
 - a. White collar crime
 - b. Cyber crime
 - c. Organized crime
 - d. None of the above

4. The driving force of a police department should be
 - a. The chief of police
 - b. The mission statement
 - c. Teamwork
 - d. Patrol officers

5. The managerial/leadership grid emphasizes concern for
 - a. People primarily
 - b. Production primarily
 - c. Both people and production equally
 - d. Balancing management and leadership

6. Community policing refers to
 - a. Reactive rather than proactive policing
 - b. Policing in small, rural areas
 - c. Proactive rather than reactive policing
 - d. All of these

7. The correctional philosophy based on the idea that punishment will prevent an individual from future law violations are termed:
 - a. General deterrence
 - b. Specific deterrence
 - c. Retribution
 - d. Penal harm

8. The most common form of correctional supervision in the U.S. is:
 - a. Probation
 - b. Parole
 - c. Intermediate sanctions
 - d. Prison

9. Which of the following prison designs is most used for women's prisons?
 - a. Courtyard style
 - b. Radial style
 - c. Telephone pole style
 - d. Campus style

10. Analyzing magazine photos involves which of the following research methods?
 - a. Surveys
 - b. Content analysis
 - c. Field research
 - d. Secondary data

APPENDIX B
CRIM 490
Research Portfolio Rubric

Your research portfolio must include:

- 1) An overview of your topic (approx. ½ page)
- 2) A write-up of the literature review you did incorporating the 5 sources from your annotated bibliography (approx. 5 pages)
- 3) A write-up of your theoretical consideration (approx. 1 page)
- 4) A write-up of your hypothesis (approx. ½ page)
- 5) A write-up of the methods you used to conduct your study (approx. 1 page)
 - a) Interviews – include one transcribed interview and signed consent forms as appendix
 - b) Surveys – include completed surveys as appendix
 - c) Field research – include field notes as appendix
- 6) A written summary of the results from your study including charts/tables (approx. 5 pages)
- 7) A conclusion indicating whether your results agree or disagree with the literature review you did. Also, discuss whether your results prove or disprove your hypothesis and theory (approx. 2 pages)