

**2020- 21 & 2021 - 22– 2020 General Education Assessment Plan**

<b>Department: Human and Social Sciences</b>	<b>Date:10/22/2020</b>
<b>General Education Committee has selected the following area for the 2020-21 &amp; 2021 -22 assessment cycles:</b> <b>Knowledge:</b> to gain a base level of knowledge in core disciplines.	
<b>General Education Committee: Background: What factors caused the committee to choose this particular assessment outcome?</b> The committee selected this outcome based upon the emphasis on developing a strong knowledge base in the general education curriculum.	
<b>Department:</b> <i>What student outcome will the department assess that addresses: “The student will be able to demonstrate base level knowledge in the core discipline”?</i> Entry-level and senior-level knowledge in psychology and criminal justice.	
<b>Department:</b> <i>What specific question(s) are you attempting to answer through assessing this student outcome? What are you trying to find out? There may be more than one question, but no more than three.</i> Q1: To what extent are entry-level and senior-level psychology and criminal justice students knowledgeable about the main disciplinary components of their respective field?  Q2: To what extent can entry-level and senior-level psychology and criminal justice students apply their knowledge about their discipline to a specific scenario or case study?  Q3: Do senior-level psychology and criminal justice students display higher levels of knowledge than entry-level psychology and criminal justice students?	
<b>Methodology:</b>  1. <b>OBJECT*</b> - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Students enrolled in PSY 101 (Intro to Psychology), PSY 445 (Abnormal Psychology), CJ 220 (Criminal Law), and CJ 420 (Criminal Evidence, Procedure, and the Courts) will complete a take-home essay assignment regarding the course content (see attached). Psychology students will complete the psychology essay prompt and criminal justice students will complete the criminal justice prompt. Students will either turn in hard-copies or submit their written papers on Blackboard. a. <i>How does this data address the assessment question?</i> The attached rubric will be used to assess both psychology and criminal justice students. This rubric will determine the extent to which students identified main disciplinary components, analyzed in-depth at least one component, applied disciplinary component to a specific scenario or case study, and identified strengths and limitations of concepts. i. <i>Include/attach a description/example of assessment tool to be used.</i>  2. <i>How will data be collected?</i> Professors of PSY 101 (Fall 2020), PSY 445 (Spring 2021), CJ 220 (Spring 2021), and CJ 420 (Spring 2021) will administer the instructions and ask students to return their written responses. To encourage students to complete the assessment, the instructor will have discretion as to whether students will receive extra credit in compensation or whether the students will be required to complete the assessment as part of an assignment in the course.	
<b>Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss :</b>  1) How the artifacts will be analyzed (attach rubrics/scoring tools if used): Two faculty members per program (who are not involved with the departmental assessment involving the written communication rubric; see Plan - DEPT - HSS document) will use the attached rubric to analyze each artifact. The faculty members conducting the assessment may or may not have been the faculty members who taught the class. However, the faculty member assessing each artifact is a faculty member who teaches that discipline or has some basic familiarity	

with the discipline. Disagreements with scoring will be discussed between raters.

- 2) How you will know if it is good (i.e. score required by % of students): To answer Questions 1 and 2, descriptive statistics will be used to determine the percentage of students who scored 2 or higher on the rubric criteria for identification of concepts (Question 1) and application of concepts (Question 2). Percentages equal to or higher than 75% will be considered adequate. To answer Question 3, two independent samples t tests will be conducted on students' total rubric scores to determine whether mean differences are found between students in entry-level courses and students in 400-level courses. One t test will be conducted for psychology students and one t test will be conducted for criminal justice students. Statistical significance ( $p < .05$ ) and Cohen's  $d$  larger than 0.25 will determine whether or not there is a difference between groups.

**Submitted by: Thad Warren**

**Date: 10-22-20**

**Assessment Committee Reviewed (Date): 10/23/2020**

**Department Chair notified of approval/or additional action needed: Approved 10-27-2020**

## **Psychology Assessment Essay**

### **Purpose**

The purpose of the essay is to analyze critically the major theories of psychology, apply one theory to a specific scenario, and discuss the strengths and limitations of the theory to address psychological processes and behavior.

### **Content**

Your written, typed essay should address the following:

1. Identify the six main psychological theories for explaining human behavior and mental processes.
2. Explain the core characteristics of one of these theoretical approaches (models) that you most identify with.
3. In detail, apply this theoretical approach (model) to explain someone's thinking, feeling, and/or behavior. In your explanation, generate a specific scenario when applying this theory. Use the core characteristics explained earlier in your explanation.
4. Be sure to include the strengths and limitations of the model that you choose. Adequately compare and contrast the other psychological theories when addressing the strengths and limitations of the theory that you chose to analyze and explain.
5. Use relevant, scholarly sources to support main ideas and arguments. Scholarly sources could include peer-reviewed articles, textbooks, or edited books.

### **Form**

1. Essay should be between 3-5 pages, double-spaced.
2. Essay should include a defined introduction, body, and conclusion.
3. Essay should use standard grammar, spelling, and punctuation.
4. Essay should adhere to basic APA style in form and citation style. Essay should include a title page and reference page (an abstract page is not necessary).

## **Criminal Justice Assessment**

### **Purpose:**

Individuals that are being criminally investigated and charged have a number of key Constitutional rights that must be honored by law enforcement and the courts throughout the criminal investigation and trial processes. These rights, as defined in the United States Constitution and by the United States Supreme Court, form the foundation of the United States criminal justice system. This assignment asks you to identify the major protections afforded to criminal defendants through the Fourth and Sixth Amendments to the United States

Constitution, to apply the protections afforded by one of these Amendments to a specific fact pattern and finally to identify and evaluate the strengths and limitations of these Amendments in the context of the criminal justice system.

### **Instructions:**

After completing the assigned reading in your textbook please answer the following questions:

1. Provide a **brief summary** of the main protections afforded to criminal defendants under the Fourth and Sixth Amendments to the United States Constitution.
2. Provide a **detailed explanation** of the protections afforded by **ONE** of the above Constitutional Amendments.
3. Apply each of the protections discussed in question 2 (directly above) to a fact pattern of your choosing. For example, if you discussed the protections afforded under the Fourth Amendment, you could apply those to the following fact pattern:
  - i. Bob is relaxing at his girlfriend's apartment on a quiet evening at 10:00 p.m. when without warning the front door is kicked in and law enforcement officers rush into the apartment arresting Bob and seizing his work papers, laptop and cell phone all of which were not in plain sight but were hidden from view. All without a warrant of any kind.
4. Compare and contrast the limitations experienced by criminal justice professionals as a result of having to comply with both of these Constitutional Amendments with the contrasting demand of respecting individual's civil rights. This is the sought after balanced scale we have discussed in class. It is the balance that must be met between addressing and dealing with crime in our society while at the same time respecting individual's civil rights.

### **Writing criteria:**

Your paper should be:

1. At least three (3) pages in length.
2. 12 point font.
3. Double-spaced and contain one-inch margins (top, bottom and both sides).
4. At the top of your paper, please include your name, assignment title, the class name and the date.
5. Please turn your paper in at the beginning of the class date this assignment is due.
6. When answering EACH OF THE above questions, please provide the following:
  - a. **Question presented:** Restate each question then provide your answer to it. That is, before answering a question, I want you to type that question in your paper, and then answer it. That way, we both know which question you are answering.
  - b. **Introduction:** For each of the above questions, provide a concise answer to the question.
  - c. **Answer:** Provide a detailed and organized answer to the question you are answering. Provide plenty of information to the reader and where appropriate reference applicable areas of the law (i.e. the relevant Constitutional provision). Consider citing an interesting fact or provide relevant examples that support your answer/position in order to make your point.
  - d. **Conclusion:** Have a clear, concise conclusion statement that restates your answer to the question presented. Also, provide the reader with your thoughts on the issue(s) covered in the question.

## Knowledge Rubric

Criteria	Exemplary = 3	Proficient = 2	Basic =1	Failing = 0
<b>Identification of main disciplinary components</b>  <i>Identifying common concepts of discipline (i.e., psychology, sociology, criminal justice, Christian-education leadership)</i>	Identifies all disciplinary components correctly and cogently.	Identifies most disciplinary components.	Minimally identifies disciplinary components.	Does not identify common disciplinary components.
<b>Analysis of one disciplinary component</b>  <i>Analyzing one component of disciplinary concept in detail</i>	Analyzes disciplinary component in detail and correctly identifies all major sub-components of disciplinary concept.	Analyzes most of disciplinary component correctly and identifies most of the major sub-components of disciplinary concept.	Minimally analyzes disciplinary component correctly and minimally identifies the major sub-components of disciplinary concept.	Does not correctly analyze any of the disciplinary concepts.
<b>Application of disciplinary component</b>  <i>Applying component of disciplinary concept to a novel scenario in a person's everyday life or in their profession/vocation</i>	Applies completely all major sub-components of disciplinary concept to a novel scenario and correctly applies concepts.	Applies most of major sub-component of disciplinary concept to a novel scenario. Most of sub-components are applied correctly.	Minimally applies major sub-components of disciplinary concept to a novel scenario. Some of sub-components are applied correctly.	Does not apply the disciplinary concept to a novel scenario.
<b>Strengths and limitations</b>  <i>Identifying the strengths and limitations of disciplinary concept in practice and/or application</i>	Identified the strengths and limitations of explained disciplinary concepts by adequately comparing and contrasting other disciplinary concepts with the present concept explained in essay. Knowledge of the other disciplinary components is clearly evident.	Identified most strengths and limitations of the explained disciplinary concept. Compared and contrasted most of the other disciplinary concepts. Knowledge of the other disciplinary components is evident.	Minimally identified strengths and limitations of explained disciplinary concept. Minimally compared and contrasted other disciplinary concepts. Awareness of some the other disciplinary components is evident.	Does not address strengths or limitations of disciplinary concept.