SAINT LOUIS 🛡 UNIVERSITY

Program-Level Assessment: Annual Report

Program Name (no acronyms): Criminology & Criminal Justice   Department:

Degree or Certificate Level: BA   College/School: School of Social Work

Date (Month/Year): October 2023   Assessment Contact: Dyan McGuire

In what year was the data upon which this report is based collected? Spring 2023

In what year was the program's assessment plan most recently reviewed/updated? Currently underway

Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? No

If yes, please share how this affects the program's assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program's learning outcome statements and **bold** the SLOs assessed in this cycle.)
   #2 Students will conduct CCJ research
   #4 Students will apply CCJ theories and/or practices/policies of social, human, and criminal justice.

2. **Assessment Methods: Artifacts of Student Learning**
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the artifacts in detail, identify the course(s) in which they were collected, and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.
   CCJ Capstone Project (assignment attached as an artifact in appendix) is the final project for CCJ 4960 CCJ Capstone. Capstone is the final and summative course of the major, all students must take it. Capstone is always offered on campus and in person. Student data was collected from one overarching CCJ course: CCJ 4960 (CCJ Capstone). Capstone research papers and presentations from CCJ 4960 were used to assess our graduating seniors' ability to conduct CCJ research and apply CCJ theories and/or practices/policies of social, human, and criminal justice.
   No Madrid student artifacts were included in our assessment activities. We do not offer off-campus courses.

3. **Assessment Methods: Evaluation Process**
   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include them in/with this report document** (please do not just refer to the assessment plan).
   CCJ faculty and the BACCJ Program Director reviewed students' achievement on the required Capstone research project (and each of its requisite components) to identify how well, overall, our graduating BACCJ students met SLOs #2 and #4. This information was shared with the BACCJ program committee; all CCJ faculty sit on the BACCJ program committee. Discussion surrounded the results for students' achievement of the LOs, including potential pathways to improve student performance on for these specific learning objectives and overall, in the BACCJ Program. Additional discussion was had regarding the appropriateness of the BACCJ Program's learning objectives (e.g., do our learning

objectives need to be enhanced or revised) as well as the extent to which our primary assessment artifact (i.e., the BACCJ Capstone project) still captures students' attainment of our LOs and/or if we need to develop a better tool (e.g., an exit exam). We decided to develop a mater measure and that remains in process and was piloted in the Spring..

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 the learning outcome(s)? 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)?

See Attached Data.

The BACCJ Program identifies 80% as our competency/LO mastery benchmark. More specifically, we define 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.

As is clear from the attached summary, students exceeded that benchmark: 92.86% for applying theory and 100% on the multiculturalism.

To summarize another way, SLO #2 is assessed based on how well they were able to conduct independent CCJ research as measured by the Capstone thesis. The average points earned out of 35 was 31.45 indicating a high level of research proficiency. #4 SLO is assessed based on evidence in the Capstone thesis that students can apply CCJ theories and/or practices/policies of social, human, and criminal justice. These data suggest that students were competent at application earning 7.5 out of 8 on the assessment of theory application and 2.82 out of 3 on the multiculturalism measure which assesses the degree to which students can appreciate the human justice ramifications of various policy choices.

Our piloted Master Measure suggests that students are generally retaining important content although there are a few questions which suggest there is a problem with the question or the way in which the content is being delivered. We will continue to work to approve these.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you? Address both a) learning gaps and possible curricular or pedagogical remedies, and b) strengths of curriculum and pedagogy.

I am new to the program director role and we will be revising assessment and will be incorporating our master measure (pilot data is attached) for next year. These finding suggest our student are, for the most part, learning what we want them to learn in terms of these 2 SLOs.

The Capstone data and the Master Measure data both suggest we are generally successfully delivering content. We will continue working on the Master Measure and streamlining how we use Captone.

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

A. When and how did your program faculty share and discuss the results and findings from this cycle of assessment? Our CCJ faculty meet monthly during the regular academic year and, as such, the assessment findings and further discussion surrounding potential/likely revisions to our assessment plan and the current report is on our September meeting agenda. We reviewed existing rubrics and I gathered feedback to guide my pending revision. As part of our ongoing assessment work, we have added "assessment tasks" as a standing item on our monthly meeting agenda and pay careful attention to soliciting feedback from faculty who apply the assessment rubrics to their courses/course activities. All BACCJ Program areas are appropriate foci for our assessment activities, and we continue to make a concerted effort to discuss assessment, including enhancing

and/or revising our annual assessment plan, issues pertaining to the implementation of our plan, and the tools (e.g., assignments, rubrics, etc.) used to engage in this important endeavor.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

| Changes to the Curriculum or Pedagogies | • Course content
• Teaching techniques
• Improvements in technology
• Prerequisites | • Course sequence
• New courses
• Deletion of courses
• Changes in frequency or scheduling of course offerings |
| Changes to the Assessment Plan | • Student learning outcomes
• Artifacts of student learning
• Evaluation process | • Evaluation tools (e.g., rubrics)
• Data collection methods
• Frequency of data collection |

Please describe the actions you are taking as a result of these findings.
We are working on a new master measure and changes to the Assessment plan.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes
   A. What is at least one change your program has implemented in recent years **as a result of previous assessment data?**

   Working on the Master Measure to more fully assess content delivery across our required curriculum.

   B. How has the change/have these changes identified in 7A been assessed?

   We have the pilot data and it is being assessed.

   C. What were the findings of the assessment?
   Our plan as it is exists is cumbersome and overly burdens one faculty members (the teacher of Capstone). We are considering how we can better assess and better distribute workload. The Master Measure which was piloted last Spring is an example.

   D. How do you plan to (continue to) use this information moving forward?
   We will continue to utilize the results of our annual assessment data and activities to inform our BACCJ curriculum and related program offerings and enhancements (e.g., opportunities for student exposure to reinforcement of classroom learning). The assessment has also helped the CCJ Program to identify deficiencies in areas of faculty expertise allowing us to consider those needs when discussing current adjunct hiring and future adjunct and FT faculty hiring opportunities.

   IMPORTANT: Please submit any assessment tools (e.g., artifact prompts, rubrics) with this report as separate attachments or copied and pasted/appended into this Word document. Please do not just refer to the assessment plan; the report should serve as a stand-alone document. Thank you.

Capstone Paper
assignment

Thesis Paper:

As an integrative exercise bringing together the various strands of your CCJ training, each of you will write a major thesis paper. This paper will be worked on throughout the semester and will be the primary component of your grade in this class. Take it seriously and do a good job. Start work on it now; please don't wait.

Each student is required to write and submit an original thesis paper. This paper must be between 18-20 pages long (exclusive of abstract, references, and tables). In other words, the paper **must contain 18-20 pages of text.** I will stop reading at the bottom of page 20 and will assign your grade based on the first 20 pages. NO EXCEPTIONS. Tables, pictures, figures, etc., must be attached at the end in an appendix if used. References must be listed at the end in 2 reference lists (one for scholarly, one for non-scholarly). Use Times New Roman 12-point font and standard margins. Your paper should be double spaced. **Follow APA and be sure you list page numbers for articles, or they will <u>not</u> be counted as scholarly sources.**

Your paper should also have a **title page** with the title of your paper, your name, and the name of this class on it. Your paper should include an abstract page (200 words approx.) that identifies your problem and explains your policy in summary form (title and abstract pages do not count toward text page minimum/maximum). See the title page example for more details on the format.

The paper's body or text will be divided into **4 major sections** with subheadings as indicated. All headings must be in bold. You may use additional headings as necessary, but you **must** use these at a minimum:

Section 1: Introduction (2-4 pages)

Unless you are laying out a legal framework or other necessary specialized knowledge, <u>avoid rambling and a discussion of empirical studies</u> in the Intro, that is for the Literature Review. You must use concrete evidence that you must cite to establish the problem and quantify the harm (e.g., statistics from government publications). This section should contain specific statistics and/or highlight a particular case that encapsulates your problem in an interesting and thought-provoking way. See the model.

Section 2: Theory (2-4 pages)

You need to engage in a sophisticated and nuanced discussion of which theory or theories informed your paper (it is better to do a good job with 1 than to cursorily mention several, **in no case should you try to cover more than 3 theories.** A thorough discussion of multiple theories may be hard to do in only 5 pages, and a superficial discussion will adversely affect your grade. Each theory must be fully explained. Tell me about the origin and history of the theory. Who developed it? Be sure to mention any and all significant elaborations/modifications beyond the 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 as a product of free will and humans as rational actors who can be dissuaded from crime by swift, certain and severe penalties.
Penal policies will probably be predicated on a theory of punishment like retribution, deterrence, incapacitation, or rehabilitation, etc. A crime control policy may be predicated on a criminological theory like social disorganization, social control, or strain.
A court's policy may relate to the working group theory.

The point is theory must be clearly integrated into and must inform your work. You may not do an a-theoretical project for this assignment. You need to tie it to theory in some way. Make sure theory is covered before you pick a topic.

Your theory section should be placed before your literature review if it primarily explains associations important for understanding your problem (e.g. associations between independent and dependent variables) or at the beginning of your policy section if you used it primarily to select a policy response.

Section 3: Literature Review (6-8 pages)

In this section, you should do a comprehensive and exhaustive assessment of the existing empirical literature relevant to your research question (independent – dependent variable relationship). This needs to be a thematic and synthetic evaluation of existing scholarly, empirical literature and not a serial recitation of many studies or a bunch of statistics. In other words, this is not a book report. Avoid listing studies serially and then just summarizing them. An example of this is saying "Smith and Jones found X" and then summarizing their study and findings before moving on to the next study. Rather, your literature review must show a synthesis and integration of the empirical literature.

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. **You need to have 8 (or more) empirical studies that you are evaluating and synthesizing (See references section for the total number of required sources).** Naked stats from governmental periodicals or other sources do **not** belong here – use them in your intro to quantify your problem and resulting harms.

You should organize the literature review thematically. **You must use at least 3 thematically derived subheadings to organize and integrate your literature. All headings and subheadings must be in bold.**

The lit review should include an analysis of all of the prior works of empirical significance which inform your study, and they should be organized conceptually, not chronologically or serially. Look at the existing scholarly literature. What factors are important or relevant to your problem? Is there evidence of race or gender bias? Do legal factors like prior records and charged offenses predict outcomes relevant to your problem? What other factors, correlates, or causes are identified in the literature, and what does the literature suggest about their impact? **You must use subheadings (minimum of 3) so I can see how you have thematically arranged the literature.** Look at the examples of literature reviews sent to you for more information.

Section 4: Policy (6-8 pages)

You will craft a **substantive (not symbolic), evidence-based policy** informed by and responsive to the relevant research evaluated in the literature portion of the paper. In this Policy section, you will **(do it in this order and use these subheadings)**. The purpose of this part of the paper is to explain the content and goals of your policy clearly and concretely (be sure to indicate what would constitute success). In the next portion, you need to advocate for your policy.

Part 1. Explain what the policy is, what it does, and how it will be implemented.

Content: Begin with a clear and complete explanation of the content of your proposed policy.

It must be concrete, specific, and thorough. Remember your policy must be substantive, not symbolic, and must be evidence-based (it should be obvious to me how the evidence you discussed in the lit review would lead to your selected policy, make sure there is a clear connection, the policy needs to fix/ameliorate your identified harms).

Goals: Clearly and explicitly identify your policy's goals (what are the concrete outcomes you are hoping to achieve?). *These goals should relate to relieving/mitigating the concrete harms you specified in your Intro as flowing from your problem.* Be specific.

Part 2. Advocate your policy and address likely critiques.

In this section, you need to define your policy community and craft a convincing argument that your policy comports with legal requirements and is likely to have benefits that exceed its costs and problems. Be sure to specifically address:

Ethical Issues:
What ethical arguments may someone make regarding your policy? How would you answer those arguments? At least two ethical theories must support your counterarguments. How might ensure that ethical issues that may arise can be addressed?

Multiculturalism:
In advocating for your policy, discuss how inclusivity is part of your policy design. Explain how your policy will be equitable, acknowledges the barriers faced by marginalized groups, and successfully ensures that everyone with your identified issue has the same access or benefit under your policy.

Part 3. Implementation: Explain how the policy will be implemented (Use a subheading for each bolded section)

In this section, develop and articulate your implementation plan. How will your policy be brought into effect? Does it have to be voted on by an organization's board of directors? Maybe you need to lobby the legislature – what interest groups might be relevant? Where applicable, apply what we learned about policymaking in the first part of the class.

Education: In this section, you will identify the people or organizations you will need to educate about your policy and how this will occur. How will you get these people to "buy into" your policy? Who might be some viable partners?

American Criminal Justice System: Explain how your policy fits within the existing American criminal justice system. Is it legal (i.e., are there potential constitutional problems, what are they, and how will you deal with them?)? Is it supportive of American values and ideals concerning

justice? Is your policy primarily concerned with advancing social order (crime control) or protecting individual rights (due process)? What safeguards might be necessary to ensure that your policy is implemented appropriately? Is it analogous to other aspects of the system, and/or have similar policies already been enacted?

Cost/Benefit Analysis. Evaluate your policy in terms of efficiency; what resources will you need to carry out your policy? How much will it cost? What are your potential cost savings? Explain why it is a wise or efficient use of resources. Remember, the goal is to use the least amount of resources necessary to accomplish your result. Obviously, this part will be somewhat speculative, but use reason and logic and, where possible get actual cost data (e.g., you could probably find out what the average new prison costs to construct or how much it costs to employ the average police officer). Are there competing goals that will be sacrificed (this is a cost)?

Externalities. What might be a side effect (positive or negative)? Be sure to elaborate on the likely unintended consequences that are likely to flow from your proposed policy. How will negative externalities be managed and positive ones capitalized upon?

Enforcement Mechanism: Articulate how you will ensure that your policy is enforced? Will there be positive incentives such as access to grants or funding?
   The fed can always withhold access to funds to get the states to fall in line as they did with the 21-drinking age, or you may need the Supreme Court to make or alter a ruling. Research other methods of policy enforcement and create something you think is viable.

Part 4. Evaluation

Evaluation Methodology: Discuss how the effects (concrete goals described above) can be measured. What type of assessment mechanism will you put in place to measure the impact of the policy? Will you use a qualitative or quantitative method?

Equity Outcomes: Are the outputs and burdens of your policy equitably distributed? If not, why not, and why is potential inequity warranted (perhaps the problem targets one segment of society; thus relief need only target that segment)? Are there potential race, class, or gender affects you need to consider?

Effective: Consider how effective the policy is likely to be. **Argue for its efficacy but be sure to address/consider probable critiques**. You need evidence that your policy is going to work. Use existing evaluative research on similar or analogous programs.

How will you deal with problems that are likely to arise? Why is your policy still a good idea, or how do you mitigate/overcome likely critiques? This is where you make an evidence-based argument for why your policy is good public policy.

You will need to refute potential critiques. Be sure to cite literature that supports your policy's efficacy and/or refutes or mitigates obvious critiques.

Intervention effect. How will you know if your policy is a success? How will assessments be used to improve the policy?

Also:
1. Review the **6 C's of policy evaluation** (Concentration, Clarity, Challenge, Changeability, Coordination, and Consistency) to ensure your policy analysis has been complete and thorough.
2. Remember, you are advocating for your policy, but you must also realistically assess the downsides. The results of empirical evaluations of the same or similar policies should be integrated in the policy section to support your argument.
3. If your policy is truly novel, try to analogize it to existing evaluative work. There should be some citation to existing authority (professional literature) in your policy section.

References

You must cite use APA 6th edition. Use APA citation in the text of your paper. The minimum number of required sources for this assignment is 20. **You must have at least 15 scholarly sources, of which at least 8 must be empirical studies, plus an additional 5 sources that may or may not be scholarly.** Scholarly sources are peer-reviewed journal articles or books from scholarly presses. Sources listed without page numbers in the reference they will not count as scholarly. All quotes must have a pn (page number) in the citation within the text itself.

Internet sites or popular media sources like newspapers or magazines never count as scholarly.

Examples of scholarly journals include *Criminology, Justice Quarterly, Crime and Delinquency, Sociology and Social Research, Law and Society Review, Journal of Quantitative Criminology, Social Forces, Journal of Criminal Law and Criminology, Women and Criminal Justice, & British Journal of Criminology*.

Law reviews are not technically peer-reviewed but they count as scholarly if they are from an accredited law school. Examples: *American Criminal Law Review, Harvard Law Review*, or any other law review published by an accredited law school (check http://www.americanbar.org/groups/legal_education/resources/aba_approved_law_schools.html if unsure about accreditation status).

Websites of professional CJ organizations, while not scholarly sources themselves, may lead you to statistics and resources that are scholarly

Books published by **academic presses** like Oxford, North Carolina or other University press also count as scholarly but textbooks and books published by non-academic presses like Penguin, McMillan etc. do not count as scholarly. **Materials used for this class do not count toward your source total but may be used.**

Your reference list must clearly distinguish scholarly from non-scholarly source (i.e. you will have 2 reference lists one designated scholarly and one designated non-scholarly). You must use APA 6ᵗʰ edition reference style (see section on APA below) for your reference list and internal citations within the paper. You must list page numbers for all references.

Public Presentation

As part of your Capstone experience, you will be required to present your research in a semi-professional forum that allows you to demonstrate the knowledge gained not just as a result of the work put into your project but as a culmination of the four years of effort and education as a Criminology and Criminal Justice major. **Each student will prepare a 10-minute presentation using PowerPoint.** This presentation will summarize your paper. After you give your presentation, the audience, comprised of your classmates, the faculty, and guests, will have an opportunity to ask you questions, so be prepared to answer questions about your presentation.

This is to be a professional presentation, and you are expected to approach it as such. You should **wear interview-appropriate clothing and practice your presentation until you can deliver it smoothly and in the 10-minute timeframe** (presentations that deviate from the 10-minute requirement will be penalized as appropriate). You are strongly encouraged to invite *at least* 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. This is a Zoom event.

Rubrics

201920-23442

Name   Thesis Rubric - Capstone

Description

Rubric Detail

Levels of Achievement

Criteria	Novice	Competent	Proficient	Advanced
Introduction	**0 to 3.45 points** Problem may not be clearly identified or described. Student may ramble or list statistics or hard evidence to quantify the extent of the problem. Student may struggle to convince the reader that the problem is important, causes harm or warrants a public policy. The hypothesis could be more clear or could be in a better location per the assignment.	**3.5 to 3.95 points** Problem is identified and described. Student uses statistics or hard evidence to quantify the extent of the problem. Student convinces the reader that the problem is important, causes harm and warrants a public policy. The hypothesis is stated in the last line or within the introduction.	**3.96 to 4.45 points** Problem is clearly identified and described. Student does a good job of using statistics or hard evidence to quantify the extent of the problem. Student sufficiently convinces the reader that the problem is important, causes harm and warrants a public policy. Causal hypothesis is clearly stated in the last line of the introduction.	**4.5 to 5 points** Problem is clearly identified. Student does an exemplary job of using statistics or hard evidence to quantify the extent of the problem. Student more than sufficiently convinces the reader that the problem is important, causes harm and warrants a public policy. Causal hypothesis is clearly stated in the last line of the introduction.

Levels of Achievement

Criteria	Novice	Competent	Proficient	Advanced
Theory	**0 to 3.45 points** Student engaged in a vague discussion of criminological theories. Student discussed some but not all of the following: to whom the theory is attributed, the development of the theory and modifications of the theory, especially those that impact the student's topic. The student's may or may not have preceded the literature review as per the assignment's instructions.	**3.5 to 3.95 points** Student engaged in a functional discussion of criminological theories. Student discussed some for not all of the following: to whom the theory was attributed, the development of the theory and modifications of the theory, especially those that impact the student's topic. The student's discussion of theory preceded the literature review as per the assignment's instructions.	**3.96 to 4.45 points** Student engaged in a well organized discussion of no more than three criminological theories. Student discussed to whom the theory was attributed, the development of the theory and modifications of the theory, especially those that impact the student's topic. The student's discussion of theory preceded the literature review as per the assignment's instructions.	**4.5 to 5 points** Student engaged in a sophisticated and nuanced discussion of no more than three criminological theories. Student discussed to whom the theory was attributed, the development of the theory and modifications of the theory, especially those that impact the student's topic. Theory was clearly thematic and integrated into and informs the student's work. The student's discussion of theory preceded the literature review as per the assignment's instructions.
Literature Review	**0 to 3.45 points** Student attempted to perform a synthetic evaluation of empirical studies. Student listed studies serially and showed little synthesis and integration of the empirical literature.	**3.5 to 3.95 points** Student attempted to perform a synthetic evaluation of empirical studies. Student listed studies serially but showed some synthesis and integration of the empirical literature.	**3.96 to 4.45 points** Student performed a synthetic evaluation of empirical studies. Student avoided listing studies serially and showed a synthesis and integration of the empirical literature. The student demonstrated that they are conversant with the empirical evidence and clearly articulates the relationship between the hypothesis and the selected data.	**4.5 to 5 points** Student performed a thematic and synthetic evaluation of empirical studies. Student avoided listing studies serially and showed a synthesis and integration of the empirical literature. The student demonstrated that they are conversant with the empirical evidence and clearly articulates the relationship between the hypothesis and the selected data.

Levels of Achievement

Criteria	Novice	Competent	Proficient	Advanced
Policy	**0 to 3.45 points** The policy duplicates one already in use OR is not substantive evidence based and non-responsive to most of the relevant research evaluated in the literature portion of the paper. The content, goals, and measure of success of the policy are outlined but are very vague.	**3.5 to 3.95 points** The policy is or evidence based and responsive to most of the relevant research evaluated in the literature portion of the paper. The content, goals, and measure of success of the policy are outlined but could be more clearly defined.	**3.96 to 4.45 points** The policy is original, substantive, evidence based and responsive to most of the relevant research evaluated in the literature portion of the paper. The content, goals, and measure of success of the policy are outlined but could be more clear.	**4.5 to 5 points** The policy is original, substantive, evidence based, and responsive to the relevant research evaluated in the literature portion of the paper. The content, goals, and measure of success of the policy are clearly outlined.
Formatting & Organization	**0 to 3.45 points** Thesis vaguely states the hypothesis attempts to be the focal point throughout each section the paper. Each of the four sections is included in the paper but may or may not be the order as in the assignment. Sections are not within the requisite page count. APA 6th Edition rules are followed as outlined in the assignment with several errors. Requisite number of sources may or may not be used as outlined in assignment.	**3.5 to 3.95 points** Thesis states the hypothesis and is mostly the focal point throughout each section the paper. Each of the four sections are in the order as outlined in the assignment and are within the requisite page count. APA 6th Edition rules are followed as outlined in the assignment with 6 or fewer errors. Requisite number of sources are used as outlined in assignment.	**3.96 to 4.45 points** Thesis clearly and concisely states the hypothesis and is consistently the focal point throughout each section the paper. Each of the four sections are in the order as outlined in the assignment and are within the requisite page count. APA 6th Edition rules are followed as outlined in the assignment 2 or fewer errors. Requisite number of sources are used as outlined in assignment.	**4.5 to 5 points** Thesis clearly and concisely states the hypothesis and is consistently the focal point throughout each section the paper. Each of the four sections are in the order as outlined in the assignment and are within the requisite page count. APA 6th Edition rules are followed as outlined in the assignment without errors. Requisite number of sources are used as outlined in assignment.
Grammar	**0 to 3.45 points** Grammar and language usage errors which interfere with writer's purpose	**3.5 to 3.95 points** Some grammar and language usage errors, but not severe enough to interfere significantly with writer's purpose	**3.96 to 4.45 points** Few grammar and language and usage errors.	**4.5 to 5 points** Free of grammar and language and usage errors.

201920-23442

Name

Description

Rubric Detail

Updated 10 Point Capstone Presentation Rubric

Levels of Achievement

Criteria	Novice	Competent	Proficient	Capstone
Context/Audience / Language	**0 to 0.4 points** Speaker fails to adapt to the context (e.g., public speaking, interpersonal, small group and teams); and demonstrates some cultural bias and is insensitive to the needs of a diverse audience. Language choices are unclear, inappropriate to the audience and minimally support the effectiveness of the message.	**0.5 to 0.9 points** Speaker attempts to adapt to the context (e.g., public speaking, interpersonal, small group and teams) and inconsistently demonstrates respect and sensitivity for diverse audiences. Language choices are mundane and commonplace and only partially support the effectiveness of the message.	**1 to 1.4 points** Speaker adapts to the context (e.g., public speaking, interpersonal, small group and teams) and demonstrates respect and sensitivity for diverse audiences. Language choices are thoughtful, appropriate, and generally support the effectiveness of the message.	**1.5 to 2 points** Speaker skillfully adapts style and message to the context (e.g., public speaking, interpersonal, small group and teams) and consistently demonstrates respect and sensitivity for diverse audiences. Language choices are imaginative, memorable, compelling, and appropriate and enhance the effectiveness of the message.
Organization	**0 to 0.4 points** Organizational pattern is not observable within in the message.	**0.5 to 0.9 points** Organizational pattern is attempted within the message.	**1 to 1.4 points** Organizational pattern is observable within the message.	**1.5 to 2 points** Organizational pattern is clearly and consistently observable, well-structured, and consistently makes the content of the message cohesive.
Delivery	**0 to 0.4 points** Speaker fails to demonstrate mastery of delivery techniques and appears uncomfortable.	**0.5 to 0.9 points** Speaker demonstrates some mastery of delivery techniques and appears hesitant	**1 to 1.4 points** Speaker demonstrates mastery of delivery techniques and appears comfortable.	**1.5 to 2 points** Speaker consistently demonstrates mastery of delivery techniques and appears polished and confident.

Levels of Achievement

Criteria	Novice	Competent	Proficient	Capstone
Supporting Materials	**0 to 0.4 points** Fails to provide supporting materials or make reference to information that supports the message or establishes the speaker's credibility/authority on the topic.	**0.5 to 0.9 points** Occasionally provides supporting materials and makes reference to information or analysis that supports the message or establishes the speaker's credibility/authority on the topic	**1 to 1.4 points** Provides supporting material and makes appropriate reference to information or analysis that generally supports the message or establishes the speaker's credibility/authority on the topic	**1.5 to 2 points** Provides a variety of supporting material and makes appropriate reference to information or analysis that significantly supports the message or establishes the speaker's credibility/authority on the topic.
Central Message	**0 to 0.4 points** Central message is not explicitly stated or understandable. Little to no theoretical references to problem or solution.	**0.5 to 0.9 points** Central message is understandable but is not often repeated or memorable.Limited theoretical references to problem or solution.	**1 to 1.4 points** Central message is clear and consistent with the supporting material.Ample theoretical references to problem and solution.	**1.5 to 2 points** Central message is compelling and strongly supported. Theory is well discussed in relationship to problem and solution.

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Capstone Data 2 of 3

Student	Introduction 3 Points	Theory 4 Points	Literature Review 5 Points	Policy 3 Points	Policy Goals 4	Ethical Considerations 3	Multiculturalism and Identity 3 Points	Implementation 4 points	Formatting 3 Points	Grammar 3 Points	Total Points Thesis Paper 35 Points
1	2	3	5	2	3	3	2	2	1	2	25
2	3	4	5	3	3	2	3	4	3	2	32
3	3	4	5	3	4	2	2	4	2.5	2	31.5
4	3	4	5	2	4	3	3	1.5	3	3	31.5
5	3	4	5	2	3	3	3	3	2	3	31
6	3	4	5	3	4	3	3	4	2	3	34
7	2	3	5	3	4	3	2	3	2	3	30
8	2	3	3.5	2	2	3	3	3	1	3	25.5
9	2	3	4	2	3	2	2	3	2	2	25
10	3	4	5	3	4	3	3	4	3	3	35
11	2	4	5	2	4	3	3	4	1	3	31
12	3	4	5	3	4	3	3	4	3	3	35
13	3	4	5	3	4	3	3	4	3	3	35
14	3	4	5	3	4	3	3	4	1.5	3	33.5
15	3	4	5	3	4	1	3	4	1	3	31
16	3	4	5	3	4	3	3	1.5	1	3	30.5
17	3	4	5	3	4	3	3	4	2	3	34
18	3	4	5	3	4	3	2	1.5	2	3	30.5
19	3	4	2	3	4	1	3	4	1	3	28
20	3	4	5	3	4	1	3	1.5	3	3	30.5
21	3	4	5	4	1.5	1.5	3	1.5	1.5	3	28

22	2	4	5	3	4	1.5	3	1.5	3	3	30
23	3	4	5	3	4	3	3	3	0	1	29
24	3	4	5	3	4	3	3	4	3	3	35
25	3	4	5	3	4	3	3	4	2	3	34
26	3	4	5	3	4	3	3	4	3	3	35
27	3	4	5	3	4	3	3	4	3	3	35
28	3	4	5	3	4	3	3	4	3	3	35

1.5	1.5	3	3	7	7	39	9	3	2	1	2	1
3	3	3	3	8	8	39	10	4	2	1	2	1
3	3	3	3	8	8	35	10	4	2	1	2	1
3	3	3	3	8	8	44	10	4	2	1	2	1
3	3	3	3	8	8	44.5	9.5	4	2	1	1.5	1
3	3	3	3	8	8	45	10	4	2	1	2	1
3	3	3	3	8	8	45	10	4	2	1	2	1

Quick Theory Data Table			
# of Students	28		
Max Applied Theory Points	8		
80% of Theory Points	6.4		
# of Students meeting or exceeding 80% threshold	26	% of Students Meeting or Exceeding Threshold	92.86

Quick Multiculturalism Data Table			
# of Students	28		
Max Applied Multiculturalism Points	3		
80% of Multiculturalism Points	2.4		
# of Students meeting or exceeding 80% threshold	28	% of Students Meeting or Exceeding Threshold	100

Quick Ethics Data Table			
# of Students	28		
Max Applied Ethical Theory Points	3		
80% of Ethical Theory Points	2.4		
# of Students meeting or exceeding 80% threshold	20	% of Students Meeting or Exceeding Threshold	83.3

Master Measure Data Spring 2023 de-identified

All respondents were 2023 graduates.

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Who developed Strain Theory?	1	4	3.08	0.63	0.39	25

Answer	%	Count
Robert Martinson	4.00%	1
John Augustus	4.00%	1
Robert Merton	72.00%	18
Emile Durkheim	20.00%	5
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Which is one of the major critiques of Cesare Lombrosoâ€™s biological theory?	1	4	3.56	0.9	0.81	25

Answer	%	Count
The theory argues that crime is deterministic or beyond the control of an individual	8.00%	2
The people sampled or observed to support his claims did not reflect all criminals	4.00%	1
His research encouraged the stereotyping of people	12.00%	3
All of these are major critiques	76.00%	19
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Cesare Beccaria argues that punishment should be what?	1	3	1.6	0.75	0.56	25

Answer	%	Count
Swift, certain, and severe	56.00%	14
Swift, certain, and rehabilitative	28.00%	7
An eye for an eye	16.00%	4

He did not make arguments about punishment

	%	Count
	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Edwin Lemertâ€™s most notable contribution to Social Reaction Theory / Labeling Theory is the argument that societyâ€™s public labeling of someone as â€œdeviantâ€ will lead to subsequent breaking of the law. This social process is also known as what?	1	4	3.08	1.26	1.59	25

Answer	%	Count
Primary Deviance	24.00%	6
Final Completion Deviance	4.00%	1
Tertiary Deviance	12.00%	3
Secondary Deviance	**60.00%**	**15**
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Broken Windows Theory most notably influenced practices and policies at which juncture of the criminal justice system?	2	2	2	0	0	25

Answer	%	Count
Corrections	0.00%	0
Policing	**100.00%**	**25**
Courts	0.00%	0
Probation	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Which of the following is NOT a core argument made by Social Learning theorists?	1	4	1.96	0.96	0.92	25

Answer	%	Count
An excess of definitions favorable to the violation of law is inked to delinquency	44.00%	11
Frequency, duration, intensity, and priority are factors that influence delinquency	20.00%	5
Crime tends to be concentrated in specific locations	32.00%	8
Criminal behavior is learned	4.00%	1
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Which definition below best aligns with the concept of incapacitation?	1	4	3.08	1.2	1.43	25

Answer	%	Count
The use of punishment, or the threat of punishment, to discourage individuals from committing crime.	16.00%	4
Punishment inflicted on the offender as recompense for wrongdoing.	20.00%	5
Restoring or establishing an offenderâ€™s ability to contribute constructively to his or her individual and community wellbeing.	4.00%	1
A method of preventing crime by removing the offender from the community.	60.00%	15
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
The understanding that the location and characteristics of a neighborhood where a person resides can influence crime is closely linked to which theory?	2	4	2.12	0.43	0.19	25

Answer	%	Count
Reintegrative Shaming Theory	0.00%	0

	%	Count
Social Disorganization Theory	92.00%	23
Rational Choice Theory	4.00%	1
Residence Theory	4.00%	1
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
A notable characteristic of environmental criminology is which of the following?	1	3	1.36	0.74	0.55	25

Answer	%	Count
The traditional focus is on the place and space in which crime occurs	80.00%	20
The traditional focus is on the criminal and not the crime event	4.00%	1
The traditional focus is on the intersection of climate and crime	16.00%	4
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
The Routine Activities Approach proposed which of the following?	1	4	1.56	0.75	0.57	25

Answer	%	Count
a. A motivated offender and suitable target must converge in time and space in the absence of a guardian for crime to occur	56.00%	14
A motivated target and suitable offender must converge in time and space in the absence of a guardian for crime to occur	36.00%	9
The presence of a guardian, motivated offender, and motivated target must converge in time and space to stop crime from occurring	4.00%	1

The presence of a guardian, suitable offender, and motivated target must converge in time and space to stop crime from

	%	Count
occurring	4.00%	1
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	3	4	3.04	0.2	0.04	25

Ethics is known as the study of _____

Answer	%	Count
moralography	0.00%	0
moralology	0.00%	0
moral philosophy	96.00%	24
morology	4.00%	1
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	1	3	1.92	0.98	0.95	25

Which form of ethics is devised to assist in making decisions about proper behavior?

Answer	%	Count
Normative	52.00%	13
Metaethics	4.00%	1
Applied	44.00%	11
Method	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	1	4	3.8	0.63	0.4	25

Advocates of this ethical theory posits that each society has a different moral code that defines which acts are permitted or not.

Answer	%	Count

Individual relativism 4.00% 1
Ethical absolutism 0.00% 0
Ethical relativism 8.00% 2
Cultural relativism **88.00%** **22**
Total 100% 25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Police work involves a lot of flexibility and options when exercising authority and power. The formal term for this is _____.	1	3	1.08	0.39	0.15	25

Answer	%	Count
discretion	**96.00%**	**24**
compulsion	0.00%	0
mandates	4.00%	1
directionality	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Sherman's slippery slope theory for police corruption states that corruption _____	1	3	2.6	0.8	0.64	25

Answer	%	Count
is a direct result of officers having too much discretion.	20.00%	5
results from poor leadership in the department.	0.00%	0
starts out involving small amounts or harms and then slowly escalates or increases	**80.00%**	**20**
is only a function of defective officers	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count

When analyzing the Dirty Harry situation, which of the following is not one of the four conditions faced by a police officer?

Answer	%	Count
The officer has opportunity to achieve morally good end or outcome and intends to do so.	12.00%	3
The means used to achieve good end are not normally considered morally wrong.	36.00%	9
The use of means is perceived by the officer to be the best or only practicable means of ensuring the good end is met.	12.00%	3
The good likely to be achieved by using dirty hands far outweighs the bad consequences of using dirty means.	40.00%	10
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
When analyzing the Dirty Harry situation, which of the following is not one of the four conditions faced by a police officer?	1	4	2.8	1.1	1.2	25

A value that represents the preferred means to achieve an end-state is a(n):

Answer	%	Count
terminal value	24.00%	6
instrumental value	16.00%	4
idealistic value	60.00%	15
value predisposition	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
A value that represents the preferred means to achieve an end-state is a(n):	1	3	2.36	0.84	0.71	25

The _____ principe of ethics focuses on the greatest good for the greatest number.

Answer	%	Count
absolutist	4.00%	1

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
The _____ principe of ethics focuses on the greatest good for the greatest number.	1	4	3.88	0.59	0.35	25

	%	Count
relativist	0.00%	0
contingent	0.00%	0
utilitarian	96.00%	24
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	1	3	1.28	0.6	0.36	25

A child asks their sitter if there are any snacks hidden about the house. Although there really are snacks hidden in the cupboard, the sitter lies and says there are no snacks in the house. Later that night, the child finds the snacks and eats enough to become ill. According to Kant, who is responsible for the child becoming ill?

Answer	%	Count
The sitter â€" had the sitter not lied, other arrangements could have been made for a snack.	80.00%	20
The child â€" the child ate too much, no one could control that.	12.00%	3
The parents â€" for leaving the child with such an irresponsible person.	8.00%	2
The snack maker â€" for making the packaging attractive to children.	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	1	4	1.2	0.69	0.48	25

The ethical theory that focuses on the consequences or end results of one's actions is known as _____ theory.

Answer	%	Count
consequentialist	92.00%	23
duty	0.00%	0

noble cause 4.00% 1
social justice 4.00% 1
Total 100% 25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Law that regulates behavior (â€œmustsâ€ and â€œdonâ€™tsâ€) is referred to as:	1	4	2.12	0.91	0.83	25

Answer	%	Count
substantive law	32.00%	8
procedural law	28.00%	7
civil law	36.00%	9
administrative law	4.00%	1
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Which of the following ultimately happens to most defendants whose charges are not dropped?	1	2	1.44	0.5	0.25	25

Answer	%	Count
They go to trial	56.00%	14
They plead guilty	44.00%	11
They are acquitted	0.00%	0
They are found innocent	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Police forces throughout the United States are characterized by:	1	4	2.92	0.76	0.58	24

Answer	%	Count
Fragmentation and a national orientation	4.17%	1

	%	Count
Consolidation and a national orientation	20.83%	5
Fragmentation and a local orientation	**54.17%**	**13**
Consolidation and a local orientation	20.83%	5
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Which local law enforcement official is responsible for serving court papers, maintaining security within courtrooms, and running the county jail?	1	3	2.16	0.97	0.93	25

Answer	%	Count
sheriff	**40.00%**	**10**
police chief	4.00%	1
bailiff	56.00%	14
prosecutor	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Which work group member has the responsibility of demonstrating to a jury that a defendant is guilty beyond a reasonable doubt?	1	3	1.16	0.54	0.29	25

Answer	%	Count
the prosecutor	**92.00%**	**23**
the judge	0.00%	0
the defense attorney	8.00%	2
the bailiff	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Virtually every person incarcerated in jail and 97% of those incarcerated in prison:	1	4	3.04	1.04	1.08	25

Answer	%	Count
do not have a high school education.	12.00%	3
will commit another crime.	16.00%	4
are too poor to hire a private attorney.	28.00%	7
will eventually be released back into society.	44.00%	11
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	1	4	2.76	1.36	1.86	25

When an act, such as "running away from home", is legal for adults but illegal for juveniles, it is called a:

Answer	%	Count
juvenile delinquent act.	32.00%	8
minor offense.	12.00%	3
capital offense.	4.00%	1
status offense.	52.00%	13
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	1	4	2.5	0.71	0.5	24

Bob is sentenced to probation. The conditions of his probation, and all probationers in this jurisdiction, include maintaining employment, possessing no firearm, obeying all laws, and meeting with his probation officer. These are _____ conditions.

Answer	%	Count
special	4.17%	1
mitigating	50.00%	12
general	37.50%	9

extraordinary 8.33% 2
Total 100% 24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
The term recidivism refers to	2	3	2.04	0.2	0.04	25

Answer	%	Count
a juvenile offender	0.00%	0
a subsequent crime committed by a convicted offender	96.00%	24
the decision to extend an parolees supervision based on a failure to abide by conditions of release	4.00%	1
the Supreme Court's decision to grant a hearing to an appealed conviction	0.00%	0
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Which of the following is not one of the philosophical principles of the juvenile court movement?	1	4	2.84	1.01	1.01	25

Answer	%	Count
the belief that children should be nurtured	4.00%	1
the belief that the state is the ultimate parent of all its children	48.00%	12
the belief that children are worth saving	8.00%	2
the belief that the use of criminal procedures is necessary to give primary consideration to the needs of the child	40.00%	10
Total	100%	25

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count

Efforts to adopt equitable forms of consideration for distinct ethnic, religious and racial groups without promoting any particular group as dominant, central or preferred best defines _____.

Answer	%	Count
multiculturalism	95.83%	23
globalization	0.00%	0
transnationalism	0.00%	0
assimilation	4.17%	1
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	1	4	1.13	0.6	0.36	24

Per the Constitution, police officers may not use lethal forced to prevent the escape of a fleeing felon unless the officer has probable cause to believe that the suspect poses a significant threat of death or serious physical injury to the officer or others.

Answer	%	Count
TRUE	83.33%	20
False, the Constitution permits police officers to kill anyone who runs away from them.	4.17%	1
False, the Constitution permits police officers to kill any felon even if that person poses no danger to the officer or the public.	8.33%	2
False, the Constitution prohibits the police from using deadly force under any/all circumstances.	4.17%	1
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
	1	4	1.33	0.8	0.64	24

Empirical data indicate that people of color are _____
at most stages in the criminal justice system.

Answer	%	Count
Under-represented	0.00%	0
Equally represented	4.17%	1
Over-represented	95.83%	23
Proportionately-represented	0.00%	0
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
If members of Group X are stopped by the police at a rate greater than expected based on their presence in the population of drivers, but are not cited or arrested at a correspondingly high rate, it is most logical to presume	1	3	2	0.29	0.08	24

Answer	%	Count
There is no problem, this data suggests racial profiling is not occurring.	4.17%	1
There is cause for concern that race may be affecting who gets pulled over for a traffic stop.	91.67%	22
This data is neutral, suggesting nothing about the existence of racial profiling.	4.17%	1
None of the above, racial profiling isn't relevant to traffic stops.	0.00%	0
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
When dealing with Hispanics, police may be the beneficiaries of respectful treatment, due to their authority status and the cultural value of _____.	1	3	1.58	0.91	0.83	24

Answer	%	Count
machismo	70.83%	17
marianismo	0.00%	0
respeto	29.17%	7
la familia	0.00%	0
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Which of the following is an example of a cultured manifestation of the larger problem of misogyny and gender violence?	4	4	4	0	0	24

Answer	%	Count
Honor-related violence	0.00%	0
Female genital mutilation	0.00%	0
Domestic violence	0.00%	0
All of the above	100.00%	24
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Rape myths are false but widespread beliefs about unwanted or non-consensual sexual behaviors. Which of the following is not a rape myth?	1	4	1.71	0.89	0.79	24

Answer	%	Count
Rapes are usually committed by someone known to the victim	54.17%	13
Women incite men to rape	25.00%	6
False accusations of rape are common	16.67%	4
Reticence, inconsistencies and delays in reporting all signal deception	4.17%	1
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Who has committed more acts of terrorism in the last decade?	2	3	2.13	0.33	0.11	24

Answer	%	Count
Socialist groups	0.00%	0
White-Supremacist groups	87.50%	21
Islamist groups	12.50%	3
Anti-colonial groups	0.00%	0
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Dawa	1	4	2.54	0.71	0.5	24

Answer	%	Count
Is a type of Islamic dress that women (but not men) are required to wear.	8.33%	2
Is an Islamist doctrine that justifies killing and other forms of violence against infidels (nonbelievers) as a last resort to ensure conversion.	33.33%	8
Refers to activities carried out by Islamists to win adherents and enlist them in a campaign to impose sharia law on everyone.	54.17%	13
Is a tax Islamists impose on non-Muslims living in Muslim-majority countries.	4.17%	1
Total	100%	24

Field	Minimum	Maximum	Mean	Std Deviati	Variance	Count
Witnesses in State v Wilson (the Michael Brown case) gave conflicting accounts of what happened when Wilson shot Brown.	1	2	1.92	0.28	0.08	24

Answer	%	Count
True, and these differences strongly indicate some of the witnesses were lying because truthful witnesses nearly always give identical accounts.	8.33%	2
True, but some of these differences do not necessarily indicate deception, due to the nature of human memory truthful people will often encode and recall information differently.	91.67%	22
False, witness accounts were remarkably consistent.	0.00%	0
False, none of the witnesses who testified before the grand jury actually saw the shooting.	0.00%	0
Total	100%	24