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| Trinity |
| SPS Criminal Justice Program |
| 2015 Report |
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| **Thomas Mostowy, Department Chair** |
| **9/11/2015** |

SPS Criminal Justice Program

**Introduction:**

The School of Professional Studies has offered a major in Criminal Justice was revised in 2008 to emphasize the social justice aspects of the criminal justice system, in keeping with the mission of Trinity University, and to provide students the opportunity to pursue more specialized major concentrations within the study of criminal justice. Prior to 2008, the Criminal Justice Program provided a single path to completion, with all courses in the major required for all students, no matter what their interests or career goals. The major had grown out of the Sociology Department, and had a heavy emphasis on Criminological theory. The program was revised to offer a more diverse and practical option to career-oriented, adult students, while retaining the theoretical courses as an option for students interested in that area of criminal justice. The concentrations were chosen based on a survey of Criminal Justice students during the 2008-2009 academic year and the professional certification standards of the Academy of Criminal Justice Sciences (ACJS).

 The current Criminal Justice program consists of forty-five (45) credits of coursework within the major, including thirty-six (36) credits of required *core* course work and nine (9) credits of required *concentration* course work. Concentrations are at the students’ option, so the concentration course work need not be in the same concentration, but must include at least one 400-level concentration course. The areas of concentration are: Law Enforcement, Legal Theory and Administration, Corrections, Criminological Theory, Juvenile Justice, Forensics and Intelligence and Security Studies. In addition, Minor in Forensic Psychology is being developed, with a course in Forensic Psychology already offered as part of the major. The current Program Description and Course Offerings is attached as Appendix 1. The Criminal Justice program currently serves 66 declared majors, as well as students in other programs, especially Human Relations, who enroll in Criminal Justice classes as electives.

The Criminal Justice Program was developed with specific, assessable, objectives in mind, both within each course and for the overall program. While some course-level objectives are specific to that course, most contribute to creating and building the knowledge, skills and understanding of the criminal justice system required of professionals in the field. The program is designed to introduce foundational concepts in criminal justice in the introductory courses, and build on those concepts and skills to progress to exit competencies at the completion of the program, no matter which concentration courses the student chooses.

The faculty of the Criminal Justice program consists of one full-time faculty member, the Program Chair, and adjunct faculty with expertise in specific areas of criminal justice including law enforcement, juvenile justice, corrections and research methods. About half of all Criminal Justice courses are taught by full-time faculty.

**Goals and Objectives:**

The Criminal Justice program prepares the student for a wide variety of entry-level positions, or promotion opportunities in a variety of Criminal Justice careers, and for graduate study in Criminal Justice and related fields, including the law. In keeping with the Mission and Goals of Trinity University, the Criminal Justice curriculum focuses upon the role of criminal justice within the broader concept of social justice in a multi-cultural, industrialized democracy. This focus on social justice is woven throughout the curriculum and makes Trinity’s Criminal Justice program unique.

In preparing students for the needs of criminal justice in the 21st Century, the Criminal Justice program emphasizes interdisciplinary learning and seeks to develop the student’s analytical, communications, research, and writing skills required for Criminal Justice professionals. In the broadest terms, students in the Criminal Justice program are expected to be able to:

1. Explain the development of the criminal justice system; describe the functions and operations of criminal justice agencies in a diverse society; and evaluate the nature and impact of criminal justice policies.
2. Discuss theories of crime, deviance; delinquency and be able to apply criminological research methods, statistics and analysis in evaluating criminal justice strategies, programs, and policies.
3. Describe the origin and development of law and legal processes within society, and critically analyze society’s responses to violations of criminal law in pursuit of the goal of protecting society, within the larger framework of social justice.
4. Explain the nature, meaning, and purposes of criminal punishment and assess theories of corrections as they contribute to, or detract from, the goals of protecting society and achieving justice.
5. Use standard social science research and publication methods to analyze criminal justice issues, articulate policy options and recommendations, and communicate that information in writing and orally.

Students’ attainment of these goals is defined in reference to the following learning objectives or competencies:

1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law.
2. Identify and analyze the primary sources of crime statistics, and assess their strengths and weaknesses.
3. Describe the major criminological theories, how they developed over time, and analyses their historical and contemporary impact on criminal justice policy and the goal of social justice.
4. Explain how law enforcement advances the goals of the criminal justice system in protecting society and citizens from harm; including the styles or theories of policing, police discretion as an ingredient of law enforcement; how the police culture influences it; how it contributes to bias in the criminal justice system; and what safeguards are available to control the associated potential abuse of power.
5. Describe the structure and development of criminal law and the American judicial system and evaluate how it contributes to or detracts from the goals of due process and the rule of law.
6. Identify and describe the process, sequence, and rules of a criminal trial, and assess whether the process, including requirements derived from the Constitution, contributes to the goal of due process.
7. Provide an overview of the goals of contemporary sentencing practices (to include a description of the evolution of these within the context of criminological theory and public policy).
8. Identify and discuss the function of probation and parole in corrections and evaluate their advantages and disadvantages as a means of protecting the public and limiting future criminality.
9. Differentiate between prisons and jails and describe alternative corrections strategies, identify the constitutional rights to which inmates are entitled while confined.
10. Describe the evolution and objectives of the juvenile justice system and compare it to the adult justice system.
11. Evaluate criminal justice agencies, systems, programs and processes as they serve the objectives of ensuring public safety and maintaining social order, while simultaneously delivering on the promise of social justice in a diverse, multi-cultural, industrialized democracy.

These competencies are the knowledge, skills and abilities that Criminal Justice majors are expected to acquire through the program. Since Criminal Justice majors pursue a variety of careers and advanced academic degrees, there is no final licensure or competency test as in other disciplines. Therefore, the students’ skill and knowledge are measured by assessments within the program’s courses, and in the Senior Seminar where a thesis paper must be produced. Assessment data and analysis is discussed below. Criminal Justice program-level goals are compared with Trinity University goals in Appendix 2. Program objectives and courses are mapped to program goals in Appendix 3.

**Selection of Data:**

The Criminal Justice program was designed with a series of foundational, core courses that provide each student with an understanding of the underlying concepts of the American criminal justice system and its agencies, and provide the basic knowledge that allows the student to competently examine the more complex issues addressed in the upper-level, concentration courses and the Senior Seminar. The courses are organized in a sort of spiral-pyramid with the essential concepts covered in the early courses, but then re-visited in ever-increasing depth and detail in subsequent courses, and culminating with a demonstration of the skills, knowledge and abilities necessary for success as a criminal justice professional in the upper-level courses and the Senior Seminar.

The 100-level courses introduce a common vocabulary, describe the components and agencies that comprise the criminal justice system, discuss the history and theoretical assumptions underpinning the criminal justice system, describe the philosophical concepts behind the criminal law, and the examine the elements of various crimes. The core courses also introduce the techniques of social science writing and statistics that will be necessary for future research.

The 200-level courses examine specific components of the criminal justice system, such as the courts, corrections and juvenile justice, as well as criminological theory, thus reinforcing and building upon the knowledge and concepts introduced in the introductory courses.

The 300 and 400-level courses provide students the opportunity to apply, analyze and evaluate the principles and functions of the criminal justice system in general, and the agencies and parts of the system that are of most interest to them, with an appreciation of the limitations and expectations of the system operating within the larger society. The program culminates with the Senior Seminar, where students are expected to choose an issue or problem in the criminal justice system, and conduct research and analysis suggesting possible ways to resolve that issue and evaluating those options in terms of their public policy implications.

Each course is designed around student learning objectives that either contribute to the overall program objectives, as well as objectives that are specific to that course, or measure the student’s acquisition of exit competencies. These objectives are subject to formal and informal assessments during the course term, with designated, formal assessments for the core objectives of each course.

Ideally, each student will be assessed in terms of exit-level competencies as part of each upper-level concentration course, and the Senior Seminar. The assessment data for this section will cover Student learning outcomes in identifying and analyzing the operation of the Exclusionary Rule in seeking to balance the protection of constitutionally protected individual rights, while allowing for necessary criminal investigations. This data addresses program goal;

1. Describe the origin and development of law and legal processes within society, and critically analyze society’s responses to violations of criminal law in pursuit of the goal of protecting society, within the larger framework of social justice.

As well as program learning objectives;

1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law.
2. Identify and describe the process, sequence, and rules of a criminal trial, and assess whether the process, including requirements derived from the Constitution, contributes to the goal of due process.

and

1. Evaluate criminal justice agencies, systems, programs and processes as they serve the objectives of ensuring public safety and maintaining social order, while simultaneously delivering on the promise of social justice in a diverse, multi-cultural, industrialized democracy.

This goal and these objectives are assessed in CRJ 100, introduction to Criminal Justice, CRJ 202, Criminal Procedure, CRJ 309, Evidence and CRJ 444, Constitutional Law. Specific assessments of students’ competency in understanding, analyzing and evaluating the operation of the Exclusionary Rule within the criminal justice system, as a method to balance the interests of public safety with individual liberty, were chosen for the purpose of assessing the goals and competencies above.

The primary assessments in CRJ 100, CRJ 202, and CRJ 309 are the quizzes which correspond to readings and class discussions of the Exclusionary Rule. CRJ 100 introduces the Exclusionary Rule as a legal limit on police authority. CRJ 202 examines how the operation of the rule affects the criminal justice process and CRJ 309 addresses how the Rule affects the introduction of evidence at trial and how it can alter the outcome of a criminal case. CRJ 444 analyses the legal history behind the creation of the Exclusionary Rule and its interpretation and application by the Supreme Court in subsequent cases. Each course emphasizes the underlying purpose of the Exclusionary Rule in deterring police misconduct; maintaining the integrity of the courts, and fostering trust in government through the “Rule of Law.”

 **Data and Analysis:**

Since a numerical grade of 73 is a satisfactory grade in each course, the quizzes for CRJ 100. 202 and 309 were created with about 70% of the questions covering the basic information in the chapter, about 20% requiring some additional analysis, and 10% requiring significant additional analysis of the basic information. A sample set of the test questions for each course is attached as Appendix 4 and quiz results for each course are attached as Appendix 5. For the purposes of this analysis, any score over 73 would be considered a satisfactory score, or one meeting the course expectations (a score of 87 or above would exceed course expectations). Quizzes were reviewed from the fall of 2010 through summer of 2015, with the results as follows:

CRJ 100: 2014 – 70% (7/10) met or exceeded expectations.

 2013 – 79% (11/14) met or exceeded expectations.

 2012 – 93% (13/14) met or exceeded expectations.

 2011 – 75% (16/20) met or exceeded expectations.

 Overall – 81% (47/58) met or exceeded expectations.

Although there was some variation in each sample, at least 70% of students met or exceeded expectations in each class, with the four-year average of 81%. These results were in line with expectations and indicate that the majority of the students in this class are demonstrating competency in understanding this concept at an introductory level.

CRJ 202: 2014 – 53% (8/15) met or exceeded expectations.

 2013 – 53% (9/17) met or exceeded expectations.

 2012 – 35% (6/17) met or exceeded expectations (fall).

 2012 – 57% (4/7) met or exceeded expectations (spring).

 2011 – 50% (11/22) met or exceeded expectations.

 Overall – 49% (38/78) met or exceeded expectations.

This sample was consistent in indicating that about have of all students met or exceeded expectations in these classes (fall 2012 was an outlier in the sample, with only 35% meeting expectations). These results were well below expectations and require a review of the assessment and the instruction to determine the reasons.

CRJ 309: 2015 – 83% (10/12) met or exceeded expectations.

 2014 – 83% (10/12) met or exceeded expectations (fall).

 2014 – 83% (10/12) met or exceeded expectations (summer).

 2013 – 80% (8/10) met or exceeded expectations (fall).

 2013 – 88% (15/17) met or exceeded expectations (spring).

 2012 – 88% (7/8) met or exceeded expectations.

 2011 – 90% (9/10) met or exceeded expectations.

Overall – 85% (69/81) met or exceeded expectations.

NOTE: CRJ 309 enrolled a significant number of CAS students, which is why it was offered more often during the term of this review. The results for CRJ 309 showed students consistently met expectations, with each class meeting expectations between 80% and 90% of the time. These results were slightly better than expected and the poor results from CRJ 202 did not seem to negative affect the ability of the students of attain the required competency in this concept for this class.

CRJ 444, constitutional Law is an exit-level class, thus the expectation are that the students can not only describe the operation of Exclusionary Rule, but can also analyze and evaluate its application in a unique and unprecedented scenario. That scenario is attached as Appendix 6, and is part of the midterm exam of the course. While this course has been offered four times since 2010, the data from this assessment is only available for 2013 and 2014.

CRJ 444 2014 – 100% (11of 11) met or exceeded expectations (3 exceeded expectations).

 2013 – 71% (5 0f 7) met or exceeded expectations (1 exceeded expectations).

 Overall – 89% 16 or 18) met or exceeded expectations (4 exceeded expectations).

The ability to draw conclusions from this sample is limited by the fact that two years of data were lost due to a change in the online course management system for this class, and because this class is not a required class, but an upper-level elective within the major and, therefore, is comprised of a smaller and less representative sample of students in the major.

After reviewing the data from the last 5 years, it appeared that the students consistently met expectations as measured by the chapter quizzes in CRJ 100 and CRJ 309, while the results for CRJ 202 were mixed, with students meeting expectations only half the time. In each case, the results were reasonably consistent from year to year. Since there is a significant overlap of students in these classes (each is required for Criminal Justice Majors) the significant drop-off in performance on CRJ 202 is likely to be attributable the assessment being inconsistent with the content of the course, the instruction in that course being less thorough than the other, or some combination of the two. Since the instructor for each course is the same, and since many students take CRJ 309 before CRJ 202 so that mere repetition does not explain the difference in outcomes, the first area of review will be the content of the assessment itself, to re-examine whether it is an effective measure of the learning outcomes.

The results for CRJ 444 are more difficult to draw conclusions from, because of the small sample-size and because it is not a required course, but an upper-level option in the CRJ program. Because it is a course the students choose, rather than one that is required, the positive outcomes on student assessments are to be expected as a result of self-selection. It was noted during the review that the final exam for CRJ 309, which is a required course for all CRJ students, also includes and analytical assessment of students’ ability to analyze and apply the Exclusionary Rule as part of it final exam. Using this assessment would provide a more complete and universal analysis of this competency and will be used in the future in lieu of CRJ 444.

**Conclusion:**

The Criminal Justice program was designed to allow students in the program to be introduced to the ideas, concepts, policies and issues addressed by the American criminal justice system in the introductory (100-level) classes. Those themes are built upon, and explored in greater detail in specific areas of criminal justice in the other foundational (200-level) classes. Foundational competencies are assessed in these courses. The 300 and 400 level courses provide the opportunity for students to concentrate on their area of interest in the criminal justice system, and acquire the exit-level competencies essential for criminal justice professionals. Finally, the Senior Seminar measures the essential research and communications skills required for success in the field. The programs goals and competencies are also closely aligned with Trinity University’s emphasis on social justice, citizenship and lifelong learning.

Based on the data available at his writing, the program’s success in communicating an understanding of the fundamental balance, and inherent conflict, between public safety and individual liberty as addressed by the 4th Amendment and the Exclusionary Rule, is uneven and uncertain. The need better assess the exit-level competency will be addressed by reviewing, updating and monitoring the assessment incorporated into the final exam for CRJ 309, rather than relying on CRJ 444 as an exit assessment. The poor results for the assessment in CRJ 202 present a more complex problem, but both the instruction and the assessment itself will be reviewed and revised to ensure that students’ ability to understand and evaluate this most basic principle in the law and criminal justice is presented in a manner that students can access and utilize.

**Appendix 1**

Criminal Justice (B.S. in School of Professional Studies)

Criminal justice is the scientific study of criminal behavior and society’s response to it. The Criminal Justice Major offers a curriculum focused upon the role of criminal justice within the broader concept of social justice in a multi-cultural, industrialized democracy. Specialized areas of study include the Administration of Justice, Criminal Law, the Principles of Correctional Operations, Juvenile Justice, Criminal Procedure, Law Enforcement, Criminological Theory, and Security Studies. The program prepares the student for a wide variety of careers in Criminal Justice, and for graduate study in Criminal Justice and related fields. It also lays the foundation for success as a criminal justice professional and as a citizen through an understanding of the integration of liberal, interdisciplinary learning with the needs of criminal justice in the 21st Century, and develops the student’s analytical and communications skills in research and writing methods for Criminal Justice professionals.

The curriculum guides the student through the historical, theoretical and practical aspects of the discipline and incorporates discussion of current issues in the field of criminal justice and challenges the student to analyze and evaluate the performance of the criminal justice system in deterring crime, protecting the public, and fostering a just society. The program also exposes the student to select specialized courses in Law and Judicial Administration, Law Enforcement, Corrections, Criminological Theory, Juvenile Justice, Forensics, and Intelligence. The curriculum has been designed in accordance with current SPS standards as well as the related professional certification standards of the Academy of Criminal Justice Sciences (ACJS).

Forty-Five (45) credits of course work are required for the Criminal Justice Major involving Thirty-Six (36) credits of required *core* course work and nine (9) credits of required *concentration* course work. The concentration course work need not be in the same concentration, but must include at least one 400-level concentration course. CRJ 100 is considered a Prerequisite to all 300 and 400-level CRJ courses unless waived by instructor or Department Chair.

Four foundational core courses (12 Credits)

CRJ 100:          Introduction to Criminal Justice (3 CR)

CRJ 101:          Criminal Law (3 CR)

MATH 110 Statistics (3 CR)

SSC 107 Social Science Writing (3 CR)

Eight core courses (24 Credits)

CRJ 200:          Principles of Correctional Operations (3 CR)

CRJ 201:          Juvenile Justice (3 CR)

CRJ 202:          Criminal Procedure (3 CR)

CRJ 309:          Law and Evidence (3 CR)

CRJ 205:          Criminology (3 CR)

SOCY 311:      Research & Writing for the CJ Professional (3 CR)

CRJ 499:          Senior Seminar in Criminal Justice (3 CR)

  (and either)

CRJ 491 Internship in Criminal Justice (3 CR)

 (or)

 CRJ 4xx Another 400-level CRJ

Three concentration courses (9 Credits)

Concentrations will be offered in Law Administration, Law Enforcement, Corrections, Criminological Theory, Juvenile Justice, Forensics, Private Security and Intelligence.

Law Administration /Legal Theory (9 Credits)

CRJ 341: Administrative Law (Prereq. CRJ 101) (3 CR)

CRJ 344: Legal Decision Making: Theory & Challenges (3 CR)

CRJ 444: Constitutional Law (Prereq. CRJ 101) (3 CR)

Law Enforcement (9 Credits)

CRJ 306:   Law Enforcement Administration (3 CR)

CRJ 366: Criminal Investigation (3 CR)

CRJ 466 Community Policing  (Prereq. CRJ 306) (3 CR)

Corrections (Prereq. CRJ 200) (9 Credits)

CRJ 351: Probation and Parole (3 CR)

CRJ 451: Recidivism; Counseling & Rehab. of Offenders (3 CR)

CRJ 371: Philosophies and Strategies on Correcting (3 CR)

 Juvenile Offenders (To be developed)

Criminological Theory (Prereq. CRJ 205) (9 Credits)

CRJ 377: Juvenile Delinquency; Theory and Challenges (3 CR)

CRJ 303: Special Populations in Criminal Justice (3 CR)

CRJ 410: Theories of Crime and Deviance (3 CR)

Juvenile Justice (Prereq. CRJ 201) (9 Credits)

CRJ 371: Philosophies and Strategies on Correcting

 Juvenile Offenders  (3 CR)

CRJ 377: Juvenile Delinquency; Theory and Challenges (3 CR)

CRJ 471: Law, Justice and the American Family (3 CR)

 (Prereq. CRJ 101)

Forensics (9 Credits)

CRJ 321: Criminalistics (To be developed) (3 CR)

CRJ 421: Forensic Technology (To be developed) (3 CR)

PSY 323: Forensic Psychology  (3 CR)

Intelligence and Security Studies (9 Credits)

CRJ 388: International & Domestic Terrorism and CJ (3 CR)

 CRJ 381: Homeland Security (Dept. of) (3 CR)

 CRJ 481: The U.S. Intelligence Community:

Threat Assessment (3 CR)

Appendix 3

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| **Aligning Criminal Justice Program Goals with Program Competencies and with Courses**  |
| **GOAL I: Explain the development of the criminal justice system; describe the functions and operations of criminal justice agencies in a diverse society; and evaluate the nature and impact of criminal justice policies.** |
| Program Competency | Course: |
| 1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law. | CRJ 444, CRJ 471, CRJ 388, CRJ 344, CRJ 341, CRJ 309, CRJ 202, CRJ 101, CRJ 100 |
| 3. Describe the major criminological theories, how they developed over time, and analyses their impact on criminal justice policy and the goal of social justice. | CRJ 410, CRJ 388, CRJ 377, CRJ 205 |
| 4. Explain how law enforcement advances the goals of the criminal justice system in protecting society and citizens from harm; including the styles or theories of policing, police discretion as an ingredient of law enforcement; how the police culture influences it; how it contributes to bias in the criminal justice system; and what safeguards are available to control the associated potential abuse of power. | CRJ 381, CRJ 366, CRJ 306, CRJ 303, CRJ 309, CRJ 202, CRJ 101, CRJ 100 |
| 5. Describe the structure and development of criminal law and the American judicial system and evaluate how it contributes to or detracts from the goals of due process and the rule of law. | CRJ 444, CRJ 344, CRJ 309, CRJ 202, CRJ 101 |
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| **GOAL II: Discuss theories of crime, deviance; delinquency and be able to apply criminological research methods, statistics and analysis in evaluating criminal justice strategies, programs, and policies.** |
| Program Competency | Course: |
| 1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law. | CRJ 444, CRJ 471, CRJ 388, CRJ 344, CRJ 341, CRJ 309, CRJ 202, CRJ 101, CRJ 100 |
|  2. Identify and analyze the primary sources of crime statistics, and assess their strengths and weaknesses. | CRJ 499, SOCY 311, CRJ 466, CRJ 410, CRJ 205, CRJ 100 |
| 3. Describe the major criminological theories, how they developed over time, and analyses their historical and contemporary impact on criminal justice policy and the goal of social justice. | CRJ 410, CRJ 377, CRJ 303, CRJ 205 |
| 10. Describe the evolution and objectives of the juvenile justice system and compare it to the adult justice system. | CRJ 471, CRJ 410, CRJ 377, CRJ 205, CRJ 201 |
| 11. Evaluate criminal justice agencies, systems, programs and processes as they serve the objectives of ensuring public safety and maintaining social order, while simultaneously delivering on the promise of social justice in a diverse, multi-cultural, industrialized democracy. | CRJ 471, CRJ 377, CRJ 201, CRJ 200, CRJ 100 |
| **GOAL III**: **Describe the origin, development, and current state of the law and legal processes within society, and critically analyze society’s responses to violations of criminal law in pursuit of the goal of protecting society, within the larger framework of social justice and the protection of individual rights.**  |
| Program Competency | Course: |
| 1. Describe the conflict between individual rights and public order requirements in an industrialized, democratic society, explain how the criminal justice system seeks to balance them, and describe how they can complement each other within the context of due process and the rule of law. | CRJ 444, CRJ 471, CRJ 388, CRJ 344, CRJ 341, CRJ 309, CRJ 202, CRJ 101, CRJ 100 |
| 4. Explain how law enforcement advances the goals of the criminal justice system in protecting society and citizens from harm; including the styles or theories of policing, police discretion as an ingredient of law enforcement; how the police culture influences it; how it contributes to bias in the criminal justice system; and what safeguards are available to control the associated potential abuse of power. | CRJ 381, CRJ 366, CRJ 306, CRJ 303, CRJ 309, CRJ 202, CRJ 101, CRJ 100 |
| 5. Describe the structure and development of criminal law and the American judicial system and evaluate how it contributes to or detracts from the goals of due process and the rule of law. | CRJ 444, CRJ 344, CRJ 309, CRJ 202, CRJ 101 |
| 6. Identify and describe the process, sequence, and rules of a criminal trial, and assess whether the process, including requirements derived from the Constitution, contributes to the goal of due process. | CRJ 444, CRJ 344, CRJ 309, CRJ 202, CRJ 101 |
| 7. Provide an overview of the goals of contemporary sentencing practices (to include a description of the evolution of these within the context of public policy). | CRJ 410, CRJ 351, CRJ 303, CRJ 205, CRJ 202, CRJ 201, CRJ 200 |
| **GOAL IV:** **Explain the nature, meaning, and purposes of criminal punishment and assess theories of corrections as they contribute to, or detract from, the goals of protecting society and achieving justice.** |
| Program Competency | Course: |
| 7. Provide an overview of the goals of contemporary sentencing practices (to include a description of the evolution of these within the context of criminological theory and public policy). | CRJ 410, CRJ 351, CRJ 303, CRJ 205, CRJ 202, CRJ 201, CRJ 200 |
| 8. Identify and discuss the function of probation and parole in corrections and evaluate their advantages and disadvantages as a means of protecting the public and limiting future criminality. | CRJ 351, CRJ 410, CRJ 205, CRJ 201, CRJ 200, CRJ 100  |
| 9. Differentiate between prisons and jails, describe alternative corrections strategies, and identify the constitutional rights to which inmates are entitled while confined. | CRJ 200, CRJ 303, CRJ 100, CRJ 351 |
| 10. Describe the evolution and objectives of the juvenile justice system and compare it to the adult justice system. | CRJ 471, CRJ 377, CRJ 201, CRJ 205, CRJ 100, CRJ 303, CRJ 410 |
| **GOAL V:** **Use standard social science research and publication methods to analyze criminal justice issues, articulate policy options and recommendations, and communicate that information in writing and orally.** |
| Program Competency | Course: |
| 2. Identify and analyze the primary sources of crime statistics, and assess their strengths and weaknesses. | CRJ 499, SOCY 311, CRJ 466, CRJ 410, CRJ 205, CRJ 100 |
| 3. Describe the major criminological theories, how they developed over time, and analyses their historical and contemporary impact on criminal justice policy and the goal of social justice. | CRJ 410, CRJ 377, CRJ 303, CRJ 205 |
| 11. Evaluate criminal justice agencies, systems, programs and processes as they serve the objectives of ensuring public safety and maintaining social order, while simultaneously delivering on the promise of social justice in a diverse, multi-cultural, industrialized democracy. | CRJ 499, SOCY 311, CRJ 466, CRJ 410, CRJ 303, CRJ 205, CRJ 100 |
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Appendix 4

**CRJ 100; Chapter 5**

**Question 1**

This rule requires that incriminating evidence be seized by police according to the Constitutional specifications of due process or it will not be allowed as evidence in court.

a. exclusionary rule

b. procedural rule

c. seizure rule

d. due process rule

**Question 2**

Which Amendment protects against self-incrimination and excludes any form of coercion during interrogation?

a. 1st

b. 4th

c. 5th

d. 8th

**Question 3**

What famous U.S. Supreme Court case provided the advisement of rights to criminal suspects prior to police questioning?

a. Nix v. Williams

b. Miranda v. Arizona

c. Tennessee v. Garner

d. Chimel v. California

e. None of the above. The advisement o9f rights was created by statute.

**Question 4**

Unreasonable searches and seizures are prohibited by the;

a. equality statute.

b. protection clause.

c. 5th Amendment.

d. 4th Amendment.

**Question 5**

An officer knocks on the door of a suspected drug dealer, who invites the officer into the house. While in the kitchen, the officer notices a marijuana plant on the windowsill. This evidence would not be excluded because of what 4th Amendment exception?

a. good faith

b. plain view

c. emergency search of person

d. emergency search of property

e. drug interdiction

**Question 6**

The extent of a *Terry v. Ohio* "pat down" search is limited by what Constitutional Amendment?

a. 1st

b. 4th

c. 5th

d. 8th

**Question 7**

Probable cause is;

a. a precedent-setting term concerned with the use of undercover operations.

b. a police procedural issue concerned with the use of deadly force.

c. a legal criterion based on a set of facts that would cause a reasonable person to believe that a person committed a crime.

d. a legal explanation for the use of interrogation as a means to elicit a confession.

**Question 8**

Which of the following is **not** an exception or limitation to the exclusionary rule?

a. firearms exception

b. good faith

c. plain-view doctrine

d. public safety

**Question 9**

The 4th Amendment requires that warrants must be based on probable cause; however warrantless arrests may be based on a reasonable suspicion.

True

False

**Question 10**

The 4th Amendment prohibits unreasonable \_\_\_\_\_. (i.e. without warrant or probable cause)

a. searches

b. arrests

c. both

d. neither

**Question 11**

What legal concept provides the basis of suspicionless searches?

a. fruit of the poisonous tree

b. reasonable suspicion

c. compelling interest

d. probable cause

**Question 12**

What two principles are considered the *Miranda* triggers?

a. arrest and waiver

b. stop and frisk

c. arrest and cross-examination

d. custody and interrogation

**CRJ 202 Criminal Procedure;** [**Ch 2 Q**](http://moodle.trinitydc.edu/mod/quiz/view.php?id=46411)[**Preview**](http://moodle.trinitydc.edu/mod/quiz/startattempt.php?cmid=46411&sesskey=pbWs7RNRcz)

Question 1

In Mapp v. Ohio, the court cited all of the following as reasons to apply the Exclusionary Rule to the states except:

a. deterring police misconduct.

b. ensuring efficient police investigations.

c. maintaining judicial integrity.

d. minimizing mistrust of the government.

Question 2

The Fruit of the Poisonous Tree Doctrine applies to:

a. arrests.

b. confessions.

c. searches.

d. all of the above.

Question 3

The Exclusionary Rule was applied to the states by:

a. Wolf v. Colorado

b. Mapp v. Ohio

c. neither

d. both

Question 4

The drafters of the Bill of Rights were influenced by:

a. English common law.

b. recent experiences before and during the Revolutionary War.

c. a belief in limited government.

d. All of the above.

e. None of the above.

Question 5

The 4th Amendment deals with:

a. searches of persons.

b. seizures of persons.

c. searches of property

d. all of the above.

Question 6

Which of the following may issue a valid search warrant?

a. a state attorney general

b. a United States’ Attorney

c. a magistrate

d. an investigator

Question 7

The Exclusinary Rule can be found in the Constitution.

True

False

Question 8

Which of the following is not subject to the protections of the 4th Amendment?

a. warrantless search

b. consent search

c. search with a warrant

d. all of the above

Question 9

Which of the following would be illegal for police to search without a warrant?

a. The private office of a restaurant manager that is open for business..

b. Trash bags left by the curb for collection.

c. A hotel room after the guest had checked out.

d. All of the above.

Question 10

Which of the following is not an exception to (or exclusion from) the 4th Amendment?

a. abandonment

b. suspiciousness

c. consent

d. plain view

Question 11

The 4th Amendment provides the right of the people to be secure in their:

a. persons.

b. papers.

c. houses.

d. all of the above.

e. none of the above.

Question 12

To be legally valid, all searches must be conducted pursuant to a warrant and based upon probable cause.

True

False

Question 13

For a search warrant to be valid, it must be based upon:

a. reasonable suspicion.

b. physical evidence.

c. probable cause.

d. proof beyond a reasonable doubt.

e. consent.

 

**CRJ 444 Midterm Q 1. 4th Amend.**

Detectives Streebeck and Friday submit an affidavit to Magistrate Wapner, seeking a search warrant for the home of Benjamin Pierce, whom they suspect of stealing rifles and shotguns from Wal-Mart.  In the affidavit they state that they have heard rumors that Pierce in a member of the "Army of Northern Virginia," a militia group;  that he practices at the "Deadeye Dick" gun club; and that they received an anonymous tip that he had stolen the guns to take to the Tea Party Express protest in Arlington, VA.

Magistrate Wapner denies the search warrant for lack of probable cause.  Detective Streebeck begins to protest, but Friday pulls him outside and tells him not to worry, Magistrate Gannon will be on duty in a hour, and they used to be partners.  He'll give them the warrant.

When Gannon comes on, he not only signs the warrant without reading the affidavit, he asks to go along on the "raid."  The warrant authorizes the search of the home for rifles, shotguns and any evidence of any crime.   No one is home, so the police break in.  They find no rifles and shotguns, but Gannon tells the detectives to seize handguns, a bow and arrows and copies of "Soldier of Fortune" magazine.  He also verbally authorizes the seizure of Pierce's computer to check for "seditious" e-mails and web searches.  The detectives note that Pierce has an unattached garage on the property that is not included in the search warrant.  Gannon amends the warrant in pen to authorize the search of the garage as well.  In a locked toolbox (about 11 inches, by 6 inches, by 18 inches) the detectives find what turns out to be crack cocaine.  Subsequent analysis of the computer hard drive turns up many files of child pornography.  Pierce is charged with possession of cocaine and possession of child pornography, both felonies.

Pierce's lawyer files a motion to dismiss the search warrant due to lack of probable cause and to exclude the evidence from the search.  The prosecutor admits the warrant lacked probable cause, but claims the evidence should be admitted anyway, because the detectives relied on a warrant issued by the magistrate.  How do you rule.  CITE CASES IN YOUR REASONING!

Appendix 5

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRJ 100 Fall 2014, Ch5  |  |  |  |  |  |  |  |  |  |  |
| **Grade** | **Q. 1 /8** | **Q. 2 /8** | **Q. 3 /8** | **Q. 4 /8** | **Q. 5 /8** | **Q. 6 /8** | **Q. 7 /8** | **Q. 8 /8** | **Q. 9 /8** | **Q. 10 /8** | **Q. 11 /8** | **Q. 12 /8** |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 0 | 0 | 8 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 0 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 0 | 0 | 0 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 0 | 8 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 0 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 0 |
| 67 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 0 | 0 |
| 67 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 0 |
| 50 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 76 | 80 | 80 | 80 | 80 | 80 | 80 | 56 | 72 | 8 | 56 | 32 | 24 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| CRJ 100 Fall 2013, Ch5 |  |  |  |  |  |  |  |  |  |  |
| **Grade** | **Q. 1 /8** | **Q. 2 /8** | **Q. 3 /8** | **Q. 4 /8** | **Q. 5 /8** | **Q. 6 /8** | **Q. 7 /8** | **Q. 8 /8** | **Q. 9 /8** | **Q. 10 /8** | **Q. 11 /8** | **Q. 12 /8** |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 0 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 0 | 0 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 0 | 8 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 0 |
| 83 | 8 | 8 | 0 | 8 | 8 | 0 | 8 | 8 | 8 | 8 | 0 | 8 |
| 75 | 0 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 0 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 0 | 8 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 | 0 | 0 |
| 75 | 8 | 8 | 8 | 8 | 8 | 0 | 0 | 8 | 0 | 8 | 0 | 8 |
| 75 | 0 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 0 | 8 | 0 | 0 |
| 67 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 |
| 67 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 | 0 | 8 | 8 | 8 |
| 50 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 77 | 96 | 112 | 104 | 112 | 96 | 96 | 72 | 112 | 64 | 104 | 24 | 48 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| CRJ 100 Fall 2012, Ch5 |  |  |  |  |  |  |  |  |  |  |
| **Grade** | **Q. 1 /8** | **Q. 2 /8** | **Q. 3 /8** | **Q. 4 /8** | **Q. 5 /8** | **Q. 6 /8** | **Q. 7 /8** | **Q. 8 /8** | **Q. 9 /8** | **Q. 10 /8** | **Q. 11 /8** | **Q. 12 /8** |
| 100 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 0 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 0 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 0 | 0 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 0 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 0 |
| 83 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 | 8 | 8 | 8 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 0 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 83 | 0 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 8 | 0 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 |
| 67 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 85 | 104 | 112 | 112 | 112 | 112 | 104 | 96 | 112 | 40 | 112 | 72 | 56 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| CRJ 100 Fall 2011, Ch5 |  |  |  |  |  |  |  |  |  |  |
| **Grade** | **Q. 1 /8** | **Q. 2 /8** | **Q. 3 /8** | **Q. 4 /8** | **Q. 5 /8** | **Q. 6 /8** | **Q. 7 /8** | **Q. 8 /8** | **Q. 9 /8** | **Q. 10 /8** | **Q. 11 /8** | **Q. 12 /8** |
| 100 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 0 |
| 92 | 8 | 8 | 8 | 8 | 8 | 0 | 0 | 8 | 0 | 8 | 0 | 0 |
| 92 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 0 | 8 |
| 92 | 8 | 8 | 0 | 8 | 8 | 0 | 8 | 8 | 0 | 8 | 0 | 0 |
| 83 | 8 | 8 | 0 | 8 | 8 | 8 | 0 | 8 | 8 | 8 | 0 | 0 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 | 0 | 0 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 0 |
| 83 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 0 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 8 | 0 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 8 | 0 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 |
| 75 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 | 8 | 0 |
| 75 | 8 | 8 | 8 | 8 | 0 | 8 | 0 | 8 | 0 | 8 | 8 | 0 |
| 67 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 | 8 | 0 |
| 67 | 8 | 8 | 0 | 8 | 8 | 0 | 8 | 8 | 0 | 8 | 8 | 8 |
| 58 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 0 |
| 58 | 8 | 8 | 8 | 8 | 8 | 8 | 0 | 8 | 8 | 8 | 8 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 78 | 160 | 160 | 136 | 160 | 152 | 136 | 80 | 160 | 64 | 152 | 96 | 48 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CRJ 202; Ch 2; SP 2014 |  |  |  |  |  |  |  |  |  |  |
| Grade | Q. 1  | Q. 2  | Q. 3  | Q. 4 | Q. 5  | Q. 6  | Q. 7  | Q. 8 | Q. 9 | Q. 10 | Q. 11  | Q. 12 | Q. 13  |
| 100 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 92 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 92 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 92 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 85 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 |
| 77 | 0 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 77 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 77 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 69 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 69 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 69 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 69 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 54 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 7.7 | 0 |
| 54 | 0 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 46 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 | 7.7 | 0 | 7.7 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 74.9 | 2.1 | 4.6 | 4.1 | 5.6 | 7.7 | 7.7 | 4.1 | 7.7 | 6.7 | 6.7 | 4.1 | 7.7 | 6.2 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CRJ 202; Ch 2; SP 2014 |  |  |  |  |  |  |  |  |  |  |
| Grade | Q. 1  | Q. 2  | Q. 3  | Q. 4 | Q. 5  | Q. 6  | Q. 7 | Q. 8 | Q. 9 | Q. 10 | Q. 11 | Q. 12  | Q. 13  |
| 92 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 85 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 | 7.7 | 7.7 |
| 85 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 |
| 85 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 69 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 69 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 54 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 0 | 0 | 7.7 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 76.9 | 3.3 | 6.6 | 6.6 | 4.4 | 7.7 | 7.7 | 6.6 | 7.7 | 4.4 | 5.5 | 2.2 | 6.6 | 7.7 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CRJ 202; Ch 2; SP 2014 |  |  |  |  |  |  |  |  |  |  |
| Grade | Q. 1  | Q. 2  | Q. 3  | Q. 4 | Q. 5  | Q. 6  | Q. 7 | Q. 8 | Q. 9 | Q. 10 | Q. 11 | Q. 12  | Q. 13  |
| 100 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 92 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 85 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 |
| 85 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 85 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 85 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 85 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 77 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 77 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 |
| 69 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 69 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 69 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 62 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 62 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 54 | 0 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 54 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 46 | 0 | 0 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 0 | 7.7 | 0 | 7.7 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 73.8 | 1.4 | 5.9 | 4.5 | 4.5 | 7.7 | 7.2 | 5.4 | 7.7 | 7.2 | 5.9 | 3.6 | 7.7 | 5 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CRJ 202; Ch 2; FA 2012 |  |  |  |  |  |  |  |  |  |  |
| Grade | Q. 1  | Q. 2  | Q. 3  | Q. 4 | Q. 5  | Q. 6  | Q. 7 | Q. 8 | Q. 9 | Q. 10 | Q. 11 | Q. 12  | Q. 13  |
| 100 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 100 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 92 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 77 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 |
| 77 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 77 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 |
| 69 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 |
| 69 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 |
| 62 | 0 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 62 | 0 | 0 | 0 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 54 | 0 | 0 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 54 | 7.7 | 0 | 0 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 54 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 0 | 7.7 | 7.7 |
| 54 | 0 | 0 | - | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 54 | 0 | 7.7 | 0 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 46 | 0 | 0 | 0 | 7.7 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 7.7 | 0 | 0 | 0 | 0 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 65.2 | 2.7 | 3.6 | 2.7 | 3.2 | 6.8 | 6.3 | 4.5 | 7.2 | 6.3 | 5.4 | 3.6 | 7.2 | 5.4 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| CRJ 202; Ch 2; FA 2011 |  |  |  |  |  |  |  |  |  |  |
| Grade | Q. 1  | Q. 2  | Q. 3  | Q. 4 | Q. 5  | Q. 6  | Q. 7 | Q. 8 | Q. 9 | Q. 10 | Q. 11 | Q. 12  | Q. 13  |
| 92 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 92 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 |
| 85 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 85 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 77 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 |
| 77 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 77 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 77 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 |
| 77 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 |
| 77 | 7.7 | 7.7 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 77 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 |
| 69 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 |
| 69 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 69 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 0 | 7.7 | 7.7 |
| 69 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
| 62 | 0 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 62 | 0 | 0 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 |
| 62 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 62 | 7.7 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 0 |
| 62 | 0 | 7.7 | 0 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 7.7 | 7.7 | 7.7 | 0 |
| 54 | 0 | 7.7 | 0 | 0 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 0 | 7.7 | 7.7 |
| 54 | 0 | 0 | 0 | 0 | 7.7 | 7.7 | 7.7 | 0 | 7.7 | 7.7 | 0 | 7.7 | 7.7 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 72 | 1.4 | 5.6 | 3.5 | 4.5 | 7.3 | 7 | 5.6 | 7.3 | 7 | 5.6 | 3.8 | 7.7 | 5.6 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CRJ 444, 2014** |  |  |  |  |  |  |
| ***1.4thA*** | 2 1stA | **Midterm** |  1 - Eq. Prot.  |  2 - Gov Power | **Final** | **Exam** | **Course** |
| ***92*** | 95 | 94 | 95 | - | 48 | **71** | **79** |
| ***86*** | 94 | 90 | 93 | 88 | 91 | **90** | **92** |
| ***93*** | 89 | 91 | 90 | 99 | 95 | **93** | **94** |
| ***74*** | 86 | 80 | 86 | 85 | 86 | **83** | **85** |
| ***73*** | 84 | 79 | 82 | 92 | 87 | **83** | **83** |
| ***89*** | 81 | 85 | 85 | - | 43 | **64** | **69** |
| ***93*** | 80 | 87 | 79 | 85 | 82 | **84** | **87** |
| ***80*** | 80 | 80 | 75 | 75 | 75 | **78** | **74** |
| ***90*** | 78 | 84 | 90 | - | 45 | **65** | **69** |
| ***89*** | 78 | 84 | 80 | 75 | 78 | **81** | **54** |
| ***75*** | 75 | 75 | 87 | 59 | 73 | **74** | **73** |
|  |  |  |  |  |  |  |  |
| **CRJ 444, 2013** |  |  |  |  |  |  |
| ***1.4thA*** | 2 1st | **Midterm** | 1 - Eq. Prot |  2 - Gov Power | **Final** | **Exam** | Course |
| ***98*** | 89 | **94** | 90 | 91 | 91 | **92** | **93** |
| ***85*** | 77 | **81** | 80 | 83 | 82 | **81** | **82** |
| ***82*** | 77 | **80** | 78 | 78 | 78 | **79** | **85** |
| ***80*** | 81 | **80** | 83 | 86 | 85 | **82** | **84** |
| ***77*** | 74 | **76** | 71 | 72 | 72 | **74** | **77** |
| ***55*** | 73 | **64** | 75 | 80 | 78 | **71** | **74** |
| ***53*** | 77 | **65** | 85 | 88 | 87 | **76** | **79** |