

## **Criminal Justice Comprehensive Exam Summary:**

### ***Masters Level***

Peregrine Academic Services (PAS) provides assessment services for performing direct assessment of learning outcomes in a range of academic disciplines. The online exams are used to evaluate retained student knowledge in relation to the academic program's learning outcomes.

**This document outlines the Criminal Justice assessment service for the master's academic degree level.**

The assessment service is designed for use by US-based schools and programs.

PAS places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. A description of the approach used to ensure ongoing validity and reliability is provided at the end of this document.

The academic program manager selects topics that align with their learning outcomes and the program curriculum (usually 6-10 topics per exam).

The exams include 10 questions for each topic and each exam is unique as questions are selected at random from the test bank with 50-200 questions per topic.

This document provides information on:

- Topics and the subjects covered within each topic.
- Example questions.
- Assessment Service Validity and Reliability.

The Topics are:

1. Administration of Justice
2. Corrections
3. Courts
4. Criminological Theory
5. Ethics and Diversity
6. Homeland Security
7. Juvenile Justice
8. Law Adjudication
9. Law Enforcement
10. Research and Analytical Skills

## **Topic: Administration of Justice**

### **Subjects**

- Comparative Criminal Justice
- Contemporary Criminal Justice System
- Major Systems of Social Control
- Personnel Management

### **Example Questions**

\_\_\_\_\_ is a type of negotiation where the persons involved in the case agree to meet with an impartial party in an effort to resolve the complaint.

- A. Arbitration
- B. Mediation
- C. Jurisprudence
- D. Voir dire

**Correct Response: A**

Evaluate this example: A police officer becomes involved in an altercation that requires them to use their issued nightstick to subdue a violent suspect. The suspect files a claim in civil court that the officer used excessive force and violated his constitutional rights. As part of the pretrial process the court determines that the agency failed to provide its personnel with training on the use of the nightstick. This would be considered a \_\_\_\_\_ by the courts.

- A. use of excessive force
- B. deliberate indifference
- C. criminally negligent
- D. correct use of force

**Correct Response: B**

## **Topic: Corrections**

### **Subjects**

- Carceral Facilities (Jails/Prisons)
- Community-based Corrections
- History and Correctional Philosophies
- Practice and Legal Environment

### **Example Questions**

Discretionary parole is the release of inmates from prison made by the \_\_\_\_\_.

- A. governor
- B. parole board
- C. probation officer
- D. inmate panel

**Correct Response: B**

The Pennsylvania System is best described as \_\_\_\_\_ and emphasized reformation and avoidance of criminal contamination.

- A. congregate and silent
- B. separate and silent
- C. open
- D. solitary

**Correct Response: B**

## **Topic: Courts**

### **Subjects**

- Federal and State
- History
- Lower Courts
- US Supreme Court

### **Example Questions**

Child support and alimony payments are examples of issues raised in the law of \_\_\_\_\_.

- A. torts
- B. crimes
- C. probate
- D. domestic relations
- E. nations

**Correct Response: D**

Among the states, the most common method of selecting and retaining trial judges is by \_\_\_\_\_.

- A. gubernatorial appointment
- B. popular election
- C. legislative appointment
- D. judicial appointment
- E. promotion from lower courts

**Correct Response: B**

## **Topic: Criminological Theory**

### **Subjects**

- Nature and Causes of Crime
- Offenders
- Typologies
- Victims

### **Example Questions**

The most common criticism of psychological theories among criminologists is that psychological theories \_\_\_\_\_.

- A. suffer from a lack of agreement on measurement issues
- B. suffer from a lack of consensus on theoretical issues
- C. require research practices that are controversial and unethical
- D. contain many ideas that are impossible to empirically validate
- E. rely too heavily in Freudian ideas that have been discredited

**Correct Response: D**

According to Howard Becker, the four major categories of deviant behavior are \_\_\_\_\_.

- A. falsely accused, pure deviant, conforming, and rebellious
- B. pure deviant, conforming, ritualistic deviant, secret deviant
- C. falsely accused, pure deviant, conforming, and secret deviant
- D. pure deviant, ritualistic deviant, conforming, and secret deviant
- E. innovative deviant, ritualistic deviant, conforming deviant, and secret deviant

**Correct Response: C**

## **Topic: Ethics and Diversity**

### **Subjects**

- Deontological and Teleological Ethics
- Diversity Issues in Criminal Justice
- Ethical Decision-Making and Problem Solving
- Ethics in Criminal Justice (Personal, Situation, Professional)

### **Example Questions**

Out in the community, police officers focus on substantive guilt. In court, the focus is on

- 
- A. procedural guilt
  - B. moral blameworthiness
  - C. the rules of criminal procedure
  - D. the admissibility of evidence
  - E. the officer's motivation

**Correct Response: A**

A major reason that police officers are more susceptible to corruption than many other professions is that

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- A. individuals disposed toward police work are also disposed toward corruption
  - B. most of an officer's duties are performed alone and unsupervised
  - C. police officers do not have the same well developed codes of ethics that other professions have
  - D. police officers tend to socialize with the criminal element in society
  - E. police officers have more power than other professions, and power is known to corrupt

**Correct Response: B**

## **Topic: Homeland Security**

### **Subjects**

- History
- International Enforcement Effort
- Legislation and Case Law
- National Enforcement Efforts

### **Example Questions**

Any type of terrorism that is connected to or financed by an individual or organization outside of the borders of the United States would classify as \_\_\_\_\_.

- A. domestic terrorism
- B. international terrorism
- C. cyber terrorism
- D. a criminal law violation of local statutes

**Correct Response: B**

The powers of law enforcement were expanded by the Patriot Act to allow the collection of information with a \_\_\_\_\_ when the information is related to terrorist related activities.

- A. writ
- B. subpoena
- C. affidavit
- D. search warrant

**Correct Response: B**

## **Topic: Juvenile Justice**

### **Subjects**

- Case Law
- Corrections
- Family Violence
- History

### **Example Questions**

\_\_\_\_\_sanctions involve community supervision of offenders and require the offender to abide by specified conditions to remain in the community.

- A. Dependent children
- B. Neglected children
- C. Delinquent children
- D. Status offender

**Correct Response: A**

Juveniles have a right to be considered for diversion but do not have a right to be placed in a(n) \_\_\_\_\_ if they do not meet program criteria.

- A. institution
- B. juvenile hearing
- C. intake hearing
- D. diversion program

**Correct Response: D**



## **Topic: Law Adjudication**

### **Subjects**

- Criminal Law
- Criminal Procedures
- Defense
- Prosecution

### **Example Questions**

While the concept has been interpreted very broadly, the most fundamental aspects of due process are fair notice and \_\_\_\_\_.

- A. the rights to privacy
- B. fair punishment
- C. celerity of punishment
- D. equal opportunity
- E. fair hearing

**Correct Response: E**

Defending clients that the public sees as evil causes a great deal of criticism for defense attorneys. Despite these criticisms, defense lawyers have an ethical obligation to defend the client because of the ethical principle that \_\_\_\_\_.

- A. every criminal defendant is entitled to a defense, no matter how heinous the crime
- B. evil is not a legal concept
- C. no lawyer should represent who intentionally lies
- D. an entity as powerful as the courts should show grace
- E. a trial should always look fair, even when it is not

**Correct Response: A**

## **Topic: Law Enforcement**

### **Subjects**

- Case Law
- History
- Police Organization and Subculture
- Practice (Local, State, Federal)

### **Example Questions**

\_\_\_\_\_ is a rule created by the courts to prevent illegally seized evidence from being used in trial proceedings.

- A. Exclusionary rule
- B. Public Safety doctrine
- C. Inevitable discovery doctrine
- D. M'Naughten Rule

**Correct Response: A**

Identified as a significant case precedent related to the use of advanced technologies by the police, what US Supreme Court case involved the use of a thermal imaging device by the police?

- A. Tennessee v. Garner
- B. Brown v. Mississippi
- C. Miranda v. Arizona
- D. Kyllo v. US

**Correct Response: D**

## **Topic: Research and Analytical Skills**

### **Subjects**

- Quantitative Methods in Conducting Criminal Justice Research
- Quantitative Methods in Analyzing Criminal Justice Research
- Qualitative Methods in Conducting Criminal Justice Research
- Qualitative Methods in Analyzing Criminal Justice Research

### **Example Questions**

A researcher administers a survey about community problem solving to a group of police officers. The results show that officers believe they need more autonomy to effectively solve problems. These results are used to enact new policies that give officers broader discretion in the field. This is an example of

- 
- A. operationalization
  - B. rationalization
  - C. applied research
  - D. pure research
  - E. a paradigm shift

**Correct Response: C**

Key considerations in improving the likelihood of rejecting the null hypothesis for the repeated measures t-test are \_\_\_\_\_.

- A. a large mean difference and large variance
- B. a large mean difference and small variance
- C. a small mean difference and large variance
- D. a small mean difference and small variance
- E. a large mean difference and moderate variance

**Correct Response: B**

## Assessment Service Validity and Reliability

### Introduction

The programmatic assessment services provided by Peregrine Academic Services (PAS) are used to assess retained knowledge of students at various academic degree levels. Schools deploy these services to evaluate the effectiveness of their academic programs, identify areas for improvement, and demonstrate program outcomes to external stakeholders.

PAS places a high priority on ensuring the validity and reliability of the assessment services. These practices begin at the design stage and continue through beta-testing, and with ongoing regularly scheduled quality reviews. The following outlines the approaches used to ensure ongoing validity and reliability.

**Validity** refers to the extent to which the test banks and the services measure the phenomena under consideration.

**Reliability** refers to the extent to which the exam results are repeatable and therefore data sets can be compared over time.

### Design Features that Impact Validity and Reliability

The following features apply to all assessment services.

- Exam scoring is 100% objective using automated marking.
- Each exam viewed by a student is unique using a random selection of questions from the test bank in random topic order.
- Timed response periods for questions. When the user navigates away from the exam screen, the screen fades, a message appears informing the user that he/she has left the exam window and the questions are timed.
- Students are unable to copy/paste from the exam window.
- The exam services meet the security requirements for Management of Information Technology (MIS) Sarbanes-Oxley (SOX) compliant organizations.
- Abandoned exams are excluded from summary reports.

## Ensuring Ongoing Validity and Reliability

### Validity

To ensure test bank validity, the following measures were adopted when the initial test banks were created. The same principles are used with subsequent changes to the test banks.

- The specific accreditation or certification requirements related to learning outcomes evaluation were used to determine the topics and subjects for the test banks.
- Current teachings for each topic were considered regarding the foundational level of each test bank.
- Exam questions were written and reviewed by academic professionals within each discipline. Similar subject matter experts are used with subsequent editing and for new questions.
- Each topic has questions designated for 4-8 subjects per topic to help ensure appropriate breadth of coverage and allow for specific learning outcomes measurement.
- Exam responses are either correct or incorrect with only one possible correct choice. Scores are determined by summarizing the percent correct: per subject, per topic, and by total score.

### Reliability

PAS contracted with external experts to design a comprehensive and statistically sound approach to measuring assessment service reliability. The result is that each year, a *Reliability Report* is generated for each assessment service. The report generates data for several reliability metrics and the data for each are compared with acceptability criteria to determine which test questions should be modified or replaced. Subject matter experts in the field are then contracted to modify/replace the targeted questions. Hence, the assessment service is regularly reviewed and improved to ensure ongoing reliability.

Reliability is determined by measuring *Item Difficulty*, *Item Discrimination* and *Question Interchangeability*.

**Item Difficulty** refers to percentage of students who answer questions correctly. Data are generated by topic and for each individual question. The target Item Difficulty is 60 percent correct with an acceptable range of 35 – 80 percent.

**Item Discrimination** refers to how well a question distinguishes between those students with more knowledge (higher overall exam scores) from those with less knowledge. Two measures are used: *Discrimination Index* and *Point-Biserial Correlation*.

For a given question, the Discrimination Index compares the scores of students with high overall test scores with students with low overall test scores. The scale is -1 to +1, with higher values indicating that a given question better distinguishes between high and low performing students. A value of  $\geq 0.20$  is considered acceptable.

Point-Biserial Correlation is equal to the Pearson's Correlation Coefficient between the scores on the entire exam and the scores on a specific question. A score of  $\geq 0.10$  is considered acceptable.

When assessing the quality of questions, both the Discrimination Index and the Point-Biserial Correlation Coefficient are reviewed.

**Question Interchangeability** refers to the ability to substitute a question in the test bank with another without significantly affecting the total score that an individual would receive on the exam. This is determined using Cohen's Effect Size  $d$  calculated based on a two-tailed  $t$ -test comparing the total score for all students who had that question in their exam versus the total score of the students who did not have that question in their exam. The scale is 0-1.0 and a score of  $< 0.20$  is considered acceptable.