

CRIMINAL JUSTICE ASSESSMENT PLAN

I. Mission

Our Criminal Justice program moves beyond a focus on *how* the system works and instead asks students to critically assess *why* the system looks the way it does, *who* benefits/suffers, and to consider *how* justice *should* look in the future. We are consistent with the College's goals because our requirements: combine *breadth of knowledge across fields* with *depth of knowledge within the Criminal Justice field*; emphasize critical thinking and fundamental literacies (e.g., reading critically across the disciplines, communicating effectively, evaluating information and statistical data); build skills needed to navigate living and working in diverse communities, including an appreciation for multiple lifeways; encourage ethical decision-making, and require hands-on learning in the field. Through our program, students develop hard and soft skills that prepare them for *employment in a field that is continually evolving* and for later *transitions into other careers*.

II. Program Goals

We designed the Criminal Justice program with four broad goals in mind. We aspire to:

Goal 1: Provide students with knowledge of the historical and philosophical traditions that provide the foundation for the U.S. Criminal Justice system

Goal 2: Approach Criminal Justice as a critical social science

Goal 3: Offer students an applied understanding of Criminal Justice processes and institutions

Goal 4: Help students acquire practical knowledge and skills necessary for future careers in Criminal Justice

III. Student Learning Objectives

We designed the Criminal Justice program with the following learning objectives in mind:

Student Learning Objective 1a: Students should understand and be able to discuss the historical development of the Criminal Justice system.

Student Learning Objective 1b: Students should be able to analyze the major debates related to definitions of crime, understandings of criminality, and philosophies of punishment.

Student Learning Objective 1c: Students should understand the connections among Criminal Justice and other disciplines across the Liberal Arts (e.g., history, philosophy, etc.).

Student Learning Objective 2a: Students should be able to apply and critique theories explaining criminal conduct in society.

Student Learning Objective 2b: Students should become effective consumers of crime data, media reports, and politicians' claims about crime and the (in)effectiveness of social control policies.

Student Learning Objective 2c: Students should be able to formulate research questions and effectively use the research tools to analyze the data in response to these questions.

Student Learning Objective 2d: Students should be able to understand the implications of social science for the goal of social justice.

Student Learning Objective 3a: Students should be familiar with and critically evaluate the Criminal Justice system at local, state, federal, and global levels.

Student Learning Objective 3b: Students should understand how individuals move through the Criminal Justice system (i.e., policing, courts, and correctional processing).

Student Learning Objective 3c: Students should understand the relationships among Criminal Justice institutions and other important social institutions (e.g., economy, polity, family, etc.).

Student Learning Objective 4a: Students should be familiar with career options and begin to build a Criminal Justice network of professionals and community agencies.

Student Learning Objective 4b: Students should be able to connect course materials to real life situations through hands-on learning.

IV. Measurable Learning Outcomes

We expect students who complete the Criminal Justice Program to be able to do the following:

Learning Outcome 1a1: Students will know the history of common law.

Learning Outcome 1a2: Students will be able to connect contemporary aspects of the U.S. legal system to their common law roots.

Learning Outcome 1b1: Students will correctly use Criminal Justice terminology.

Learning Outcome 1b2: Students will be able to compare and contrast philosophies of punishment.

Learning Outcome 1c1: Students will connect philosophies of punishment to a specific correctional institution (i.e., Auburn Correctional Facility).

Learning Outcome 1c2: Students will connect local history to a specific correctional institution (i.e., Auburn Correctional Facility).

Learning Outcome 2a1: Students will know the strengths and weaknesses of major theories.

Learning Outcome 2a2: Students will be able to apply theories to specific cases.

Learning Outcome 2b1: Students will be able to interpret basic statistics.

Learning Outcome 2b2: Students will know the strengths and weaknesses of major crime datasets (e.g., UCR, NCVS, etc.).

Learning Outcome 2c3: Students will be able to use appropriate software packages (e.g., SPSS, PSPP, NVivo, etc.).

Learning Outcome 2c1: Students will know the assumptions of positivist epistemology.

Learning Outcome 2c2: Students will be able to develop theoretical and operational definitions for criminal justice variables.

Learning Outcome 2c3: Students will know the strengths and weaknesses of experiments, social surveys, content analysis, and qualitative interviewing.

Learning Outcome 2c4: Students will write research reports appropriate for the social sciences.

Learning Outcome 2d1: Students will be able to compare and contrast different models of justice.

Learning Outcome 2d2: Students will be able to identify the real-world implications of research findings.

Learning Outcome 3a1: Students will understand the various types of laws and courts that operate at each level.

Learning Outcome 3a2: Students will understand how crime (e.g., terrorism, genocide, cybercrime, human trafficking, etc.) connects the local and global.

Learning Outcome 3b1: Students will understand the stages of the Criminal Justice system and know the professional duties associated with each role.

Learning Outcome 3b2: Students will be able to describe the process through which a specific case would move through the Criminal Justice System.

Learning Outcome 3b3: Students will understand the rights of the accused/imprisoned.

Learning Outcome 3c1: Students will understand the relationships between opportunity structures associated with race, class, gender and criminal behavior.

Learning Outcome 3c2: Students will understand the relationship between prior criminal behavior and incarceration with the likelihood of individuals' future success or failure in conventional opportunity structures.

Learning Outcome 4a1: Students will develop a professional portfolio.

Learning Outcome 4a2: Students will complete a minimum of 80 hours working with professionals in a Criminal Justice field.

Learning Outcome 4b1: Students will document firsthand observations from the field.

Learning Outcome 4b2: Students will synthesize observations and course materials.

V. Means of Assessment

Most courses in the Criminal Justice curriculum have multiple learning objectives; yet, courses tend to emphasize some learning objectives more so than others. The following table indicates where, how, and by what standard we will assess specific learning outcomes associated with our learning objectives:

| Goal | Objective | Outcome | How Outcome is Measured | Measurement Tool | Success Criteria | Data Location |
|------|---|--|-------------------------|------------------|--|----------------------|
| 1 | <i>Provide students with knowledge of the historical and philosophical traditions that provide the foundation for the U.S. Criminal Justice system</i> | | | | | |
| | A. Students should understand and be able to discuss the historical development of the Criminal Justice system. | 1. Students will know the history of common law. | CRIM 301 | Exam | Majority of students earning 75% or higher | Karbhari |
| | | 2. Students will be able to connect contemporary aspects of the U.S. legal system to their common law roots. | CRIM 301 | Essay | Majority of students earning 75% or higher | Karbhari |
| | B. Students should be able to analyze the major debates related to definitions of crime, understandings of criminality, and philosophies of punishment. | 1. Students will correctly use Criminal Justice terminology. | CRIM 115 | Exam | Majority of students earning 75% or higher | Renfrow and Karbhari |
| | | 2. Students will compare and contrast philosophies of punishment. | CRIM 302 | Essay | Majority of students earning 75% or higher | Karbhari |

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|-------------|---|--|--------------------------------|-------------------------|--|----------------------|
| | C. Students should understand the connections among Criminal Justice and other disciplines across the Liberal Arts (e.g., history, philosophy, etc.). | 1. Students will connect philosophies of punishment to a specific correctional institution (i.e., Auburn Correctional Facility). | CRIM 303 | Essay | Majority of students earning 75% or higher | Karbhari |
| | | 2. Students will connect local history to a specific correctional institution (i.e., Auburn Correctional Facility). | CRIM 303 | Essay | Majority of students earning 75% or higher | Karbhari |
| Goal | Objective | Outcome | How Outcome is Measured | Measurement Tool | Success Criteria | Data Location |
| 2 | <i>Approach Criminal Justice as a critical social science</i> | | | | | |
| | A. Students should be able to apply and critique theories explaining criminal conduct in society. | 1. Students will know the strengths and weaknesses of major theories. | CRIM 115 | Essay | Majority of students earning 75% or higher | Renfrow and Karbhari |
| | | 2. Students will be able to apply theories to specific cases. | CRIM 115 | Essay | Majority of students earning 75% or higher | Renfrow and Karbhari |

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| | B. Students should become effective consumers of crime data, media reports, and politicians' claims about crime and the (in)effectiveness of social control policies. | 1. Students will be able to interpret basic statistics. | MATH 151 | Final Grade | Majority of majors earning C+ or higher final grade | Renfrow and Karbhari |
| | | 2. Students will know the strengths and weaknesses of major crime datasets (e.g., UCR, NCVS, etc.). | CRIM 115 | Quiz | Majority of students earning 75% or higher | Renfrow and Karbhari |
| | | 3. Students will be able to use appropriate software packages (e.g., SPSS, PSPP, NVivo, etc.). | SOC 294 | Short Writing Assignment | Majority of students earning 75% or higher | Renfrow |
| | C. Students should be able to formulate research questions and effectively use the research tools to analyze the data in response to these questions. | 1. Students will know the assumptions of positivist epistemology. | SOC 294 | Short Writing Assignment | Majority of students earning 75% or higher | Renfrow |
| | | 2. Students will be able to develop theoretical and operational definitions for criminal justice variables. | SOC 294 | Short Writing Assignment | Majority of students earning 75% or higher | Renfrow |

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| | | 3. Students will know the strengths and weaknesses of experiments, social surveys, content analysis, and qualitative interviewing. | SOC 294 | Short Writing Assignment | Majority of students earning 75% or higher | Renfrow |
| | | 4. Students will write research reports appropriate for the social sciences. | CRIM 401 | Research Report | Majority of students earning B or higher | Renfrow and Karbhari |
| | D. Students should be able to understand the implications of social science for the goal of social justice. | 1. Students will be able to compare and contrast different models of justice. | CRIM 301 | Essay | Majority of students earning 75% or higher | Karbhari |
| | | 2. Students will be able to identify the real-world implications of research findings. | CRIM 301 | Essay | Majority of students earning 75% or higher | Karbhari |
| Goal | Objective | Outcome | How Outcome is Measured | Measurement Tool | Success Criteria | Data Location |
| 3 | <i>Offer students an applied understanding of Criminal Justice processes and institutions</i> | | | | | |
| | A. Students should be familiar with and critically evaluate the Criminal Justice system at local, state, federal, and global levels. | 1. Students will understand the various types of laws and courts that operate at each level. | CRIM 303 | Essay | Majority of students earning 75% or higher | Karbhari |

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|--|--|---|----------|-------|--|----------|
| | | 2. Students will understand how crime (e.g., terrorism, genocide, cybercrime, human trafficking, etc.) connects the local and global. | CRIM 303 | Essay | Majority of students earning 75% or higher | Karbhari |
| | B. Students should understand how individuals move through the Criminal Justice system (i.e., policing, courts, and correctional processing). | 1. Students will understand the stages of the Criminal Justice system and know the professional duties associated with each role. | CRIM 301 | Essay | Majority of students earning 75% or higher | Karbhari |
| | | 2. Students will be able to describe the process through which a specific case would move through the Criminal Justice System. | CRIM 301 | Essay | Majority of students earning 75% or higher | Karbhari |
| | | 3. Students will understand the rights of the accused/imprisoned. | CRIM 302 | Quiz | Majority of students earning 75% or higher | Karbhari |
| | C. Students should understand the relationships among Criminal Justice institutions and other important social institutions (e.g., economy, polity, family, etc.). | 1. Students will understand the relationships between opportunity structures associated with race, class, gender and criminal behavior. | CRIM 201 | Essay | Majority of students earning 75% or higher | Karbhari |

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|-------------|---|--|--------------------------------|---|--|----------------------|
| | | 2. Students will understand the relationship between prior criminal behavior and incarceration with the likelihood of individuals' future success or failure in conventional opportunity structures. | CRIM 115 | Exam | Majority of students earning 75% or higher | Renfrow and Karbhari |
| Goal | Objective | Outcome | How Outcome is Measured | Measurement Tool | Success Criteria | Data Location |
| 4 | <i>Help students acquire practical knowledge and skills necessary for future careers in Criminal Justice</i> | | | | | |
| | A. Students should be familiar with career options and begin to build a Criminal Justice network of professionals and community agencies. | 1. Students will develop a professional portfolio. | CRIM 401 | Professional resume, cover letter, and comp. exam reflection essay | 100% completion | Renfrow and Karbhari |
| | | 2. Students will complete a minimum of 80 hours working with professionals in a Criminal Justice field. | CRIM 290/390 | Hour log documenting 80+ hours and positive evaluation from site supervisor | 100% completion | Renfrow and Welsh |

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|--|---|--|--------------|--|-----------------|-------------------|
| | B. Students should be able to connect course materials to real life situations through hands-on learning. | 1. Students will document firsthand observations from the field. | CRIM 290/390 | Journal | 100% completion | Renfrow and Welsh |
| | | 2. Students will synthesize observations and course materials. | CRIM 290/390 | Reflective essay and poster presentation | 100% completion | Renfrow and Welsh |

VI. How Assessment Data Will Be Used

Each year we will assess how well the Criminal Justice program meets success criteria for one program goal. We will use the following schedule:

- 2016-2017 Goal 1: Provide students with knowledge of the historical and philosophical traditions that provide the foundation for the U.S. Criminal Justice system
- 2017-2018 Goal 2: Approach Criminal Justice as a critical social science
- 2018-2019 Goal 3: Offer students an applied understanding of Criminal Justice processes and institutions
- 2019-2020 Goal 4: Help students acquire practical knowledge and skills necessary for future careers in Criminal Justice

Each year we will conduct exit interviews with seniors to supplement our analyses. This interview will take the form of a focus group discussion around two broad questions (i.e., Which aspects of the major contributed most to your learning? and Which aspects of the major, if any, distracted from your learning?) and follow-up questions regarding three specific areas: advising (i.e., academic, career, personal), the senior experience (i.e., thesis, poster session, comprehensive exam), and the academic program (i.e., courses, major requirements, experiential learning).

We will present the results of these analyses in an annual report.