

CRIMINAL JUSTICE ANNUAL REPORT 2015-2016

I. The Annual Assessment Meeting

Professors Renfrow and Karbhari met twice throughout the 2015-2016 for program assessment. They met from on 11:00am-1:30pm on Thursday, December 17, 2015 to develop program goals, student learning goals, and measurable learning outcomes. They met from 10:30am-12:30pm on Monday, May 9, 2016 to complete the remaining cells of the Means of Assessment table and decide how assessment data will be used. Professors Renfrow and Karbhari attended the EPC Assessment workshop on Wednesday, February 17, 2016 from 12:30pm-1:30pm. This meeting helped them prepare the Criminal Justice Assessment Plan and this report.

II. Examination of Assessment Data

While we spent most of our time developing a new assessment plan for the program, we did collect self-reports from CRIM 115 students at the completion of the Fall semester. Our previous assessment plan identified this course as the primary site where students learn about the historical/philosophical foundations of the U.S. Criminal Justice system, develop and use criminal justice terminology, and learn and apply criminological theories. The table below provides student feedback on these three items (n=18).

<i>This course helped me learn about the historical and philosophical traditions that provide the foundation for the U.S. Criminal Justice system.</i>				
3 Strongly Agree	14 Agree	1 Undecided	0 Disagree	0 Strongly Disagree
<i>This course helped me use a criminological vocabulary for the study of law, criminality, and punishment in my written and oral work.</i>				
5 Strongly Agree	9 Agree	4 Undecided	0 Disagree	0 Strongly Disagree
<i>This course helped me learn about criminological theories which explain the types and rates of criminal conduct that exists in society.</i>				
4 Strongly Agree	13 Agree	1 Undecided	0 Disagree	0 Strongly Disagree

Based on the distribution of these self-reported data, CRIM 115 appears to be successful in meeting these three goals. A large majority of students strongly agree or agree that the course helped them learn about historical/philosophical foundations, develop a criminological vocabulary, and learn criminological theory. Given that four students were undecided whether the course helped them develop a criminological vocabulary is surprising because the first few weeks of the course introduce students to new concepts. In the future, we will explicitly emphasize this point to students in class and make sure this objective is clearly defined on the syllabus. We should note that this analysis only captures student perceptions about their learning. It does not permit us to assess whether students actually learned what they claim. As we implement our new assessment plan—starting next year—we will be better equipped to assess actual student learning.

III. Program Changes

This year we introduced two new courses: CRIM 201 Juvenile Justice and CRIM 303 Comparative Systems of Social Control. In the Spring, 18 students enrolled in Juvenile Justice and eight students enrolled in Comparative Justice Systems. These courses counted toward CML and LGI requirements respectively. We include course descriptions below:

CRIM 201 Juvenile Justice

While young people have always been involved in rule-breaking behavior, it was not until the early 19th century that the concept of juvenile delinquent took shape. Through reading and discussion, we trace the development of this social category and explore the criminal justice system's response to this particular type of offender.

CRIM 303 Comparative Systems of Social Control

The study of Criminal Justice in contemporary society requires a focus the diverse institutions and mechanisms of justice and social control that exist throughout the developed and developing world. Through a cross-cultural comparative approach, the course will explore contemporary topics in international law, including genocide, caste-system, transnational crimes.

Once the major receives New York State approval, we will consider designating both courses as required for the major.

IV. Action Plan for the Coming Year

During the 2016-2017 academic year, we will collect data to assess Program Goal 1, which states that we “provide students with knowledge of the historical and philosophical traditions that provide the foundation for the U.S. Criminal Justice system”. Data will come from various assignments in CRIM 115 during the Fall and CRIM 302 during the Spring. Professor Karbhari will be responsible for collecting these data, and together, she and Professor Renfrow will analyze them. Professors Renfrow and Karbhari will collect focus group data from seniors during the Spring to supplement these analyses. They will make sure that syllabi for the year’s courses include both program goals and student learning objectives.

V. The Updated Assessment Plan

Throughout the year, we developed a new assessment plan. We attach a copy to this report.