



**California State University, Sacramento
Division of Criminal Justice**

**2012-2013
Division Assessment Report**

Committee Members:

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INTRODUCTION

In the Academic Year (AY) 2012-2013, the Division of Criminal Justice carried out a variety of activities related to assessment. The Division's assessment plan reflects the Division Mission:

The mission of the Division of Criminal Justice is to prepare the leaders of tomorrow's criminal justice community to make positive decisions. Through a multi-disciplinary curriculum and a faculty with diverse expertise, experiences and perspectives, (1) students are exposed to the theories, applications and ethics related to crime and justice. Guided by a faculty dedicated to innovative teaching, scholarly achievement and service, students will become confident, visionary professionals who (2) appreciate evidenced based reasoning, creative and critical thinking, (3) diversity, equity, and (4) believe in lifelong learning.

The elements of this Mission can be found in the Division's Program Learning Goals as well. Following the path laid out in Assessment Committee's Long Term Plan, which was adopted by the Division faculty at the 8/24/12 faculty retreat, the focus for the 2012-13 AY centered on critical thinking and the project developed and completed by the Faculty Learning Community (FLC), a sub-committee of the Division's Assessment Committee. Additionally, this report will discuss the Division-wide definition for Critical Thinking; the Division's expected standard for critical thinking skills of its graduates; Division-approved Program Learning Goals; and work related to the Division graduate program.

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment, etc.), and/or the university baccalaureate learning goals?

a. If so, what are those changes and b. How were those changes implemented?

*** Formal adoption of the Assessment Committee's Long-Term Plan for on-going assessment:** In the AY 2012-13, the Assessment Committee emphasized getting more faculty involved in the assessment process by providing on-going feedback, information sharing, and eventually designing individual and collective responses to assessment findings. At the Annual Faculty meeting on 8/24/12, the Assessment Committee presented information on its Long-Term Plan, which provides for an annual review of various learning goals on a 6 year cycle. This cycle corresponds to the time-frame of the Program Review process. The Long-Term Plan allows for annual review of each of the selected learning goals as well as reflection and responses to the data collected on a particular learning goal in the prior year.

This important piece of the assessment process—closing the loop—was something that the Assessment Committee realized that it had not been doing effectively. According to the WASC handbook, 'closing the loop' refers to:

“ . . . the four-step assessment cycle and the need to complete the cycle in order to improve learning.” WASC defines 'assessment of student learning' as “an on-going, iterative process consisting of four basic steps: 1. Defining learning outcomes; 2. Choosing a method or approach and then using it to gather evidence of learning; 3. Analyzing and interpreting the evidence; and 4. Using this information to improve student learning.”

“‘Completing the cycle’ may be understood as 1. completing step 4; or 2. completing step 4 and then repeating the cycle to see whether the changes implemented have produced the desired result.”¹ The faculty voted on and approved the Assessment Committee's Long-Term Plan, which begins with an assessment of Critical Thinking in Year 1 (AY 2012-13).

¹ WASC 2012 Handbook of Accreditation http://wascsenior.org/files/Handbook_of_Accreditation.pdf

*** Discussion and approval of the Course Cluster/Cohort Review form:** In an effort to involve the entire Division faculty, at the Annual Faculty Retreat, the Assessment Committee proposed a revision to the Course Cluster/Cohort Review Form. Moving forward, the Course Cluster/Cohort Review form will include the following question:

How are your assignments designed to address both critical thinking and problem-solving skills? How are you evaluating, or measuring, student success with respect to those two skills?

Concerns centered around getting ALL faculty involved (full-time and part-time), scheduling meetings for these cohorts, and possibly providing time at the monthly faculty meetings for cohorts to report on their progress., Many ideas were generated, and the Assessment Committee will likely take up this issue in the AY 2013-14.

*** Formal adoption of the Division-wide Program Learning Goals as aligned with the University Baccalaureate Learning Goals:**

During the AY 2011-12, the Division began the process of revising Program Learning Goals. The final set of Program Learning Goals were voted on and approved by the Division faculty in Spring 2013.

The Division's four main goals focus on the following:

1. Competency in the Discipline (of Criminal Justice), with specific emphasis on 6 areas including criminal and juvenile justice processes; criminology; law enforcement; law adjudication; corrections; and research and analytic methods;
2. Intellectual and Practical Skills, with specific emphasis on the ability of students to think critically, effectively communicate in writing, speech, and interpersonal relations;
3. Values: Personal and Social Awareness, with specific emphasis on student capacity for ethical reasoning, life-long learning, cultural/global awareness, sensitivity and respect for diversity, civic-mindedness and social responsibility; and
4. Integrative Learning, with specific emphasis on student capacity for leadership in the field and complex problem-solving. These Program Learning Goals align closely with the University's Baccalaureate Learning Goals, all of which are demonstrated through the application of knowledge and skills to complex social, political, economic, and global problems.

The Long-Term Plan reflects these Program Learning Goals, all of which will be assessed on a rotating annual basis, which fluctuates on a 6 year Program Review Cycle.

c. How do you know if these changes have achieved the desired results?

Evidence of achieving desired results from the Division's assessment efforts can be found in the following activities:

- * the development and approval of updated program learning goals;
- * data collection efforts during Fall 2012 with the Faculty Learning Community (FLC);
- * establishing a Division-wide definition of and benchmarks for measuring critical thinking;
- * identification of common texts for particular courses in the event the bookstore does not receive book orders on time; and
- * a long-term assessment plan has assisted with a new level of organization to the Division's assessment process.

As a result of these changes, when the make-up of the Assessment Committee changes, the assessment plan for Division will remain in place and organized. We have a road map that will guide the Committee for many years to come.

Additionally, the discussions with the faculty as a whole regarding what we believe critical thinking to be, how we are each advancing those skills in our classrooms, and what we expect from our graduating seniors were beneficial to the cohesiveness of the Division around assessment and the pedagogy of critical thinking. In the future, the Division plans to have the same discussions with the part-time faculty so they can be more closely aligned with the full-time faculty.

2. As a result of last year's assessment effort, have you implemented any other changes the department, the college, or the university, including advising, co-curriculum, budgeting and planning?

a. If so, what are those changes and b. How did you implement those changes?

The feedback the Division received from the Office of Academic Program Assessment (OAPA) on its assessment efforts for the AY 2011-12 indicated that the Minor Program as well as our Graduate Program had not been assessed in terms of student learning.² During the 2012-13 AY, the Assessment Committee and the Division continued its focus on the Undergraduate Program. However, changes were made to the other two programs.

Criminal Justice Minor

Due to the Division's status as an *impacted program*, admission to the Minor has been suspended. This program will not be evaluated until the program resumes.

Graduate Program

Feedback by the Office of Academic Program Assessment (OAPA) to the Assessment Committee's 2011-12 report indicated that the Division of Criminal Justice's Graduate Program has not been formally assessed and nor was OAPA sure as to whether or not the CrJ Graduate Program had developed Learning Goals.³ During the 2011-12 AY, the Graduate Committee, Chaired by Graduate Coordinator, Dr. Yvette Farmer, worked on updating and developing Graduate Program Learning Goals in order to achieve compliance with Title V of the California Education Code. This idea was discussed in Graduate Council as a direction in which departments should proceed.

During the 2012-13 AY, the Graduate Committee added assessment components, or outcomes, to its new Learning Goals. Though Division committees often work in tandem to achieve assessment-related goals, it is important to point out that the work done in the

² Office of Academic Program Assessment, CSUS, October 2012, "Feedback for the 2011-2012 Annual Assessment Report—Division of Criminal Justice."

³ *Ibid.*, p. 3.

Criminal Justice Graduate Program committee is generated by the OGS and every graduate department on campus is working on the same assessment-related issues. Documents relevant to the Graduate Program can be found in Appendix B.

c. How do you know if these changes have achieved the desired results?

Although our student-faculty ratio remains one of the highest on campus, suspension of admission into the Minor in Criminal Justice has assisted in relieving the pressures consistent with having more student demand than the Division has resources to meet.

In terms of the Division's Graduate Program, with the Learning Goals and Outcomes established, the Graduate Program Committee, whose Coordinator is also an active and long-standing member of the Division Assessment Committee (and a member of the campus Graduate Council), will continue to work with the Office of Graduate Studies and the Division Assessment Committee on future assessment efforts.

3. What PROGRAM learning outcome(s) have you assessed this academic year (2012-13)?

The Division's Assessment Committee focused on the *Critical Thinking* Program Learning Outcome:

II. Intellectual and Practical Skills

A. The criminal justice major at CSUS will be expected to *think critically*.

The efforts of the Assessment Committee can be seen in the work produced by the 2012 Faculty Learning Community on Assessment, as well as the entire Division Assessment Committee and the Division Faculty. At the 3/8/13 faculty meeting, the Division Faculty discussed and approved a Division-wide definition of Critical Thinking, which will be used in future assessment efforts on critical thinking. ***Critical thinking is an analytical skill set that emphasizes the comprehensive exploration of issues, ideas, concepts, empirical evidence, artifacts, and events prior to developing an opinion about an issue or concept/ideology.***

4. What method(s)/measure(s) have you used to collect the data?

In the Fall 2012 semester, a subcommittee of the Division's Assessment Committee—the Faculty Learning Community (FLC)—collected data in two of our capstone courses comprised of graduating seniors, *CrJ 190: Contemporary Issues in Criminal Justice*, by administering a Signature Assignment (Writing & Critical Thinking Essay) during a single class period in order to assess the critical thinking learning goal. The Signature Assignment was included in the 2011-12 Assessment Report but has been included here for reference in Appendix C. ▼

Deleted:

Data collection procedure:

Data were collected during class time of 2 sections of CRJ 190. The Division of Criminal Justice has 228 graduating seniors for the Fall 2012 semester, and the committee aimed at evaluating 25% (a quarter) of its graduating class. Therefore, a sample of 57 was generated for analysis, but ultimately, only 56 essays were evaluated from the two sections of CRJ 190.

Scoring Protocol:

Four (4) members of the Assessment Committee read 28 exams each (divided into teams of 2). Each member read the same three papers and then met to discuss and establish inter-rater reliability. Each group of two raters double-read their 28 exams and compared scores to increase reliability. In retrospect, the norming process was lacking in clear communication and expectations which resulted in inconsistencies in the qualitative analysis of the signature assignment. The Assessment Committee also experienced less than ideal conditions in that: 1) one committee member was not able to assist with analysis; and 2) the timing of the analysis fell at a particularly busy time of the semester. The results are informative, but the committee also acknowledges that stronger planning and refined processes need to be implemented for data analysis in AY 2013-2014.

Test Administration

To help seniors take the exam more seriously, the two participating sections of CRJ 190 agreed to make the essay test worth 10 percent of the CRJ 190 grade. Administration of the exam was standardized, giving every participating senior the same test instructions on the same day. Likewise, the scoring rubric and test background information (data & scenario) provided to students a full class period before exam administered. On exam day, students were asked to come to class with no notes or books. They were supplied with scratch paper and given the test material again (data and scenario) along with the related question prompt. Students were then directed to email their completed exams to their professor or upload the exam onto the SacCT platform. Each participant completed the test on a computer with the same time to finish (50 minutes).

5. What are the criteria and/or standards of performance for the program learning outcome?

The Critical Thinking VALUE rubric was used to evaluate the signature assignment. The range of possible scores on this rubric is 1 – 20. Please see Appendix C for the VALUE rubric and a full breakdown of scores. According to the VALUE Rubric, critical thinking is defined as “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.”⁴ Based on the Critical Thinking VALUE Rubric, the **criteria for performance measurement** include the following:

- * Explanation of issues
- * Evidence
- * Influence of context & assumptions
- * Student’s position
- * Conclusions and related outcomes

At the time of the data collection and analysis, the Division did not have an established numerical standard of performance for critical thinking. The reason for not having a standard at this time was because this assessment process with the FLC was new, and the Division Assessment Committee wanted to see how the students performed currently before establishing a set standard in moving

⁴ Critical Thinking VALUE Rubric, http://www.aacu.org/value/rubrics/index_p.cfm

forward with future assessment efforts. At the 4/12/13 faculty meeting, the Division Faculty voted to accept the Fall 2012 assessment findings, (as shown in the “Total” column of the 2012 data matrix, which can be found below) for each component of critical thinking as our current program standards for the critical thinking goal. More specifically, the standards break down accordingly:

Criteria for Performance Measurement and Numerical Standard for Critical Thinking:

- * Explanation of issues= 2.8
- * Evidence = 2.6
- * Influence of context & assumptions= 2.6
- * Student’s position= 2.6
- * Conclusions and related outcomes= 2.5
- TOTAL= 13.2

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?

Data Overview

This table illustrates the total scores for each level of each criteria for the Critical Thinking VALUE rubric.

<i>Evaluators can assign a zero to any work that does not meet the benchmark (cell one) level performance.</i>	Capstone 4	Milestones 3 2		Benchmark 1
Explanation	4	3	2	1
Evidence	4	3	2	1
Context/Assumptions	4	3	2	1
Position	4	3	2	1
Conclusion/Outcome	4	3	2	1
TOTAL SCORE RANGE:	20	15	10	0-5

The table below illustrates the average for each reviewer for each critical thinking criteria. Though average total scores seem similar, there are differences by components (within rows, across committee members), and there are differences in committee member average scores.

Average score on each component with the average total score by committee member:

Averages	Tim	Mary	Sue	Yvette	Total
Explain	2.79	3.04	2.86	2.57	2.82
Evidence	2.57	2.5	3.04	2.46	2.64
Context	2.54	2.68	2.93	2.39	2.64
Position	2.46	2.75	2.82	2.54	2.64
Conclusion	2.39	2.54	2.86	2.32	2.53
Total	12.75	13.5	14.5	12.29	13.27

a. In what areas are students doing well and achieving the expectations?

Data collected from this assessment cycle suggest that our students are meeting the MILESTONE level of performance for Critical Thinking, which we have determined to be an “average” level of performance. In fact, in all previous assessment efforts, our students have performed at an “average” level. Our expectations at this point and the data collected via the FLC project do reflect this. This information, based on our findings, assisted in the Division faculty’s determination of the criteria or standard for each component on the Critical Thinking VALUE Rubric.

b. In what areas do students need improvement?

Using the framework of a continuous improvement model, the Division faculty continue to strive to improve student performances, primarily through teaching efforts. At this point, it seems that “average” seems to be a reasonable expectation, with the on-going goal of improving student learning outcomes.

7. As a result of this year’s assessment effort, do you anticipate or propose any changes for your program (e.g. structures, content, or learning outcomes)? AND

The AY 2012-2013 assessment cycle was one of our most productive, despite significant changes in the Division. Initially, we collected, analyzed and presented our data for the program learning goal of critical thinking. Later, when we received our feedback re previous assessment cycles, we quickly responded by developing a Division-wide definition and a Division standard for the goal of critical thinking.

As a result of this year’s assessment effort, the Division will implement some changes to our assessment plan for AY 2013-2014. We will report on the implications of those changes in our 2013-2014 assessment report.

First, the most significant change the Division will make is to refine our long-term plan. Our experience assessing critical thinking in AY 2012-2013 illustrated the need to develop stronger processes for data collection and to build in more time and organization for

data analysis. As professors, we are inclined to think of evaluating critical thinking on the course level. It has taken several iterations to begin to shift our thinking to *program level* evaluation. The previously developed long-term plan was to spend one year to measure an important component of each program goal. The first year, AY 2012-2013, critical thinking was measured. In implementing the plan, we realized that more than one academic year is needed to develop the most robust, defensible process for program level measurement of any of our goals. As a result, we will continue with the established order of the long-term plan, but will put more time into each goal. Minimally, we will likely spend two years per goal, and thus will measure critical thinking again in the AY 2013-2014. By spending two years on each goal, the Division will continue to 'close the loop,' or bring the data and information back to the faculty and then work together to strengthen or develop how we deliver our curriculum.

Secondly, early in the AY 2013-2014, we will evaluate necessary edits to our signature assignment and to the critical thinking VALUE rubric to build a stronger match between the two. The Division will also ensure there are longer time-frames to administer the signature assignment. Each of the CRJ 190 sections is now in a 75 minute time slot (as opposed to the 50 timeframe of 2012), which will help minimally with students attempting to demonstrate their higher order thinking skills.

Thirdly, the Committee will develop a new data analysis plan and communicate clearly regarding roles and expectations of each member.

Lastly, in facilitating a discussion of the 2013-2014 data with the faculty as a whole, the Assessment Committee will be able to frame the results in terms of our recently established Division standards for critical thinking. We will know if our graduating seniors have met the Division standard for critical thinking by comparing our 2013-2014 data to the Division standards for each of the criteria of critical thinking.

8. Which program learning outcome(s) do you plan to assess next year? How?

Please see the responses to Question # 7.

APPENDIX A

* Assessment Committee Long-Term Plan

* Proposed Program Assessment Plan for Long-Term Data Collection and Systematic Response

* Class Cluster/Cohort Review Form (Revised)

* Program Learning Goals

* Division Mission Statement and Learning Goal Alignment Matrix

**ASSESSMENT COMMITTEE
LONG-TERM PLAN**

- ◎ Year One: Critical Thinking/Problem Solving (AY 2012-13)
 - In Year One, the Assessment Committee is also interested in getting more faculty involved in the process in terms of on-going feedback and information sharing, much of which will likely take place at our faculty meetings.
- ◎ Year Two: Ethical Reasoning/Lifelong Learning
 - Respond to year one data
- ◎ Year Three: Communication
 - Respond to year two
- ◎ Year Four: Efficiency Indicators and **Long-Term** Impacts
 - Respond to year three
- ◎ Year Five: Integration/Application of **Content, Skills and Values**
 - Respond to year four
- ◎ Year Six: Reevaluate and Revise Long Term Plan
 - Respond to year five

Draft
Proposed Program Assessment Plan
for
Long-Term Data Collection and Systematic Response
(May, 2012)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
New data collected	Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning	Communication (Written + Oral &/or Interpersonal)	Efficiency Indicators & Long-Term Impacts	Integration/ Application of skills and values & Content	Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning
Data responded to		Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning	Communication	Efficiency Indicators & Long-Term Impacts	Integration & Content	Critical Thinking & Problem Solving

Intellectual Skills = Critical Thinking & Problem Solving; Communication (written + oral and/or interpersonal)

Personal and Social Values = Ethical Reasoning & Lifelong Learning

Efficiency Indicators & Long-Term Educational Impacts = e.g., advising, time to graduation, alumni survey

Integration & Content = Capacity to apply skills, values and disciplinary knowledge in discipline related settings (e.g., leadership, decision-making, problem solving, ethical reasoning, perspective-taking)

CLASS CLUSTER/COHORT REVIEW FORM (Revised)

Date _____

CrJ Courses Represented _____

Attendees _____

✓ *Please confirm the program learning goals and course objectives are current and listed on each syllabus.*

The following questions should be addressed during your cohort discussion. Please take good notes of your discussion and forward your documentation to the Assessment and Curriculum Committees.

1. How do your course learning objectives support the CrJ Division program learning goals?
2. Discuss and record suggestions for improving the course learning objectives. Can they be more inclusive, more streamlined and/or more supportive of the Division program learning goals?
3. Specifically, how do individual course assignments support your course learning objectives?
4. Considering all sections, is each course learning objective being strongly addressed, or is there an objective that is consistently being missed? If an objective is being missed, please discuss and record a plan of action (change the objective, amend assignments, etc).
5. (NEW) **How are your assignments designed to address both critical thinking and problem-solving skills? How are you evaluating, or measuring, student success with respect to those two skills? ** definitions or rubric to be provided ****

Criminal Justice Program Learning Goals

I. Competency in the Discipline

Criminal justice majors will develop and demonstrate competency by examining the causes, consequences and societal responses to crime and disorder. Based on the guidelines contained in our discipline's major professional body (The Academy of Criminal Justice Sciences), the curriculum content to which students are exposed includes the following areas:

- A. Criminal justice and juvenile justice processes (law, crime, and the administration of justice)
- B. Criminology (the causes of crime, social responses to crime, typologies, offenders, and victims)
- C. Law enforcement (police administration, crime investigation, leadership, problem-oriented policing, community policing, police and community relations, planning, ethics, and the legal use of discretion)
- D. Law adjudication (criminal law, prosecution, defenses to crimes, evidence, legal procedure, court procedure, alternative dispute resolution)
- E. Corrections (incarceration, treatment and legal rights of offenders, community-based corrections, restorative justice)
- F. Research and analytic methods (quantitative, qualitative, and mixed-methods research)

II. Intellectual and Practical Skills

- A. The criminal justice major at CSUS will be expected to *think critically*.
- B. The criminal justice major at CSUS will be expected to effectively communicate complex ideas through formal and informal modes of communication including *written, oral, and culturally sensitive interpersonal communication*.
- C. Serve effectively in a global/diverse environment.

III. Values: Personal and Social Awareness

- A. The criminal justice major at CSUS will be expected to demonstrate the capacity for *ethical reasoning*.
- B. The criminal justice major at CSUS will be expected to understand the importance of, and have a plan for various methods they can use to engage in *lifelong learning*.
- C. The criminal justice major at CSUS will be expected to demonstrate an understanding for the importance of cultural/global awareness, sensitivity and respect for diversity.
- D. The criminal justice major at CSUS will be expected to understand the importance of community citizenship, civic-mindedness and social responsibility.

IV. Integrative Learning

Criminal Justice majors will be asked to demonstrate their *capacity for service and leadership in the field* by integrating the content, skills, and values they've studied and practiced in both the CSUS general education and major curricula by doing the following: Propose a reasonable and ethical approach to *solving a complex contemporary problem* relating to the causes, consequences and/or societal responses to crime and disorder.

DIVISION MISSION STATEMENT

The mission of the Division of Criminal Justice is to prepare the leaders of tomorrow's criminal justice community to make positive decisions. Through a multi-disciplinary curriculum and a faculty with diverse expertise, experiences and perspectives, **(1) students are exposed to the theories, applications and ethics related to crime and justice**. Guided by a faculty dedicated to innovative teaching, scholarly achievement and service, students will become confident, visionary professionals who **(2) appreciate evidenced based reasoning, creative and critical thinking**, **(3) diversity, equity, and (4) believe in lifelong learning**.

Program Learning Goals	Baccalaureate Goals
<p>I. Competency in the Discipline Criminal justice majors will develop and demonstrate competency by examining the causes, consequences and societal responses to crime and disorder. Based on the guidelines contained in our discipline's major professional body (The Academy of Criminal Justice Sciences), the curriculum content to which students are exposed includes the following areas:</p> <ul style="list-style-type: none">A. Criminal justice and juvenile justice processes (law, crime, and the administration of justice)B. Criminology (the causes of crime, social responses to crime, typologies, offenders, and victims)C. Law enforcement (police administration, crime investigation, leadership, problem-oriented policing, community policing, police and community relations, planning, ethics, and the legal use of discretion)D. Law adjudication (criminal law, prosecution, defenses to crimes, evidence, legal procedure, court procedure, alternative dispute resolution)E. Corrections (incarceration, treatment and legal rights of offenders, community-based corrections, restorative justice)F. Research and analytic methods (quantitative, qualitative, and mixed-methods research)	<p>I. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in <i>at least one major field of study</i> and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.</p>
<p>II. Intellectual and Practical Skills</p> <ul style="list-style-type: none">A. The criminal justice major at CSUS will be expected to <i>think critically</i>.B. The criminal justice major at CSUS will be expected to effectively communicate complex ideas through formal and informal modes of communication including <i>written, oral, and interpersonal communication</i>.	<p>II. Knowledge of Human Cultures and the Physical and Natural World through study in the <i>sciences and mathematics, social sciences, humanities, histories, languages, and the arts</i>. Focused by engagement with big questions, contemporary and enduring.</p>
<p>III. Values: Personal and Social Awareness</p> <ul style="list-style-type: none">A. The criminal justice major at CSUS will be expected to demonstrate the capacity for <i>ethical reasoning</i>.B. The criminal justice major at CSUS will be expected to understand the importance of, and have a plan for various methods they can use to engage in <i>lifelong learning</i>.C. (NEW) The criminal justice major at CSUS will be expected to demonstrate an understanding for the importance of cultural/global awareness, sensitivity and respect for diversity.D. (NEW) The criminal justice major at CSUS will be expected to understand the importance of community citizenship, civic-mindedness and social responsibility.	<p>III. Intellectual and Practical Skills, Including: <i>inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving</i>, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.</p>
<p>IV. Integrative Learning Criminal Justice majors will be asked to demonstrate their <i>capacity for leadership in the field</i> by integrating the content, skills, and values they've studied and practiced in both the CSUS general education and major curricula by doing the following:</p> <p>Proposing a reasonable approach to <i>solving a complex contemporary problem</i> relating to the causes, consequences and/or societal responses to crime and disorder.</p>	<p>IV. Personal and Social Responsibility, Including: <i>civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning</i> anchored through active involvement with diverse communities and real-world challenges.</p> <p>V. Integrative Learning, Including: <i>synthesis and advanced accomplishment</i> across general and specialized studies.</p> <p><i>All of the above are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.</i></p>

APPENDIX B

* Current and Proposed Graduate Program Objectives (Title V Alignment)

* Graduate Program Learning Goals/Objectives

Division of Criminal Justice

Graduate Program Objectives

(Adopted 5/10/12)

Current	Revision (with Title 5 language)
Be able to apply appropriate analysis in research endeavors	Independently apply critical and original analysis to issues and research in the field of Criminal Justice
Understand and apply behavioral research methodology in criminal justice problem solving and decision making	Integrate knowledge to understand and apply research methodology to criminal justice problems and decision making
Conduct independent and/or group research and evaluations	Conduct original independent and/or critical research and evaluations
Have competency in the writing of research papers	Demonstrate competency, originality, and critical analysis in writing
Be prepared to contribute to a more just and efficient criminal justice system	Demonstrate the capacity to critically assess and develop innovative approaches in pursuit of a just and effective criminal justice system
	Demonstrate the capacity to integrate knowledge of the field of Criminal Justice

Language to insert in the Graduate Handbook re: an oral defense of the thesis:

Prior to submission of the final draft of the culminating experience (thesis option), each student will be required to orally defend his/her research. Participants will include the student, his/her thesis committee, and the Graduate Program Coordinator and may be open to other interested observers.



Office of Graduate Studies

Due by May 30, 2013

Criminal Justice

Department/Program Name

**GRADUATE LEARNING
GOALS/OBJECTIVES**

Submission Form

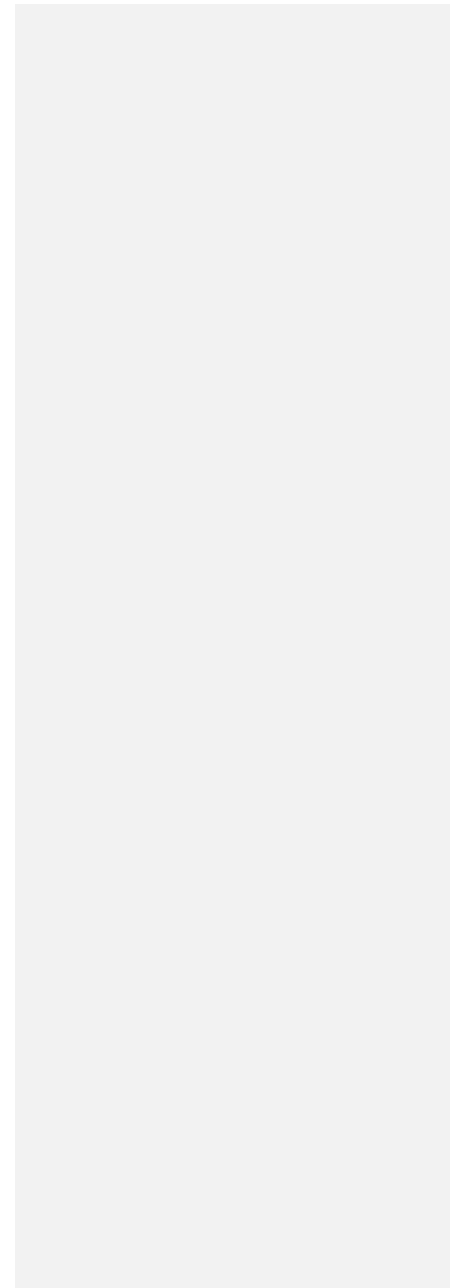
Goal/Objective	Outcome (Assessment Components)
Independently apply critical and original analysis to issues and research in the field of Criminal Justice.	Demonstrate the ability to critically assess Criminal Justice problems, research, and policies
Integrate knowledge to understand and apply research methodology to criminal justice problems and decision making.	Use theoretical and research-related ideas to comprehend Criminal Justice issues and determine appropriate practices
Conduct original independent and/or critical research and evaluations.	Demonstrate the ability to use appropriate scholarly resources and design appropriate scholarly research in order to understand Criminal Justice problems and programs

Demonstrate competency, originality, and critical analysis in writing.	Demonstrate the ability to express Criminal Justice ideas in a scholarly way
Demonstrate the capacity to critically assess and develop innovative approaches in pursuit of a just and effective criminal justice system.	Demonstrate the ability to incorporate appropriate knowledge in developing strategies to resolve emerging Criminal Justice issues
Demonstrate the capacity to integrate knowledge of the field of Criminal Justice.	Master advanced knowledge in the Criminal Justice field including the ability to identify how key concepts are related to one another

APPENDIX C

* Signature Assignment

* Critical Thinking VALUE Rubric



CrJ 190: Contemporary Issues in Criminal Justice
Writing and Critical Thinking Assessment Essay

Below is information that you will use to write your essay exam. You have 50 minutes to answer the question. Please write approximately one page for the question. Remember to manage your time accordingly.

Facts:

- Most prison systems in California are severely overcrowded.
- California has the largest prison population in the country, and it has grown almost twice as much as other systems nationwide from 1980 to 2007.
- California's correctional costs have grown by about 50% in the past decade.
- Correctional costs account for approximately 10% of California's overall state spending (almost as much as educational expenditures).
- California spends approximately \$43,000 a year to house one inmate (compared with approx. \$26,000 nationally).
- Recidivism rates have remained relatively constant over time, with approximately 66% of inmates released in California returned to prison within three years (compared to approximately 40% nation-wide).
- Research has shown that some violent offenders can be more effectively managed in the community than others.

California Index Crime Rates per 100,000 Inhabitants* And Inmate Population and Parolees in California** (2002-2007)						
Year	Population	Violent	Property	Murder	CDCR Inmate Population	CDCR % of Inmates on Parole
2002	35,001,986	595.4	3,361.2	6.8	159,695	16.0
2003	35,462,712	579.6	3,426.4	6.7	161,785	14.2
2004	35,842,038	527.8	3,423.9	6.7	163,929	12.7
2005	36,154,147	526.0	3,320.6	6.9	168,035	12.3
2006	36,457,549	532.5	3,170.9	6.8	172,528	12.7
2007	36,553,213	522.6	3,033.0	6.2	171,444	11.8

* FBI, Uniform Crime Reports

** California Department of Corrections and Rehabilitation (CDCR)

Scenario:

Independent California State Assembly Member Riggs is being lobbied by a coalition called “Two Strikes – You’re Out” (TSYO) to support legislation designed to increase penalties for repeat criminal offenders in an effort to reduce recidivism. Given that California’s recidivism rate is significantly higher than the national average, members of the coalition have concluded that we are too soft on crime and that we need to hold offenders more accountable for their actions. Specifically, the group wants Assembly Member Riggs to support legislation to amend California’s well-known “**three**-strikes” law, and make it into “**two**-strikes”.

The TSYO coalition has argued that there should be an additional mandatory 15 year prison term whenever someone is convicted of committing a second serious violent felony offense. Members of the coalition are convinced that this law will reduce rates of recidivism by deterring first time offenders from reoffending (specific deterrence), and by keeping others from ever getting involved in criminal activity (general deterrence).

In addition to the TSYO coalition, many state and local politicians, as well as a wide range of other public interest groups such as state and national victims’ rights groups, Mothers’ Against Drunk Drivers, and some law enforcement and corrections organizations around the state have shown strong support for this legislation, citing the need to prevent future victims from getting harmed from known criminals.

Other groups, however, such as the American Civil Liberties Union, Citizen’s for a Balanced Budget, restorative justice proponents, drug and treatment specialists, public teachers’ associations, and law enforcement and correctional organizations are strongly opposed to the proposed legislation. Those opposed to this legislation cite the questionable effectiveness of the three-strikes legislation and the need for more re-entry programs. Such reentry programs have been proven to reduce recidivism and avoid enhanced prison time in overcrowded facilities with minimal rehabilitation programming. These groups urge Assembly Member Riggs to support their position.

Assignment:

Assume that you have been hired by Assembly Member Riggs as a staff analyst with a special expertise in criminal justice. She too is quite concerned about crime in our state, but she is not committed to either the proposed TSYO legislation or increased inmate re-entry programs. Therefore, she has asked you to help her determine whether the proposed TSYO legislation or increased inmate re-entry programs would be an effective way to accomplish its intended goal, to deter offending and reduce recidivism.

Based on your analysis of the proposed legislation, formulate a critical argument for Assembly Member Riggs to use in support of the position you think she should take on TSYO.

Limit your response to no more than one, single-spaced page.

CRITICAL THINKING VALUE RUBRIC

For more information, please contact value@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Benchmark 1	Milestones		Capstone 4
	2	3		
Explanation of issues	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence Selecting and using information to investigate a point of view or conclusion	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.
Influence of context and assumptions	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).
Conclusions and related outcomes (implications and consequences)	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.

