

2015-2016 Annual Assessment Report Template

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Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- ☐ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☐ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☒ 19. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

The Criminal Justice Division developed a 5 year cycle, long-term assessment plan in 2012. One of the years has been identified for review of what we call efficiency indicators. These include enrollment, graduation rates, student demographic trends, mean GPA for graduates, and average class size. Additionally, we review several qualitative factors related to faculty perceptions of their pedagogy and student perceptions of course materia and of their own learning.

Q1.2.1.

Do you have rubrics for your PLOs?

- ☐ 1. Yes, for all PLOs
- ☐ 2. Yes, but for some PLOs
- ☐ 3. No rubrics for PLOs
- ☒ 4. N/A

☐ 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

- ☐ 1. Yes
☒ 2. No (skip to **Q1.5**)
☐ 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

- ☐ 1. Yes
☐ 2. No
☐ 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

- ☐ 1. Yes
☒ 2. No, but I know what the DQP is
☐ 3. No, I don't know what the DQP is
☐ 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

(**Remember:** Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Select...

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

This is not applicable for us for this review cycle.

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- ☐ 1. Yes
☐ 2. No
☐ 3. Don't know

☒ 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

N/A

 No file attached

 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- ☐ 1. Yes
- ☒ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

N/A

Q3.2.

Was the data **scored/evaluated** for this PLO?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q6**)
- ☐ 3. Don't know (skip to **Q6**)
- ☐ 4. N/A (skip to **Q6**)

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q3.7**)
- ☐ 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? **[Check all that apply]**

- ☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences
 - ☐ 2. Key assignments from required classes in the program
 - ☐ 3. Key assignments from elective classes
 - ☐ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
 - ☐ 5. External performance assessments such as internships or other community-based projects
 - ☐ 6. E-Portfolios
 - ☐ 7. Other Portfolios
 - ☐ 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:



No file attached



No file attached

Q3.4.

What tool was used to evaluate the data?

- ☐ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ☐ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ☐ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ☐ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ☐ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ☐ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☐ 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know
- ☐ 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Q3.6.1.

How did you **decide** how many samples of student work to review?

Q3.6.2.

How many students were in the class or program?

Q3.6.3.

How many samples of student work did you evaluate?

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

(**Remember:** Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q3.8**)
- ☐ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- ☐ 1. National student surveys (e.g. NSSE)
- ☐ 2. University conducted student surveys (e.g. OIR)
- ☐ 3. College/department/program student surveys or focus groups
- ☐ 4. Alumni surveys, focus groups, or interviews
- ☐ 5. Employer surveys, focus groups, or interviews
- ☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

 No file attached

 No file attached

Q3.7.2.

If surveys were used, how was the sample size **decided**?

Q3.7.3.

If surveys were used, how did you **select** your sample:

Q3.7.4.

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q3.8.2**)
- ☐ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify:


Q3.8.2.

Were other measures used to assess the PLO?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q4.1**)
- ☐ 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

 No file attached


 No file attached

(**Remember:** Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.


Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:


 No file attached

 No file attached

Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

 No file attached

 No file attached

Q4.3.

For the selected PLO, the student performance:

- ☐ 1. **Exceeded** expectation/standard
- ☐ 2. **Met** expectation/standard

- ☐ 3. **Partially** met expectation/standard
- ☐ 4. Did not meet expectation/standard
- ☐ 5. No expectation/standard has been specified
- ☐ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- ☐ 1. Yes
- ☐ 2. No (skip to **Q5.2**)
- ☐ 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- ☐ 1. Yes
- ☐ 2. No
- ☐ 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
15. Strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

Two surveys were administered using Survey Monkey, one to faculty and one to students. The surveys were sent to all students and all faculty in the program. Additionally, we attempted to collect quantitative data from CCE, but it was not available for this review cycle at the time of the review request.

The survey monkey surveys contain both quantitative and qualitative components and aim to collect perceptions of students and faculty in the program. Areas of focus are faculty perception of problems or challenges when teaching in an online environment; levels of integration of learning objectives and course assignments; Student perceptions of faculty engagement, degree of improvement in writing and critical thinking, awareness of social problems, improvement in working with others, and recommendations for program improvement.

Twenty three students responded to the survey assessing their perceptions of faculty connectivity, program effects on professional abilities, personal abilities, and scholastic abilities. Respondents agree or strongly agree that faculty strive to connect with students in the online environment (96%); that faculty communicate in a timely manner (100%), and that they are satisfied with the content provided in our online degree program (96%). When students were queried about their perceptions of how their enrollment has affected their academic and professional abilities, students indicate that they have improved their *writing ability* (91%), have improved their *critical thinking skills* (91%), have noticed improvements in their *professional abilities* (91%), has improved their ability to work well with others (61%), and that as a result of their enrollment in our program, have increased their awareness of social problems (91%). The qualitative results questions gleaned from the respondents also reveal that students think highly of the faculty and have valuable input for us to consider in future course design and preparation. With regard to student satisfaction with program content, 14 (61%) indicate they are very satisfied, 8 (35%) indicate they are satisfied and 1 respondent reports to be unsure.

Ten faculty members responded to the survey, with nine indicating they had taught courses for the CCE program during the 2015-2016 academic year. The majority of the questions for this survey are open-ended (see attachment for detailed responses). For the quantitative portion, eighty percent report integrating course learning objectives into assignments, 60% reported having students with problems using the SacCT platform, and 60% of the instructors also indicating that they had problems with the BlackBoard program to some degree. Specific details about instructor experiences are provided in the attached document.

We will present the results of our student and faculty surveys to the whole faculty at the annual faculty retreat. Here the results will be discussed in the context of the question, "What, if anything, needs to happen to improve the Criminal Justice degree completion program?" This will include discussion of both program processes and outcomes. The program learning objectives are reviewed annually in the context of the ground program.

No file attached



CCE Faculty_Student Surveys.docx
16.12 KB

Q7.

What PLO(s) do you plan to assess next year? **[Check all that apply]**

- ☒ 1. Critical Thinking
- ☐ 2. Information Literacy
- ☒ 3. Written Communication
- ☐ 4. Oral Communication
- ☐ 5. Quantitative Literacy
- ☐ 6. Inquiry and Analysis
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. Intercultural Knowledge and Competency
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. Global Learning
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. Overall Competencies in the Major/Discipline
- ☐ 19. Other, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:



CCE Student Survey Results.docx
20.04 KB



CCE FacultySurveyResults.docx
21.59 KB



No file attached



No file attached

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

Surveys for faculty and students.

Survey results for faculty and students.

Program Information (**Required**)

P1.

Program/Concentration Name(s): [by degree]

BS Criminal Justice CCE

P1.1.

Program/Concentration Name(s): [by department]

Select...

P2.

Report Author(s):

Ricky Gutierrez, Mary Maguire

P2.1.

Department Chair/Program Director:

Mary Maguire

P2.2.

Assessment Coordinator:

Ryan Getty

P3.

Department/Division/Program of Academic Unit

Criminal Justice

P4.

College:

College of Health & Human Services

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

P6.

Program Type:

- ☐ 1. Undergraduate baccalaureate major
- ☐ 2. Credential
- ☐ 3. Master's Degree
- ☐ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

☒ 5. Other, specify: Baccalaureate degree completion program

P7. Number of **undergraduate degree programs** the academic unit has?

3

P7.1. List all the names:

BS in Criminal Justice,
Minor in Criminal Justice
BS in Criminal Justice CCE

P7.2. How many concentrations appear on the diploma for this undergraduate program?

0

P8. Number of **master's degree programs** the academic unit has?

1

P8.1. List all the names:

MS in Criminal Justice0

P8.2. How many concentrations appear on the diploma for this master's program?

0

P9. Number of **credential programs** the academic unit has?

Don't know

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

0

P10.1. List all the names:

When was your **assessment plan**...

	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:



Long-Term CJ Assessment Plan (2012).doc
39.5 KB

P12.

Has your program developed a **curriculum map**?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

P12.1.

Please attach your latest **curriculum map**:



Assessment Report AY2011-12 2012 final.docx
65.19 KB

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

P14.

Does your program have a capstone class?

- ☒ 1. Yes, indicate:
☐ 2. No
☐ 3. Don't know

P14.1.

Does your program have **any** capstone project?

- ☒ 1. Yes
☐ 2. No
☐ 3. Don't know

(**Remember: Save your progress**)

2015/2016 CCE Faculty Survey

1. Did you teach any courses for CCE during the 2015/2016 academic year?
Yes No
2. If yes, in the space provided below, please describe the most challenging experiences you have encountered while teaching online:
3. From the list below, please identify the types of assignments you used to assess student performance (please check all that apply):

Exams

Quizzes

Discussion threads

Live, real-time encounters (using Blackboard collaborate or some other internet source)

Creation of learning modules

Wikis

Audio/video materials (YouTube, PBS, Video on Demand from the library database)

Essay assignments assessing critical thinking skills

Essay assignments assessing ability to investigate a topic, collect, generate and evaluate evidence, and establish a position on the topic in a concise manner

4. Did you tie course learning objectives to the specific assignments noted above?
Yes No
5. If you answered yes to the above question, please briefly explain how in the space provided below.
6. What strategies do you employ to keep your students engaged in this course?
7. Over the course of the past year, did you have students that expressed concerns or had repeated problems with the SacCT (Blackboard) platform?
Yes No
8. If you answered yes, please try to recall the most common problems that occurred and note them in the space provided below.
9. Did you have any problems with the SacCT (Blackboard) platform?
Yes No

10. If you answered yes, please describe the problems you encountered in the space provided below.
11. In the space provided below, please indicate what you believe to be the ideal class size when teaching distance education courses?
12. In the space provided below, please share some thoughts about what might be done to improve the delivery of our curricula in the distance education online degree program?
13. In the space provided below, please describe what you do to '*connect*' with your students during the course of the term.
14. In the space provided below, please share any actionable improvements you have made (or would make in the future) to improve course delivery, curriculum, and practice.

2015/2016 CCE Student Survey

1. Please share the number of courses you have taken during the 2015/2016 academic term (Summer 2015, Fall 2015, and Spring 2016).

To what extent do you agree/disagree with the following statements:

2. Faculty in the online degree program strive to connect with their students in the online environment.

Strongly Agree Agree Disagree Strongly Disagree No opinion

3. Faculty in the online degree program respond to communication in a timely manner.

Strongly Agree Agree Disagree Strongly Disagree No opinion

4. Since enrolling in the online degree program, I have noticed improvements in my professional abilities.

Strongly Agree Agree Disagree Strongly Disagree No opinion

5. Since enrolling in the online degree program, I have noticed improvements in my critical thinking skills.

Strongly Agree Agree Disagree Strongly Disagree No opinion

6. Since enrolling in the online degree program, I have noticed improvements in my writing ability.

Strongly Agree Agree Disagree Strongly Disagree No opinion

7. Since enrolling in the online degree program, I have noticed improvements in my ability to work well with others.

Strongly Agree Agree Disagree Strongly Disagree No opinion

8. Since enrolling in the online degree program, my awareness of community responses to social problems has increased.

Strongly Agree Agree Disagree Strongly Disagree No opinion

9. In the space provided below, please indicate some of the strengths you have noted in the faculty who have taught your courses.

10. In the space provided below, please provide any recommendations for improvement for faculty teaching in the online degree program.

11. Overall, how satisfied are you with the content provided in the online degree program?

Very satisfied Satisfied Unsure yet Unsatisfied Very unsatisfied

12. We welcome any comments you would like to share in the space provided below.

2015/2016 CCE Faculty Survey Results
N=10

1. Did you teach any courses for CCE during the 2015/2016 academic year?

Yes (9) No (1)

2. If yes, in the space provided below, please describe the most challenging experiences you have encountered while teaching online:

None. It's been great.

Organizing live, real-time encounters (using BlackBoard collaborate).

As is usual with asynchronous learning, it is finding ways to connect with the students and to feel confident their experience would match, as closely possible, to an on-ground experience.

Ensuring I set-up the quizzes correctly for release to students. I learned by trial and error!

Keeping up with student e-mails/phone communication.

The pace of the classes were fast.

Coordinating the use of Blackboard Collaborate along the different computer platforms (e.g., PC, Mac).

Have been teaching online for a while so have found ways to address most of them.

I usually have student issues with video or tests but not one this past semester!!

3. From the list below, please identify the types of assignments you used to assess student performance (please check all that apply):

Exams (9)

Quizzes (8)

Discussion threads (8)

Live, real-time encounters using Blackboard collaborate or some other internet source (1)

Creation of learning modules (3)

Wikis (0)

Audio/video materials such as YouTube, PBS, Video on Demand from the library database (8)

Essay assignments assessing critical thinking skills (9)

Essay assignments assessing ability to investigate a topic, collect, generate and evaluate evidence, and establish a position on the topic in a concise manner (8)

4. Did you tie course learning objectives to the specific assignments noted above?

Yes (8) No (2)

5. If you answered yes to the above question, please briefly explain how in the space provided below.

Assessing knowledge is done by quizzes and exams and critical analysis is done through researching and writing papers.

I try and find ways to include learning objectives into each of those assignments by linking critical thinking, real-world experiences and a focus toward learner growth.

Some of the Learning Objectives were found in the book review assignment as well as the weekly essay topics.

By assigning "read, analyze and explain" assignments for case briefings; and by using hypothetical fact patterns to require critical thinking/problem solving as they applied the key concepts in a new, unique situation. These exams and writing assignments allow me to evaluate student learning of content area goals, as well as writing, critical thinking and analytical reasoning-related goals.

All of my assignments are aligned to the LOs. Otherwise, it would seem like "busy work" to me. I indicated on each assessment which learning objectives are to be the focus for the assignment. Course objectives listed clearly in syllabus.

I have students answer questions or write different answers to help them achieve all the learning objectives for my course. This is employed via assignments, essay exams, and multiple choice quizzes.

6. What strategies do you employ to keep your students engaged in this course?

Discussion boards

Threaded discussions used to help students discuss and share ideas, information and resources with each other. Regular check in with & took the time to find out about students background better understand what they can bring to the course content.

Fresh material, constantly being engaged and available, providing timely (same day-sometimes immediate) feedback, creating video lectures which are tailored to each class, not each subject.

Discussion threads and assignment due dates.

By using a variety of subject matter - written, audio, visual. And by constant communication with students, announcements, week wrap ups and future assignment descriptions.

I stream "live" (but pre-recorded) video lectures throughout the entire course. This has proven to be a very effective way to keep students engaged, and my evaluations routinely cite this as one of their favorite things about this - and any CCE course - they have experience taking.

Frequent announcements, revising the syllabus to challenge students, "This is where you should be." updates to let know if they are behind.

I respond to emails promptly, I engage them in real-time discussions using Blackboard Collaborate, have them respond to periodic discussion threads, and contact students who do not appear to be engaged via email providing direction and support.

Discussion threads; frequent announcements

I use videos and articles to demonstrate the material in a more interesting way.

7. Over the course of the past year, did you have students that expressed concerns or had repeated problems with the SacCT (Blackboard) platform?

Yes (6) No (4)

8. If you answered yes, please try to recall the most common problems that occurred and note them in the space provided below.

Timing out when off campus.

System being down or unable to access information.

BlackBoard/SacCT crashes.

They had difficulty with the program interface if they were using a Mac computer platform.

Being thrown out of exams and quizzes; postings to threads not showing up; not being able to access site with their sign in.

Trouble with lockdown browser.

9. Did you have any problems with the SacCT (Blackboard) platform?

Yes (6) No (4)

10. If you answered yes, please describe the problems you encountered in the space provided below.

Several times throughout the semester the system was down

These problems were caused by me. The CSUS IT folks were a great help through the term assisting me. Jesse Jackson - though not in IT was also a great help along with Matthew Kay. They ensured I got the class issues back on track right away.

We had an issue with locating the streamed video content in the fall of 2015; but the situation was resolved and no further issues arose as a result once the class was underway.

As above. (Blackboard/SacCT crashes). It wasn't much better at my last university though.

See above. (They had difficulty with the program interface if they were using a Mac computer platform). Also, having students try and access course materials through electronic reserve is fraught with problems.

Issues with tests on lockdown browser.

11. In the space provided below, please indicate what you believe to be the ideal class size when teaching distance education courses?

Less than 50

This is dependent on the level and course content, but with courses that require significant amount of writing the ideal is maximum 20.

25

18-26

20 (3)

30 (as the class size increases, less can be done to assess learning outcomes)

25-30

12. In the space provided below, please share some thoughts about what might be done to improve the delivery of our curricula in the distance education online degree program?

I love it the way it is. Professors design the class and set the tone, so especially in online classes, they are responsible for the delivery and outcome of the course. Problems arise, of course, but most shouldn't happen unless they are technology based flaws if the course is designed and managed well.

Having taught for the first time, in the process of the reflection for the purpose of improving. Can share at that time.

I like having a staff member from CCE assigned to the course to have the ability to see what the instructor engages in. We are not all the same and I think this forces faculty to avoid being lazy. Smaller class sizes would allow for more critical thinking assignments requiring professor involvement. When the classes are large it becomes too overwhelming to do much more than multiple choice assessments.

Tough question - nothing I can think of. It all seemed to flow well and the students were well informed of how and what to expect.

I think courses need to offer as much "connection" to the professor as is workable in the online format. For me, the video lectures provide a wonderful sense of "reality" as students engage with me throughout the course. They feel as though they know me, because they have watched, listened, and communicated with me throughout the semester (even though it isn't in "real time").

It is very well designed and a pretty good platform all things considered. There are so many students that some will complain but there are few complaints considering the volume of students.

Provide more technical support and workshops for CCE faculty to help them develop the optimal course package.

Offer more courses; electives. Mostly, create a better CMS system than 9.1 one. The best one can say of it is that you get used to it.

As long as videos are clear and the browsers work for exams (like the past semester) I am happy.

13. In the space provided below, please describe what you do to 'connect' with your students during the course of the term.

Interaction in discussion board threads and weekly email reminders to keep everyone on track. I also write an extensive introduction so students can get a feel of who I am and what they need to expect, and I write step-by-step instructions on how to navigate my courses. I rarely get emails other than thank you emails from CCE students.

In the absence of planned "collaborate" sessions, did weekly check-in with students.

A great deal of personal contact with each of the students; email, Skype, telephone calls and timely feedback to assignments and inquiries.

Most of the connections are through discussions or journals. I like the journal section of Blackboard better than Discussions. It is more personal and the student feels more connected with the professor. However, it requires a lot of time for the individual interactions which again is thwarted by large classes.

Use my professional field experience to relate to the students what the chapter discuss - what it is really like working in a prison, dealing with criminals, victims, etc. I also ensure I balance all topics and do not let my personal views out, being objective and showing students both sides of the issues so they can think critically about the subject matter.

I E-mail as promptly as possible when they send messages. I send a weekly e-mail update with news and info about the week's assignments and just "checking in" to see how everyone is doing. I also make phone calls to students to answer questions when needed - as sometimes an explanation via e-mail is unworkable or more confusing.

Communication! Answer emails daily, resolve problems, encourage, give practice quizzes (that don't count) and give them a (monitored) discussion thread to air their issues and communicate with one another so they don't feel like they are in this alone.

I ask them to compose a short essay that describes who they are, why they are pursuing a criminal justice degree, their professional experience and future career aspirations.

Discussion threads; frequent use of announcements; try and return emails within 24 hours if not sooner.

I do a lot of answering individual emails and ask them to send me their assignments early so I can comment on ways to improve their work prior to turning it in.

14. In the space provided below, please share any actionable improvements you have made (or would make in the future) to improve course delivery, curriculum, and practice.

I'd like to dabble in live discussions and lectures, but I haven't had a chance to do so yet.

I taught for the first time Spring 2016. During the summer break I plan to review the course content and reflections to consider ways of improving overall.

Most of my evals reflect an appreciation for timely feedback and fresh content. I try and link my practitioner experience to the curriculum.

I would want to include some game theory. Possibly have an established "game time" for the students to interact with each other over the content. For example, create a Kahoot.it activity where they can compete. Also, to have videos that are correlated to the chapter concepts. I never

had the time to find videos that I could embed in Blackboard. I could send them to the publisher's site instead.

I cannot think of any as I have only taught one course. Maybe after teaching a few more I can comment on this.

I feel like I have reached a really good, comfortable place with the course I teach - particularly because I have a constantly updated series of video lectures to offer. Because I teach on the "ground" in the Distance and Distributed Education Program, I am able to record a new lecture series and offer CCE students current course content that looks, feels and functions almost exactly as it would if they were with me in an "on campus" course.

As the summer teaching institute has taught me, describe the class and "walk them through the course" with easy instructions. Do not get overly fancy with content. Do not make having them do an assignment BE an assignment.

I continue to build my courses based on commentary received during the course evaluation process with the hope of making the course more interesting and challenging.

Continuing to experiment with different rubrics for grading feedback.

I took the E-academy and implemented more adult learning principles, added video via Camtasia, and made everything into learning modules. I added essays and made multiple choice questions worth less points.

Presentation of the results for the
2015/2016 CCE Student Survey
N=23

(approximately 27% of students formally enrolled in program)

1. Please share the number of courses you have taken during the 2015/2016 academic term (Summer 2015, Fall 2015, and Spring 2016).

Range 1-35 (most likely 35 was an erroneous entry)

Mean (excluding 35 = 5.39)

To what extent do you agree/disagree with the following statements:

2. Faculty in the online degree program strive to connect with their students in the online environment. (**Mean = 3.39**)

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No opinion (0)
12	10	0	0	1

3. Faculty in the online degree program respond to communication in a timely manner. (**Mean = 3.61**)

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No opinion (0)
14	9	0	0	0

4. Since enrolling in the online degree program, I have noticed improvements in my professional abilities. (**Mean = 3.26**)

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No opinion (0)
12	9	0	0	2

5. Since enrolling in the online degree program, I have noticed improvements in my critical thinking skills. (**Mean = 3.26**)

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No opinion (0)
12	9	0	0	2

6. Since enrolling in the online degree program, I have noticed improvements in my writing ability. (**Mean = 3.57**)

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No opinion (0)
14	7	2	0	0

7. Since enrolling in the online degree program, I have noticed improvements in my ability to work well with others. (**Mean = 2.17**)

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No opinion (0)
7	7	2	0	7

8. Since enrolling in the online degree program, my awareness of community responses to social problems has increased. (**Mean = 3.43**)

Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	No opinion (0)
14	7	1	0	1

9. In the space provided below, please indicate some of the strengths you have noted in the faculty who have taught your courses. Comments from this section include the following remarks:

They seem to truly care about the student's success and respond in timely manner.

They all have different ways of teaching that keeps the program diverse and interesting.

They seem to have strong passions in each of the particular areas of the criminal justice system they teach and are clearly subject matter experts in same.

They are very knowledgeable. They instruct class well and are very detailed in what they expect from their students.

They do everything they can to assure our success in completing their course. They help with any concerns or issues we have.

In my experience the faculty makes sure all my questions are answered.

I feel the faculty uphold a high standard of learning which is important and directly benefits the students in their quest for higher learning.

Organized, communicative, straightforward, fair, and generally interested in ensuring I learn.

1 strengths that one of my online professors had over the others was the fact that she had taped recordings of her on campus class so that the distance students could view and be in the "class" with her while she is teaching. It was like being in the actual class and I appreciated that.

It's mixed. Some are good and some I had trouble catching on to their expectations. It's part of participating in online courses.

My professors have allowed me a lot of flexibility with my class schedule which is much appreciated.

The teacher that used recorded lectures presented the material well which was very helpful in the course.

Passionate about the subject matter and student success.

The faculty seems very dedicated and willing to help and answer questions not only regarding the current course but outside application as well.

Faculty is looking after my best interest and takes time to ensure that I am getting what I need.

Open to feedback, course structure easy to follow.

Good information and articles. Narrowing down the need to know.

Some professors strive to make the online experience easier by providing video lectures or lectures following their power points.

Consideration.

Critical thinking analysis and public relations.

10. In the space provided below, please provide any recommendations for improvement for faculty teaching in the online degree program. Comments in this section included the following remarks:

N/A.

Some professors give more work than others. It would be great if there was more structure in the amount of work given.

I just wish the course would continue.

Better response time to emails, and be better at understanding the students concerns or questions and not just assume that every student gets the material and help them when they have questions instead of brushing it off.

They can add a class forum for all students to communicate with one another on Blackboard. This way, if there is any confusion, the students can communicate while their communication is visible for everyone else to view.

N/A.

Just to remain actively involved advising students and keep the line of communication open.

Keep up the good work.

N/A.

Some professors do not give much feedback on assignments. A comment or two on my assignments would be a great help letting me know if I am grasping the desired concept or what I could be doing to improve.

Use of recorded lectures, if possible. Or powerpoints of lecture notes.

The only thing I could suggest to them is to be readily available to answer an email during school hours. Sometimes the questions need to be answered immediately to continue with course assignment.

Timeliness of responses could improve for some faculty members. Online course content is sometimes dated and from a previous session. Faculty should insure that the syllabus and all course material including the calendar and assignments reflect the dates for the current course not a previous course.

None.

Less papers on repetitive topics.

Not all teachers provide lectures. Most instruct students to read the text and then they're pretty much on their own.

Some instructors can take more time to clearly explain the expectation for the course work.

11. Overall, how satisfied are you with the content provided in the online degree program?
(Mean = 3.47)

Very Satisfied (4)	Satisfied (3)	Unsure yet (0)	Unsatisfied (2)	Very Unsatisfied (1)
14	8	1	0	0

12. We welcome any comments you would like to share in the space provided below.

Comments from the survey reveal the following remarks:

Overall this program is the best thing that ever happened to me!!!!

This has been an amazing journey for me. I can't thank Sac State enough! It has literally changed my life for the better. I hope to enter a Masters program in the future, but will always feel "made" at Sac State.

CSU Sacramento Online program has helped me tremendously. I am able to learn and obtain my degree at my convenience. Although there are deadlines and due dates, I am still able to work on my assignments when I can.

N/A.

Since I do not live in the Sacramento area, I was a bit intimidated by the online system but once the classes started, I did begin to feel like I was adapting quite well to the coursework. After several weeks, I did feel more and more comfortable completing the assignments and if I had a question, I would not hesitate to contact the instructor to receive appropriate feedback. I definitely appreciated the quick responses I received from the instructors since it is a short length program.

I really appreciate the fact that these courses are offered online because I am a busy working mother of a 4 year old, and this allows me to continue my education while balancing my work and family life.

I am so happy to be able to take online courses. Without it, I would not be able to continue my education.

Overall the instructors are excellent and very responsive to questions both course related and relating to outside world. I like the course format where video of a live class lecture is offered or at least PowerPoint slides that supplement the course.

Very thankful for this program.

Not only was the program well structured but also the administration staff went above and beyond to ensure success for students, especially Jesse Jackson, Anna Keck and Nicole Baptista.

CALIFORNIA STATE UNIVERSITY SACRAMENTO
Division of Criminal Justice

**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)



California State University, Sacramento Division of Criminal Justice

2011-2012 Division Assessment Report

Dr. Timothy Croisdale, Committee Chair
Dr. Lynette Lee
Dr. Sue Escobar
Dr. Mary Maguire
Dr. Yvette Farmer
Dr. Hugh Wilson, Division Chair

INTRODUCTION

In the Academic Year (AY) 2011-2012, the Division of Criminal Justice carried out a variety of activities related to assessment. These activities included the development of a new assessment plan; assessment of the Division's advising program; and participation in the University's Faculty Learning Community, Project on Assessment. The Assessment Committee also worked in support of the Division's self-study, and the Program Priorities Examination which were both completed this past academic year. The Assessment Committee and the Division at-large, through its assessment efforts this past year, made significant progress to create a new assessment plan that more assertively connects the Division's teaching and learning efforts to its newly revised mission statement and the University's Baccalaureate Learning goals.

The Division of Criminal Justice Assessment Information Loop for Continuous Improvement

One primary goal of the Division's Assessment Committee is to increase the quality of communication between the Committee and the faculty-at-large in respect to assessment issues. Even though the Committee facilitates discussion of assessment issues at every monthly faculty meeting, it is intended that next year's plan will encourage broader faculty involvement to regularly discuss program and student learning goals, program and curriculum design, and evaluation strategies and methods to respond to assessment findings. One important goal of the Division's assessment process is to sustain the culture in which assessment planning, strategies, and findings are formatively and summatively shared and utilized to inform and facilitate participation by all faculty in the assessment process. The Division refers to this as its 'assessment information loop' for continuous improvement. The Assessment committee looks forward to next year's opportunity to build on previous assessment accomplishments.

Examples of these communications occur at the Division's annual retreat and monthly faculty meetings. At this year's upcoming summer retreat, the Assessment Committee will describe its efforts and findings from the previous year. This year's discussion will focus on the Committee's evaluation of the Department's advising program, the development of a new, long-range assessment plan, the findings of the Self-study that addressed faculty teaching values and rubrics, and the relationship of the Division's assessment efforts to the Program Priorities Examination. These discussions about the Division's different assessment undertakings will facilitate strategies for improving student learning and supporting faculty and program development. Additionally, one important aspect of this year's assessment discussion will be to present the new plan's important objective to further develop assessment practices that reflect the intentions of the Division's mission statement and the University's Baccalaureate Learning Goals. Subsequently, this serves to close the loop on prior assessment processes which, in-turn, informs and opens another assessment loop over the next five years.

Subject related faculty cohort groups exist as a smaller but equally important assessment information loop that focuses on individual courses, learning objectives, teaching strategies, and assessment methods. Full-time faculty and part-time faculty participate in these cohort processes, and one significant component of this year's assessment discussion evolved around ways to strengthen this excellent, teacher-based assessment process. These subject-related faculty cohort

discussions began as an assessment process to bring together individual faculty teaching the same course across multiple sections. In addition to promoting individual course outcomes, the process has now become instrumental in providing input for wider curricular and programmatic changes; closes another loop of the assessment process. These faculty discussions have proven valuable in promoting student, faculty, and program development.

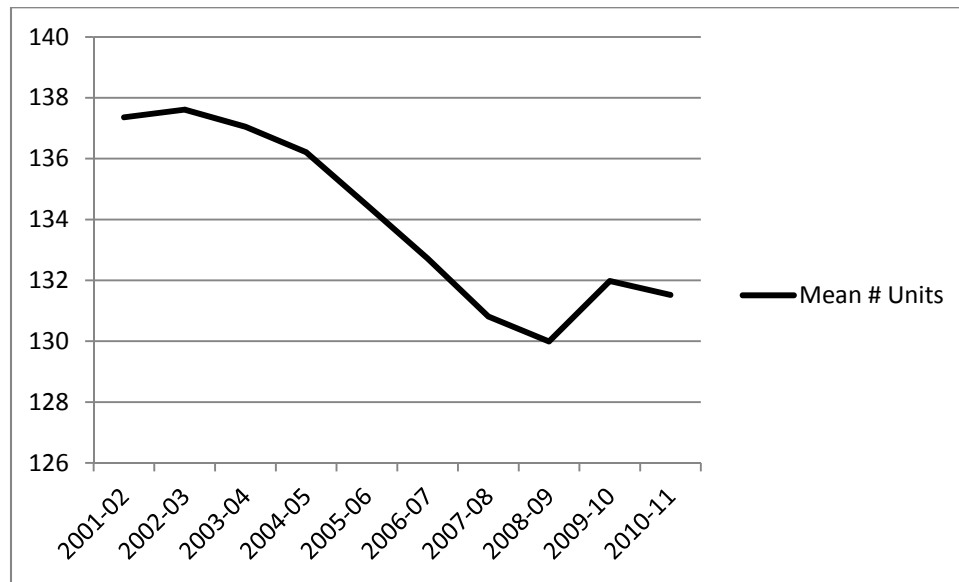
The examples, actions, and recommendations discussed below describe in detail the current utilization of the Division's assessment loop to re-direct assessment efforts beginning in AY 2012/2013. These new efforts have resulted as a result of determinations made from prior assessment activities and lengthy Committee and faculty-at-large discussions to identify and direct subsequent priorities. These priorities are not only related to teaching and learning but faculty and program development that intends at its core to reflect the high teaching standards and values of a nationally respected criminal justice program. The Division's recent Program Priorities ranking of .9875 for under-graduate programs, the highest in the University, is largely influenced by the Division's assessment culture.

Cohort Advising

In the past AY 11/12, a sub-committee of the Assessment Committee closely examined two items in the area of cohort advising. Both findings are a positive reflection of the usefulness of the Division's cohort advising activities.

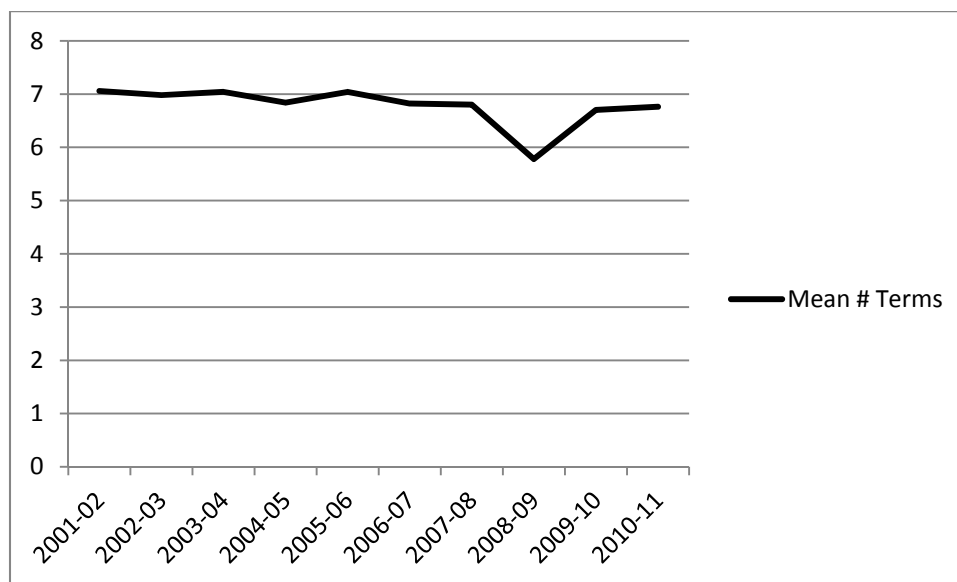
The first issue examined was the total number of units to graduation for criminal justice majors since the beginning of the cohort program which began in AY 2001-2002. As shown in Table 1, the mean number of units to graduation for criminal justice majors has decreased from approximately 137.5 in AY 2001-2002 to 131.5 in AY 2010-2011. With the exception of AY 2009-2010, the mean number of units to graduation for majors declined. The expectation is that in AY 2009-2010, enrollment units were capped at registration thus requiring students to take additional one or two semesters to complete all requirements for the degree. It is quite possible that most students, forced into the extra semester(s) also took more courses than they needed during those semesters in order to be eligible for student aid. In the following AY (2010-2011), mean number of units to graduation again declined, even with enrollment caps in place.

Table 1: Mean Number of Units to Graduation



The second issue examined was the mean number of terms to graduation for major students who were transfer students. As indicated in Table 2, the mean number of terms has remained stable at or near seven terms with the exception of AY 2008-2009 which dropped below six terms. This single year drop is arguably due to students hurrying to complete their degree requirements before tuition fee increases and unit enrollment caps instituted in AY 2009-2010. The positive of this finding is that while unit enrollment caps have affected students in recent years, the Division has not experienced an increase in the mean number of terms to graduation. In fact, with the exception of the largest decline in AY 2008-2009, subsequent years have seen lower mean number of terms than prior to the worst of the economic effects on the University.

Table 2: Mean Number of Terms to Graduation for Transfer Students



Faculty Learning Community

Project Background and Summary

At the beginning of the spring semester a subcommittee of the CrJ Division Assessment Committee (Sue Escobar, Lynette Lee and Mary Maguire) applied for and was accepted to the University Faculty Learning Community for Program Assessment. As stipulated on the application, assessing course learning objectives, learning outcomes, academic advising strategies, course mapping and curricular restructuring have helped to inform the Division's primary focus on three program assessment objectives: written and oral communication skills, critical thinking, and ethical reasoning. For purposes of this Faculty Learning Community, Team Criminal Justice proposed to focus on critical thinking. The Team agreed that providing students with opportunities to develop and apply critical thinking skills in their academic and professional lives will make them intellectually stronger, more flexible, and better equipped to handle complex situations.

The program was designed and administered by the University Assessment Office and the Center for Teaching and Learning. It is structured to allow teams of faculty to participate in a series of workshops (five during the spring 2012 semester and five during the fall 2012 semester) designed to help faculty advance their knowledge of program assessment processes and practices. In essence, they have created faculty "laboratories" within which we've been encouraged to experiment with innovative assessment practices. Throughout the spring semester "Team CJ" members attended the formal FLC sessions and met on their own several times to discuss, design, and complete project assignments.

Completed Activities and Products

At the end of the Spring 2012 semester, all FLC Teams were required to submit several deliverables: curriculum and learning goal maps, and a signature assignment and a rubric, based on the Team's selected focus as outlined in the original application.

As of the end of the 2012 spring semester the CrJ FLC team completed the following:

1. Produced a more focused articulation of our program learning goals (broken down by content, skills and values) (*see* Appendix A, Table 1).
2. Designed a *Learning Goal Map* that demonstrates how our program learning goals align with university baccalaureate learning goals (*see* Appendix A, Table 2).
3. Designed an *Advanced Curriculum Map* that demonstrates:
 - a. How Criminal Justice courses target specific program and university learning goals;
 - b. Which of our core Criminal Justice courses target the development of specific skills and values;
 - c. How these courses build progressively toward more advanced ranges of these learning goals (from introductory to mastery levels of performance) (*see* Appendix A, Table 3);
4. Produced a draft "signature assignment" that will be incorporated into two sections of our senior capstone course in the Fall of 2012 to generate assessment data on one specific learning goal (critical thinking skills) (*see* Appendix A, Table 4)

5. Closely studied assessment literature, and selected two specific standardized VALUE (Valid Assessment of Learning in University Education) rubrics that we will be used as “roadmaps” to define and measure different levels of learning outcomes.
6. Compared the Critical Thinking and Inquiry and Analysis VALUE rubrics with another body of work designed to develop and assess critical thinking skills (Susan Wolcott’s “Critical Thinking for Problem Solving” Model).

Ongoing and Future Activities

Over the summer break FLC members will continue to meet in order to:

1. Refine our signature assignment;
2. Tailor assessment rubrics;
3. Develop our data collection strategy; and
4. Prepare an application to submit to Institutional Research Committee.

During the fall 2012 semester the FLC members will:

1. Attend the five scheduled workshops;
2. Collect data through the administration of our signature assignment;
3. Analyze the data gathered with our signature assignment utilizing an assessment rubric which articulates different levels of performance for identified learning outcomes;
4. Write up our finding; and
5. Submit project summary and findings as our culminating FLC assignment.

Relationship between FLC and Assessment Committee

The FLC has served to inform and support the Assessment Committee’s development of its long-term assessment plan primarily through its work on clarifying the CRJ Division’s Program Goals, producing a curriculum map of all core classes, establishing a clear connection between the University’s baccalaureate goals and the CrJ Division’s Program Goals, and its plan for data collection and analysis in the Fall 2012 semester. The FLC is a microcosm of the larger Assessment Committee, catalyzing assessment efforts in the Division for the long-term. The FLC team assists the work of the Assessment Committee to unfold in an iterative process of continual improvement. Information and knowledge generated during FLC meetings are circulated back to the Division in an on-going reflective feedback loop with Assessment Committee members.

Multi-year assessment plan

Over the past AY, the Assessment Committee developed a comprehensive, long-term assessment plan for future AYs that will provide a road map for the Division assessment activities and future Assessment Committee members. The new plan will include items that are continuously being assessed such as, critical thinking, student writing and problem solving. Additionally, the plan assesses AY specific issues/topics and includes a full review of program priorities, goals and values that drive what the Division does and hopes to achieve. Development of the long-term assessment plan has and will involve the full faculty in its development, implementation, review and assessment. The new long-term assessment plan will be considered our road map for continuous improvement and assessment of activities over the next six years. A pictorial draft of the proposed long-term assessment plan follows.

CALIFORNIA STATE UNIVERSITY SACRAMENTO
Division of Criminal Justice

Draft
Program Assessment Plan
for
Long-Term Data Collection and Systematic Response
(6/2012)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
New data being collected	Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning	Communication (Written + Oral &/or Interpersonal)	Efficiency Indicators & Long-Term Impacts	Integration/ Application of Skills, Values & Content	Review and Revise Long-Term Plan as Needed
Data faculty are responding to	Findings from Self-Study (review & revise cohort review process)	Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning	Communication	Efficiency Indicators & Long-Term Impacts	Integration/ Application

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

FUTURE WORK

The assessment activities of the Division continue to work through the cycle of evaluating writing and critical thinking, surveying alumni, and examining content as methods for assessing student outcomes. Through AY 2011-2012, the Division continued its commitment to assessing student outcomes associated with the cohort advising program by examining units and terms to graduation. In the current AY, we have not only continued the focus on traditional year to year student outcomes but engaged in activities leading to new assessment plan processes in the future.

The Division's assessment activities are faculty driven to identify the outcomes, define assessment means and decide what to do with the results. In the Fall 2012 semester, the assessment cycle begins again however, each year is part of an overall assessment cycle that transitions in focus while following the longer term approach to overall assessment. This is especially true for Fall 2012 as we embark on finalizing and implementing a new, multi-year assessment plan. In the Fall, the activities of the Assessment Committee will include seeking faculty input and approval for the refined set of program goals, the long-term assessment plan, and a revision to our cohort review process. The Division is one of the largest criminal justice undergraduate programs in the nation and students from a great breadth of backgrounds are attracted to our program. We strive to continue our faculty commitment to providing students with the knowledge, skills and values they need to be competitive and successful in their careers within the criminal justice system and elsewhere. The CRJ Division Assessment Committee and faculty remain committed to improving and maintaining higher levels of consistency for teaching and learning within our courses.

Appendix A

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Table 1: Criminal Justice Program Learning Goals
Prepared by the Criminal Justice Program Assessment FLC
(6/2012)

- 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 interpersonal communication*.
- 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*.
- IV. Integrative Learning
Criminal Justice majors will be asked to demonstrate their *capacity for 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:
 - A. Proposing a reasonable approach to *solving a complex contemporary problem* relating to the causes, consequences and/or societal responses to crime and disorder.

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Table 2: Learning Goal Map

CSU Baccalaureate Learning Goals & Criminal Justice Program Learning Goals (&/or rubrics)

Prepared by the CrJ Program Assessment Faculty Learning Community

(5/2012)

Baccalaureate Learning Goals/ CJ Program Learning Goals	CONTENT		SKILLS		VALUES		INTEGRATION
	Discipline Specific Knowledge (Criminal Justice)	Knowledge from Across Disciplines (GE courses & CJ Electives)	Critical Thinking/ Problem Solving	Written Commun ication	Ethical Reasoning	Lifelong Learning	Integrative & Applied Learning
1. <i>Competence In the Disciplines</i>							
A. Competence in the Discipline (major)	X						
B. Informed Understanding of Other Fields		X					
2. <i>Knowledge of Human Cultures & Physical Nature of World</i>		X					
3. <i>Intellectual & Practical Skills</i>			X	X			
4. <i>Personal & Social Responsibility (Values)</i>					X	X	
5. <i>Integrative Learning</i>							X

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Table 3: *Advanced Curriculum Map*

Prepared by the CrJ Program Assessment Faculty Learning Community

(6/2012)

Core Criminal Justice Courses/ Baccalaureate & Program Learning Goals	Intellectual & Practical Skills (BLG 3)		Personal & Social Responsibility (BLG 4)		Integrative Learning (BLG 5)
	Critical Thinking/ Problem Solving	Written Communica tion	Ethical Reasoning	Lifelong Learning	Integrative & Applied Learning
CrJ 1: Intro to CJ & Society	+	+	+	+	
CrJ 2: Law of Crimes	+	+	+	+	
CrJ 4: General Investigation Techniques	+	+	+	+	
CrJ 5: Communities & the CJS	+	+	+	+	
CrJ 100: Research Methods	++	++	++	++	+
CrJ 102: Crime & Punishment	++	++	++	++	+
CrJ 121: Structure & Function of U.S. Courts	++	++	++	++	++
CrJ 123: Law of Arrest, Search & Seizure	++	++	++	++	++
CrJ 130: Fundamentals of Corrections	++	++	++	++	++
CrJ 141: Police & Society	++	++	++	++	++
CrJ 160: Justice & Public Safety Admin.	++	++	++	++	++
CrJ 190: Contemporary Issues in CJ	+++	+++	+++	+++	+++
CrJ 200 = Intro/Core Graduate Courses (200, 255, 256, 260)	+++	+++	+++	+++	+++
CrJ 200 = Advanced Elective Courses	++++	++++	++++	++++	++++
CrJ 500 = Advanced Culminating Courses	+++++	+++++	+++++	+++++	+++++

+ = intro level of skill, value or integration/application; 2+ = intro to mid; 3+ = mid to advanced; 4+ = advanced; 5+ = mastery

Table 4

Signature Assignment Narrative for CrJ 190: Contemporary Issues in Criminal Justice

CrJ 190: Contemporary Issues in Criminal Justice is a Writing Intensive (WI) *capstone* course for Criminal Justice majors. Students typically take this course in their last, or second to last, semester before graduation. In order to enroll in this course, students need to be at Senior status, have completed all of the other core courses required in the major, and have taken the WPJ (Writing Placement Exam for Juniors).

This course examines current issues in criminal justice with an emphasis on the application of law, management and ethics to the analysis of contemporary criminal justice issues and policy. This course serves as the culminating event for criminal justice majors with an emphasis on writing and oral communications, research and analytical thinking.

By the end of the semester, students should be able to do the following:

1. demonstrate their knowledge of the spectrum of academic criminal justice curricula;
2. demonstrate their fluency with the current literature and trends in criminal justice theory, research, and practice;
3. explain the history, currency and future of the justice system;
4. identify and explain current issues, such as ethics and diversity, that shape criminal justice policy and related institutions;
5. project and explain potential future trends in justice policy and administration in the U.S.;
6. articulate a critical understanding/appreciation of criminal justice in contemporary society.

Since this course engages students in extensive writing and analytical thinking, there are a variety of assignments faculty teaching this course utilize in order to foster the development of critical thinking skills as well as the development of an effective writing process which involves multiple drafts of written work, faculty and peer evaluation, and revision. It is through this iterative process of reflection, critique, and revision that the students will not only develop their own abilities to self-critique but to actively engage in and become familiar with their own writing process and critical analysis. Assignments given to students in the CrJ 190 course often require students to engage in the critical process of complex problem solving, argumentation, synthesis and evaluation of policy initiatives, laws, theory, and criminal justice practices in the field. Ultimately, the goal of this course is two-fold: first, to reasonably capture the Criminal Justice majors' experiences with four key areas in the major: law and the courts, policing, corrections, and criminological theory and research methods; secondly, to foster and encourage the students' abilities in order that they become critical thinkers and problem-solvers in today's complex world.

To that end, our CrJ Faculty Learning Community has select an assignment which we believe accurately represents the Learning Objectives of the Course, at least one aspect of our Program Goals (critical thinking) and meets the criteria as outlined in the Critical Thinking VALUE Rubric.

Signature Assignment: DIRECTIONS [used to assist with more uniform administration of the test]

Directions to be given/read when 190 faculty hand out the advance information:

1) This is information that you will benefit you in the writing of your essay exam. You will be given the essay questions at the time the test begins. In the mean time, you are free to look up any additional related information on your own. Keep in mind, however, that this is likely the information that you will need. Please don't bring any additional information to the test class with you. You will be given two essay questions and will be expected to write approximately one page per question. Remember to manage your time accordingly. You will have the whole 75 minute class to complete your test. Please log on to a computer as soon as you arrive to class.

Directions to be given/read for when you administer the test:

2) Please open a word document and save it with your last name as part of the file name. You will write your essay in the word document. Feel free to take notes and write on note paper provided as well. When you are done, [Tell students how to submit essays. Some sections might have students email the test to them, and some might have it sent to the printer. I am having students copy and paste to a Discussion post that I will then "hide" so students can't see each other's work.] This is an exam to test your writing and critical thinking skills. You will be prompted to respond to two questions, and you have the whole class to complete the test. There are no right answers to these questions. I cannot respond to questions during the test.

Signature Assignment: PROMPT

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 and two essay questions. You have the full class time to answer the questions. Please write approximately one, single-spaced page for each 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 to the 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 TYSO legislation or increased inmate re-entry programs. Therefore, she has asked you to help her determine whether the proposed TYSO legislation or increased inmate re-entry programs would be an effective way to accomplish its intended goal, to deter offending and reduce recidivism. Using the material provided above as well as information you have learned in your Criminal Justice curriculum, please write approximately one, single-spaced page on each of the following:

1. Analyze the proposed legislation and the option of increased inmate re-entry programs, and;
2. Formulate a reasonable policy alternative designed to reduce crime and promote public safety within the State of California that would appeal to both groups.

Be sure to explain the logic and rationale for both the analysis and your proposed policy alternative.

TABLE: CrJ 190: Writing and Critical Thinking Assessment Essay & Critical Thinking VALUE Rubric

	Milestone= 3	SUMMARY [overview of issues to be addressed]	ANALYSIS [patterns, problems, consistencies/inconsistencies]		SYNTHESIS [development of policy alternative]	EVALUATION [evaluation of which policy alternative serves best interest of most]
			Key aspects of TSYO legislation	Key aspects of re- entry program option		
Explanation of Issues	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	X				
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.		X			
Influence of context and assumptions	Identifies own and others' assumptions and several relevant contexts when presenting a position.		X		X	X
Students' position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).				X	X
Conclusions and related outcomes (implications and consequences)	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.					X