

# 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:

As part of the long-term annual assessment plan for the Division of Criminal Justice (the Division), the Division evaluated Ethical Reasoning for the last AY. This academic year, 2015-2016, the Division's plan was to assess Communication per the BLG "Intellectual and Practical Skills."

Both written and oral communication was assessed. The Division's definition of written communication was the same as the Association of American College and University's (AACU) from the Communication Value Rubric. The written assessment definition from the AACU value rubrics states, "Written communication is the development of expression of ideas in writing. Written communication involves learning to work in many genres and styles. You can involve working with many different written technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum."

The Division's rubric closely followed the AACU suggested rubric but leaned more towards a critical argument paper than demonstrating "generic written development." This rubric was developed and approved by the Division's faculty. Seniors were given a controversial prompt and evidence wherein, they could argue for and against the subject matter. Their papers were scored based on the rubric.

The Division's definition for oral communication component somewhat mirrors the AACU's oral communication value rubric: "Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listener's attitudes, values, beliefs, or behaviors." However, instead of having a prepared, purposeful presentation, we performed an "exit interview" of seniors whereby, we rated their oral communication skills according to the AACU's oral communication value rubric.

**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):

Written Communication

### Q2.1.1.

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

The written communication PLO was assessed through an argument essay delivered within capstone courses. The students were given a prompt about a controversial topic (legalizing marijuana), evidence and research for and against this topic, and asked within the content and practices of this class and the criminal justice system, to critically assess all evidence and make pro and con arguments as well as justifying their stance.

### 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.

Much like the AACU's written communication rubric, the standards of performance within the five domains were rated 1 for "Need Improvement" to 4 for "Exceptional." The standard of performance for the Division was 2 or higher within each domain.



CSUS written communication rubric (sp 2015).docx  
18 KB



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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the <b>PLO</b> , the <b>standard</b> of performance, and the <b>rubric</b> that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In <b>ALL</b> 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 checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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?

#### 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**)

#### Q3.2.1.

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:

Prior to this assessment, certain members of the Division's faculty and the assessment committee evaluated the prior year's evaluation and tried to improve upon it. The result was a modification to the generic AACU written communication rubric. As well, a new and controversial topic (legalization of marijuana in California) within the criminal justice system was used as a prompt in order to evaluate written communication. It was the hope that this controversy prompt would motivate otherwise, uninterested students, into writing a better argumentative paper – regardless of their stance on the subject.

The prompt was given to the Division's "Contemporary Issues in Criminal Justice" (CRJ 190) senior capstone course. The majority of classes were given this prompt for a total sample of 115 students. This sample represented nearly half of all CRJ 190 students. This is a slightly increased sample from AY 2014 – 2015 where the sample was 96.

(**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:

Attached is the essay prompt given to the CRJ 190 students to assess their written communication. Students were also given instructions for completion of the essay. The prompt was designed to be controversial and provocative in order to help interest the students. They were also given background information about the subject (legalizing medical marijuana) and reasons for and against legalization. The students were then prompted to choose a side and write a persuasive paper.



**Essay Prompt for Assessment.docx**  
139.63 KB



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**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?

The five assessment committee members

**Q3.5.1.**

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

The four who served on the assessment committee

**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.)?

The assessment was administered in CRJ 190, Contemporary Issues in Criminal Justice. The CRJ 190 class is the Division's senior capstone course and therefore, the students should be the most advanced in their abilities. This was a purposive sample and all students who were in attendance were asked to participate. All CRJ professors who participated in the assessment agreed to deliver the assignment as a 10% weighted grade. Since the Division followed a similar method the previous year, one expected nearly a 100% return rate. The return rate was 100%.

**Q3.6.1.**

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

The assessment committee decided to review as many samples from the CRJ 190 classes as possible in order to enhance statistical analyses and gain as much insight as possible. Therefore, unless a paper was deemed unreliable (i.e. wrote two sentences), all samples were used. In this sample, no returns were deemed unreliable so there were no disqualified papers. Some professors who taught CRJ 190 elected not to participate. They had already finalized and distributed their syllabus so they felt it would not be fair and thus, affect the returns and possibly bias the results. However, of those professors who did participate, the return rate was 100%.

**Q3.6.2.**

How many students were in the class or program?

In the Fall 2015 semester, there were 219 students in the class.

**Q3.6.3.**

How many samples of student work did you evaluate?

Of the 219 in all CRJ 190 classes, 219 samples were evaluated.

**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:

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### 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:



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(**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**:



There were a total of five domains. The scoring of the domains ranged from 1 "Needs Improvement" to 4 "Exceptional." While the Division agreed that 2 or "Meets Basic Expectations" was the benchmark, the percentage of students who fell within each domain was measured. On the whole, the vast percentage of students were two or above on their assessment per domain.

Statement of Argument	Use of Reasoning to Support Argument	Use of Evidence to Support Argument	Conclusion	Clarity of Expression
-----------------------	--------------------------------------	-------------------------------------	------------	-----------------------


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#### 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?

The majority of students are meeting or exceeding the program standard. However, there were also a perceptible percentage of students who scored in the "Needs Improvement" category. This could be attributed to the prompt, lack of uniform instructions to the students, and weight of grading among professors' classes. It was noticed that if there were low scores within the "support" domains, the student's conclusion was also not as strong. This lends credence to the hypothesis that they may have been fault with the prompt, uniform instructions, and/or weight of grading among professors' classes. In the future, a better methodology may be employed for a more accurate evaluation.

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 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.

The Division faculty was given the results of this written evaluation and the oral evaluation. As a result of this, faculty will provide this written evaluation rubric on the Division's website as a recommendation for scoring papers within each class where a paper is assigned. Additionally, class cohorts review student learning objectives for each class. As part of the cohort process, we review recommendations from previous evaluation cycles and discuss possible future improvements/assignments in learning objectives as they relate to PLOs. Future suggestions have been made to modify the methodology of assessment to include a pre-post test design.

**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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" 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:

Assessment for FY 2014-2015 was Ethical Reasoning. Practice prior to the assessment was to have an ethics component within the learning objectives of each course (as practical) in the program. Although there were ethical components within classes, the faculty believed that was not enough. With such an important topic as ethics, the faculty agreed a new class on ethics should be developed. The first (experimental) class of "Ethics and the Criminal Justice System" (CRJ 196) was taught in the spring of 2016. The enrollment was 27. When the professor asked how many of the students chose this because they want to be there, only one admitted that. The other 26 students said that they took the class because it fit into their course schedule. It is unknown if this class should be mandatory and if so, what affect, if any, this would have on Ethical Reasoning.

The assessment for FY 2015-2016 was Written and Verbal Communication. The Division assembled as an assessment committee and as a faculty to assess the results. The results of FY 2015-2016 were presented to the faculty as a whole. It was recommended that we add a link to the criminal justice website for faculty to access all of the AACU rubrics and in particular, communication. CRJ 190 will continue to monitor written communication and it is very likely, oral communication "exit interviews" will become customary. The oral communication component of the overall communication assessment, benefited not only assessing with oral communication, but also answered some questions of interest to the Division (see Q6).

Based on last year's recommendations from OAPA, the faculty had been meeting as subject-area cohorts of the various course curriculum areas i.e. policing, law, investigations, etc. to see if the student learning objectives needed to be updated and if they aligned with the program learning outcomes PLOs. While the subject-area cohorts believed there was strong alignment between PLOs, the Division's goals and the BLGs, the Division continually discusses programming improvement and student expectations within its strategic plans.

With this year's assessment, the Division did statistically check for inter-rater reliability (IRR). The IRR was strong. In the future, the Division is exploring the idea of a pre-/post-test methodology and trying to agree on a prompt and earlier participation than in past assessments.

The Division has particularly addressed three out of the four recommendations (as above) given by OPOA with the exception of "use of assessment data." Curriculum maps at the graduate and undergraduate-level are currently under development.

As previously mentioned, the faculty get together annually before the year to help with strategic planning. As part of the strategic planning, the assessment committee has a part in explaining the lessons learned from the past assessment and how the new school year's assessment methodology will be planned. Input is welcomed and faculty concerns are addressed.

**(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:

The FY's (2015-2016) assessment was Communication. Within Communication, there was a written and oral assessment component. Most of the above has addressed the written communication component.

The oral assessment component used the following methodology: from the population of seniors (N = 277), the transfers were selected so as to isolate only those from "native" students. Native students were those who had started their freshman year without any transfer classes from any other college/university. The amount of transfers was 214 students. From those students, approximately 25% were chosen at random (n = 53). Two interviewers set up mock interviews based on standardized questions and compared their scoring to increase inter-rater reliability. Thirty of the 53 students were chosen to be interviewed. Sixteen of those students showed up and were interviewed (n = 16).

Nine questions were asked of them (see attachment "Verbal Assessment Questions 2016") and their responses were scored based on an AACU-like oral communication value rubric (see attachment "CSUS Oral Argument Rubric 2016"). One hundred percent of the students met basic expectations of "2" or above on a 1 to 4 scale with "1" being "Needs Improvement" to "4" being "Exceptional." No students scored in the "Needs Improvement." In fact, the least scoring domains "Supporting Material" and "Central Idea" rated the lowest with 75 percent scoring "3" and "4." The vast majority exceeded expectations (3 and above).

Value	Organization	Language	Delivery	Supporting	Central Idea
2	12%	18%	6%	25%	25%
3	44%	44%	56%	25%	31%
4	44%	38%	38%	50%	44%



Verbal assessment questions 2016.docx  
62.02 KB



CSUS oral argument rubric 2016.docx  
20.04 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. Efficiency Indicators & Long-Term Educational Impacts

- b.
- c.

**Q8.** Please attach any additional files here:



No file attached



No file attached



No file attached



No file attached

**Q8.1.**

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

CSUS Written Communication Rubric

Essay Prompt for Assessment

Verbal Assessment Questions 2016

CSUS Oral Argument Rubric 2016

## Program Information (**Required**)

**P1.**

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

BS Criminal Justice

**P1.1.**

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

Select...

**P2.**

Report Author(s):

Ryan Getty, Mary Maguire

**P2.1.**

Department Chair/Program Director:

Mary Maguire

**P2.2.**

Assessment Coordinator:

Ryan Getty, Assessment Committee Chair

**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):

1,471 students (1,443 undergrad)

**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:

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

1

**P7.1.** List all the names:

B.S., Criminal Justice

**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:

M.S. Criminal Justice

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

0

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

0

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

**CSUS, Division of Criminal Justice**  
**Oral Communication Rubric based on an “Exit Interview”**

	<b>1 – Needs improvement</b>	<b>2 – Meets basic expectation</b>	<b>3- Exceeds basic expectation</b>	<b>4 - Exceptional</b>
<b>Organization</b> (ability to recognizes what the question is, organizes thoughts, and delivers answers in a logical sequence)	Answers to the questions are not clear or are not in an organized pattern within the conversation.	Organizational pattern is intermittently clear within the conversation.	Organizational pattern is clearly and consistently apparent within the conversation.	Organizational pattern is clearly and consistently apparent, is skillfully articulate and makes the content of the conversation cohesive.
<b>Language</b>	Language choices are unclear and minimally support the effectiveness of the conversation. Language in conversation is not appropriate for the purpose.	Language choices are simplistic and commonplace and partially support the effectiveness of the conversation. Language in conversation is appropriate for the purpose.	Language choices are thoughtful and generally support the effectiveness of the conversation. Language in conversation is appropriate for the purpose.	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the conversation. Language in conversation is appropriate for the purpose.
<b>Delivery Techniques</b> (posture, gesture, eye contact, and vocal expressiveness)	Delivery techniques detract from the understandability of the conversation, and speaker appears noticeably uncomfortable.	Delivery techniques make the conversation understandable, and speaker appears tentative.	Delivery techniques make the conversation interesting, and speaker appears comfortable.	Delivery techniques make the conversation compelling, and speaker appears polished and confident.
<b>Supporting Material</b> (explanations, examples, illustrations, statistics, analogies, etc.)	Insufficient supporting materials make reference to information or analysis that minimally supports the conversation or establishes the speaker’s credibility on the topic.	Supporting materials are used as an appropriate reference to the conversation, partially conveying information or analysis that partially supports the presenter's credibility on the topic.	Supporting materials are used as an appropriate reference to the conversation, conveying information or analysis that partially supports the presenter's credibility on the topic.	A variety of types of supporting materials make appropriate reference to the conversation, conveying information or analysis that significantly supports the conversation or establishes the presenter's credibility on the topic.
<b>Central Idea</b>	Central idea can be deduced but is not explicitly stated or consistent with supporting material.	Central idea is understandable but not clear or consistent with supporting material.	Central idea is clear and consistent with the supporting material.	Central idea is precisely stated, compelling, memorable, and strongly supported.



**CSUS, Division of Criminal Justice**  
**Written Communication Rubric based on a “Critical Argument” paper**

	<b>1 – Needs improvement</b>	<b>2 – Meets basic expectation</b>	<b>3- Exceeds basic expectation</b>	<b>4 - Exceptional</b>
<b>Statement of argument</b>	Portion of argument (either claim or counter-claim) not stated.	Full argument stated (both claim and counter-claim), although may lack some clarity.	Most elements of advanced argument (more than one counter-claim) stated quite clearly.	All elements of advanced argument (more than one counter-claim) stated with exceptional clarity.
<b>Use of reasoning to support argument</b>	Simplistic reasoning used to support argument (claim or counter-claim(s)). (May be logically inconsistent.)	Sound and logically consistent reasoning * used to support most of argument (claim and/or counter-claim(s)).	Strong and logically consistent reasoning * used to support entire argument (both claim and counter-claims).	Advanced logic and reasoning * used to support entire argument/position (both claim and counter-claims).
<b>Use of evidence to support argument</b>	Some evidence used in basic way to support claim <i>or</i> counter-claim. (May use inappropriate evidence or misinterpret evidence.)	Some evidence used in basic way to support both claim <i>and</i> counter-claim(s) (to make basic judgments, draw plausible conclusions from the evidence).	Relevant evidence used in meaningful way to support both claim and counter-claims (as basis for competent judgments, to draw reasonable and appropriately qualified conclusions).	Relevant evidence used in creative and insightful ways to provide strong support for claim and counter-claims (as the basis for more detailed and thoughtful judgments, to draw insightful and carefully-qualified conclusions).
<b>Conclusion</b>	Basic conclusion stated, but lacks clarity <i>and/or</i> logical consistency with argument.	Conclusion stated somewhat clearly <i>and</i> is logically consistent with argument.	Conclusion stated very clearly and is logically consistent with argument.	Conclusion stated very clearly, with logical consistency, and awareness of tentative nature of conclusion noted.
<b>Clarity of expression/ written communication</b>	Attempts to use a consistent system for basic organization and presentation; uses language that sometimes impedes meaning or clarity. Contains errors in use of language.	Follows expectations for writing an argument including organization, content, and presentation; uses language that generally conveys meaning, although there may be problems with clarity and the writing may include some errors.	Demonstrates consistent use of important conventions for writing a critical argument; uses straightforward language that generally conveys meaning to readers. The language has few errors.	Demonstrates detailed attention to and successful execution of a strong argument (including organization, content, presentation, formatting, and stylistic choices); uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

\*Sound reasoning = few logical fallacies; Strong = no logical fallacies; Advanced = no logical fallacies and high level of orderliness and consistency

## **Essay Prompt for Assessment**

### **Background Information:**

California was the first state to legalize medical marijuana since it was made an illegal substance approximately 80 years ago. In the 1940's and 1950's marijuana has been considered a serious drug. Fear of this drug was widely encouraged. However, information that has been generated since the 1980's has allayed many of these concerns. Currently, 23 states, including the District of Columbia, have similarly legalized marijuana for medical purposes and four states and the District of Columbia have legalized recreational as well as medical use. Some states have only approved cannabis oil for certain medical conditions. The federal government has not followed suit, and currently federal and state laws are at odds when prosecuting crimes regarding this substance.

### **Issues:**

Marijuana, while useful for many medical conditions, may still be an addictive and potentially harmful substance. There is a small but growing amount of research done in the medical field on the helpful effects for many different medical conditions. Preliminary research appears to find this drug less harmful than other drugs, such as cocaine, heroin, or methamphetamine. Alcohol is potentially of greater documented harm than marijuana.

Marijuana has been called a "gateway" drug that might lead to worse drug abuse. No definitive study has been able to support this point.

Some marijuana users, growers, and sellers have been arrested and prosecuted on federal charges. While this is against some states' laws, some in the marijuana business have broken state laws regarding how their businesses are conducted.

Marijuana has been a very profitable business in many states who have legalized this drug and it has increased states' income from taxation.

There are several questions about how to regulate legalized marijuana. How do states keep this substance away from children and minors? How should a state handle DUI's or driving under the influence? Should individuals have purchasing limits? Should growers and sellers obtain licenses? Can non-cash methods work for the sale of this substance, getting banks involved in this operation? How do states track and monitor cartels from becoming involved with the marijuana operation?

Colorado, a pioneer in legalizing marijuana, has already dealt with some of these concerns. For example, blood tests can now detect the level of THC in the blood, and in Colorado, a person is not allowed to have more than 5 nanograms per milliliter of THC in their blood stream if they get behind the wheel of a car.

California's current medical marijuana law has generated much confusion regarding how individuals can legally grow and sell marijuana. Many doctors and sellers have run into legal issues while (most likely) trying to comply with legal regulations. There is a current push to resolve these issues as well as potentially make marijuana legal for both medical as well as recreational purposes.

With many states making these legal changes regarding marijuana, the federal government has not posed any legal challenges. As the Deputy Attorney General told the Senate Judiciary Committee, the

federal government will wait to enact any new federal regulations or guidelines until they see how Colorado fares with their current and emerging marijuana regulations. Federal concerns are focused on trafficking to states where the drug is illegal, sales to children, and the prosecution of cartels and gangs.

**The Question:**

Using the information provided, write a (need to have a number of pages here) paper that answers the following prompt:

Pick a side (pro or con) regarding what the state of California should do regarding legalizing marijuana for recreational purposes. Your paper should contain an introduction paragraph, your central hypothesis regarding what California should do, and then a persuasive argument as to why you feel this way. Finish your paper with a paragraph that summarizes your main points. Please use your best writing style, and think about your organization, grammar and syntax. Your paper should include many reasons why you are either for or against California's legalization.

## 2016 Verbal Assessment Questionnaire

1. How have *you* most changed over your time at CSUS?
2. What was the *biggest* contributor to that change?
3. What are *your* goals immediately graduation?
4. What are *your* goals 5 years post-graduation?
5. Talk about your most influential experience in the CJ program (positive or negative).
6. What do you see as the CJ program's strengths?
7. What do you see as the CJ program's biggest challenges?
8. If you had a chance to say anything to all your professors at once, what would you say?
9. If you had the power to change the CJ program, what would you do?



## **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.

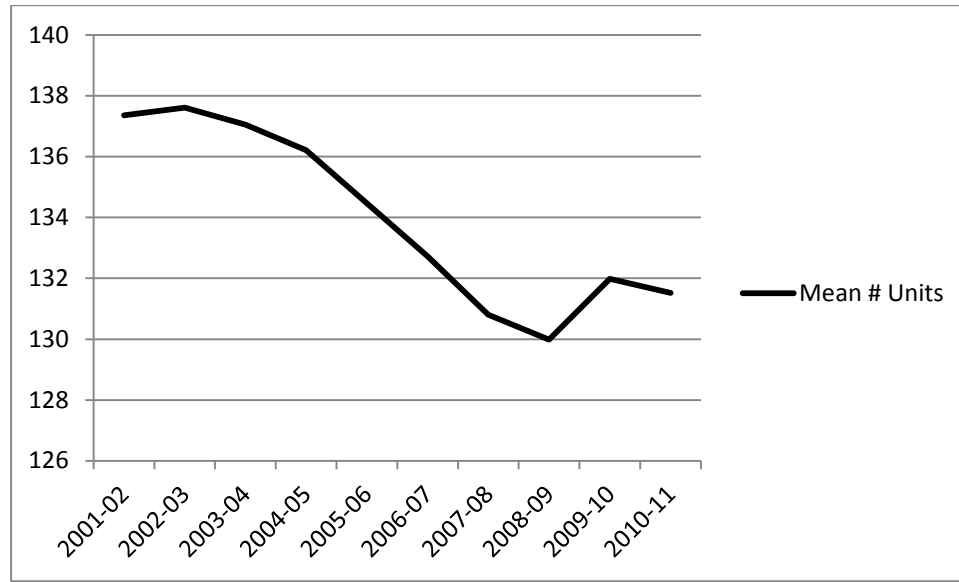
The examples, actions, and recommendations discussed below describe in detail the current utilization of the Division's assessment loop to re-direct assessment efforts beginning in AY 2012/2013. These new efforts have resulted as a result of determinations made from prior assessment activities and lengthy 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.

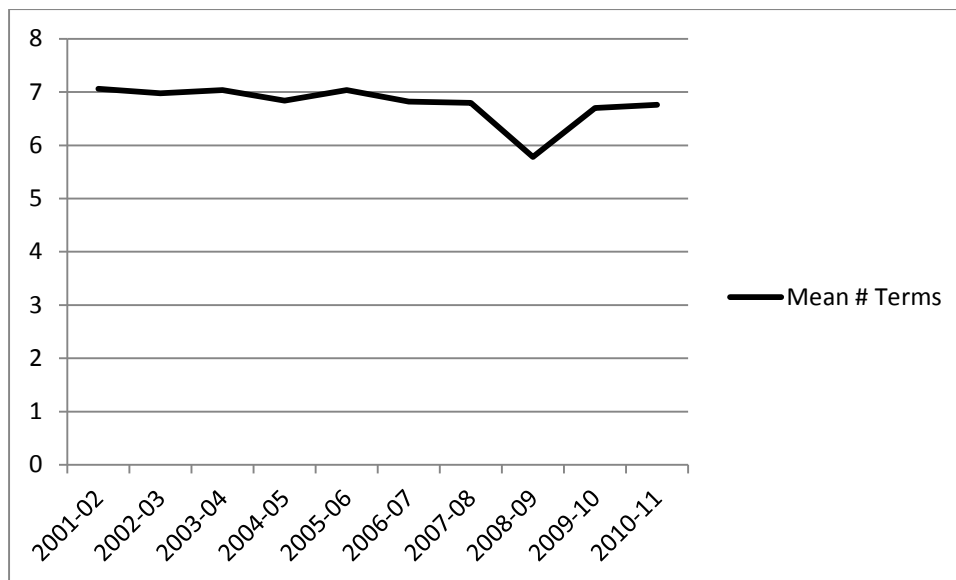
The first issue examined was the total number of units to graduation for criminal justice majors since the beginning of the cohort program which began in AY 2001-2002. As shown in Table 1, the mean number of units to graduation for criminal justice majors has decreased from approximately 137.5 in AY 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)

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>New data being collected</b>	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
<b>Data faculty are responding to</b>	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

*Draft*

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.

Draft

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 &amp; Physical Nature of World</i>		X					
3. <i>Intellectual &amp; Practical Skills</i>			X	X			
4. <i>Personal &amp; Social Responsibility (Values)</i>					X	X	
5. <i>Integrative Learning</i>							X

Draft

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.

<b>California Index Crime Rates per 100,000 Inhabitants* And Inmate Population and Parolees in California** (2002-2007)</b>						
<b>Year</b>	<b>Population</b>	<b>Violent</b>	<b>Property</b>	<b>Murder</b>	<b>CDCR Inmate Population</b>	<b>CDCR % of Inmates on Parole</b>
<b>2002</b>	35,001,986	595.4	3,361.2	6.8	159,695	16.0
<b>2003</b>	35,462,712	579.6	3,426.4	6.7	161,785	14.2
<b>2004</b>	35,842,038	527.8	3,423.9	6.7	163,929	12.7
<b>2005</b>	36,154,147	526.0	3,320.6	6.9	168,035	12.3
<b>2006</b>	36,457,549	532.5	3,170.9	6.8	172,528	12.7
<b>2007</b>	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		
<b>Explanation of Issues</b>	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	X				
<b>Evidence</b> <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			
<b>Influence of context and assumptions</b>	Identifies own and others' assumptions and several relevant contexts when presenting a position.		X		X	X
<b>Students' position (perspective, thesis/hypothesis)</b>	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
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.					X

CALIFORNIA STATE UNIVERSITY SACRAMENTO  
Division of Criminal Justice

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

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
<b>New data collected</b>	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
<b>Data responded to</b>		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)