2015-2016
Annual Assessment Report Template

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Report: | MS Criminal Justice |

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. | No specific PLOs were assessed. |

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:

No specific PLOs were assessed but rather -- for the first time -- the Division's graduate committee authored the graduate program's learning goals and objectives (PLOs) based upon the institutional and OGS's new, graduate learning goals (adopted Spring 2016). In turn, the program's PLOs were mapped by course. Then the PLOs/courses were mapped by what assignment(s)/method(s) each course might assess the the classes' learning objectives. The Division's graduate program goals and objectives, as well as the PLOs' mapped by class and learning objectives are attached to Q 2.3.

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: Although not formally adopted, it is likely the Division will adopt an AACU rubrics...

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 PLO from list

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Again, no specific PLO was assessed this FY but a written plan to assess a PLO next FY has been created and is attached to Q 2.3.

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.

Illustrated on page 4 of the attachment are each of the four PLOs within the graduate program. It is likely the rubric(s) to be used in order to assess the standards of performance, will be the Association of American Colleges and Universities' VALUE rubrics.

📎 Graduate Learning Goals and Objectives with PLOs and Mapping.pdf
287.7 KB   📎 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:
☐	☐	☑	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☑	☑	☑	6. In the assessment or program review reports, plans, resources, or activities
☑	☑	☐	7. In new course proposal forms in the department/college/university
☐	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☑	☑	☑	10. Other, specify: Comment for numbers 3. & 5.: These items will also be available in th…

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?

Don't know

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:

(**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:

[   ]

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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?

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 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**:

[ ]

⬚ 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?

[ ]

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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	○	○	○	○	○
2. Modifying curriculum	○	○	○	○	○
3. Improving advising and mentoring	○	○	○	○	○
4. Revising learning outcomes/goals	○	○	○	○	○

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

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:

The program has informally tracked enrollment and graduation rates for the Division's graduate students. The enrollment criteria have been quantitatively standardized and will be tracked to allow for acceptance/retention/graduation assessment.

📎 No file attached   📎 No file attached

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. [The Graduate Program committee will meet in Fall 2016 to plan which PLO will be assessed and how it will be assesed]

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:

1.) The Division's graduate learning objectives and goals with objectives and curriculum mapping are attached at Q 2.3.

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

MS Criminal Justice

P1.1.
Program/Concentration Name(s): [by department]

Select…

P2.
Report Author(s):

Ryan Getty

P2.1.
Department Chair/Program Director:

Mary Maguire, Division Chair

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):

1,471 students (1,443 undergraduates; 28 graduate students)

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 **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?	○	⦿	○	○	○	○	○
P11.1. last updated?	○	○	○	○	⦿	○	○

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**:

Graduate Learning Goals and Objectives with PLOs and Mapping.pdf
287.7 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: CRJ 501

○ 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)

Division of Criminal Justice
Graduate Learning Goals Policy Report
Spring 2016

Contributors: Graduate Program Committee (Yvette Farmer, Chair; Tim Croisdale; Ryan Getty; Dan Okada; Kim Schnurbush; and Jennie Singer); Mary Maguire (Division Chair)

A. Graduate Learning Goals/Objectives

In Spring 2016, the Faculty Senate approved institutional graduate learning goals for the University as follows:

Institutional Graduate Learning Goals for Masters Programs

1. *Disciplinary knowledge*: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.
2. *Communication*: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.
3. *Critical thinking/analysis*: Demonstrate the ability to be creative, analytical, and critical thinkers.
4. *Information literacy*: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.
5. *Professionalism*: Demonstrate an understanding of professional integrity.
6. *Intercultural/Global Perspectives*: Demonstrate relevant knowledge and application of intercultural and/or global perspectives.

Additional Goal for Doctoral Programs

7. *Research*: Conduct independent research resulting in an original contribution to knowledge in the focused areas of their graduate program.*

*Although the last learning goal applies to doctoral programs, graduate students engaging in thesis research may also achieve this objective.

B. Program Learning Outcomes (PLO)

In Spring 2016, the Graduate Program committee examined and revised the Division's graduate program learning outcomes as follows:

PLO 1 - Independently apply knowledge, skills, and analysis at an advanced level.
PLO 2 - Exhibit an advanced understanding of ethical issues.
PLO 3 - Effectively communicate criminal justice topics on regional, national, and global levels.
PLO 4 - Demonstrate creative, analytical, and critical thinking through research.

C. Curriculum Map

In an effort to construct a curriculum map that includes the Division's new program learning objectives (which are now reflective of the institution's graduate learning goals), the Graduate Program Committee members reviewed learning objectives for all courses in the graduate program.

Below you will find two curricular maps: the first map identifies the learning objectives for each course in relation to the graduate program learning objectives; the second map lists the graduate courses in relation to the graduate program learning objectives (which essentially summarizes the information contained in the first map).

Division of Criminal Justice
Graduate Program Curriculum Map for Each Course Learning Objective

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 200 (core)				
To provide a practical introduction to a variety of research techniques for students who plan to conduct research for a Master's thesis or other empirically based project	X	X	X	X
Students will have an opportunity to work with and critique various research studies and reports produced by various criminal justice agencies		X	X	X
Students will engage in regular hands-on classroom exercises so that they can get a more solid familiarity with a particular issue under study at that time	X		X	X
Students will have the opportunity to critically examine several examples from social science literature	X	X	X	X
CrJ 255 (core)				
Students will develop both analytical and critical skills by understanding and evaluating various schools of criminological thought and their impact on the past and current criminal justice policy from a theoretical perspective	X		X	X
Students will recognize the value of the importance and relevancy of criminological theories in developing effective criminal prevention and control policies	X	X	X	X
Students will be exposed to contemporary and evolving theoretical approaches that concern strategies and mechanisms of social control	X	X	X	X
Students will examine why and how we (as a society) define certain behaviors as criminal	X	X	X	X
Students understanding and recognize the role that politics, the economy, social order, and social structure play in the construction of crime and criminal sanctions	X	X	X	X
CrJ 256 (core)				
Analyze historical factors that have influenced contemporary policies and practices of the American criminal justice systems	X		X	X
Identify historical incidents and trends contributing to current problem areas in the administration of criminal justice			X	X

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 256 (core) - continued				
Critically examine the roles of both the private and public sector in formulating criminal justice policies from the Colonial Era to the present	X		X	X
Recognize the continuing dilemma confronting policymakers responsible for the allocation of limited resources to criminal research and program development		X	X	X
CrJ 260 (core)				
Students will describe the factors that comprise an organizational system	X		X	
Students will compare the fundamental differences between public and private organizations including issues of ethics and values	X	X	X	X
Students will analyze the historical development of organization and behavior theory and how the socioeconomic factors of their time in history helped shape and mold those theories	X		X	
Students will explore the impact of major historical events upon organization theory and behavior, such as the Civil Rights movement, the feminist movement, representative democracy, and the like	X	X	X	X
Students will demonstrate the ability to critically analyze the literature on organization and behavioral theory in terms of the historical period they were written and their relevance to modern organizations	X		X	X
Students will demonstrate academic honesty and the support concept of intellectual property		X		
CrJ 210 (selective)				
Demonstrate a comprehensive understanding of the development of American socio-legal theory		X	X	
Explain the way in which law has been effective as an instrument of both justice and oppression	X			X
Discuss recent and current movements instrumental in re-defining the relationship between law and justice practically and theoretically	X		X	
Discuss the possible directions of law and justice in what will most likely continue to be rapidly changing, increasingly complex, and diverse future environments	X	X	X	X

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 231 (selective)				
Demonstrate his/her fluency with the current literature and trends in theories of punishment, rehabilitation and restorative justice	X	X	X	X
Explain the history, current and future of the United States corrections system	X		X	X
Identify and explain current issues, such as ethics and diversity, that shape correctional policy	X	X	X	X
Project and explain potential future trends in correctional policy and practice	X		X	X
CrJ 240 (selective)				
Explain the influence of U.S. political and social history on shaping policing	X		X	
Discuss the tensions generated by demands for social order and expectations of privacy and personal autonomy present in modern democracies and relate these tensions to the practice of policing.	X	X	X	
Explain how the structure of police organizations shapes police function	X		X	
Define organizational culture and explain the unique aspects of police culture	X	X	X	X
Discuss the role of police culture in shaping police behavior	X	X	X	
Demonstrate an understanding of the role played by interest group demands in shaping police policy and action	X		X	
Evaluate the impact of unionization on policing	X		X	
Identify and contrast multiple theories explaining the nature of police organizations	X	X	X	X
Identify and explain current critical issues in U.S. policing	X	X	X	X
Assess the influence of race, class, ethnicity and gender in shaping police behavior and the perception of that behavior	X	X	X	X
CrJ 262 (selective)				
Describe the structure and function of the juvenile justice system	X		X	X
Compare and contrast the differences between juvenile justice and criminal justice	X		X	X
Outline and argue for the future of juvenile justice	X		X	X
Examine public policy decisions specifically related to the processing of juvenile offenders	X	X	X	X

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 262 (selective) - continued				
Critically assess the history, evolution, administration, ethics, and philosophy of juvenile justice	X	X	X	X
CrJ 205 (elective)				
Describe and explain the stages of the policy process	X			
Describe the influence of alternative world views and intellectual structures on the shaping and analysis of policies	X		X	
Describe alternative methodological paradigms for policy formulation and evaluation and their implications	X			X
Analyze and describe the influence of interests on policy positions	X	X		X
Identify policy goals, including the ambiguities and conflicts inherent in those goals	X			X
Analyze and describe the problems, both practical and political, in generating and implementing specific justice policies	X			X
Propose potential solutions to specific policy issues and apply these to the field of criminal justice	X	X	X	X
Recognize and describe the ethical conflicts in a specific policy.	X	X		
Describe the role played by policy analysts in modern organization and the potential contradictions inherent in this role	X		X	X
CrJ 207 (elective)				
Review a variety of criminal justice program evaluations including the research outcomes	X	X	X	
Examine and participate in the process of completing a program evaluation research project in criminal justice	X	X		X
Identify the specific tasks required for a systematic program evaluation in the field of criminal justice	X	X		X
Discuss basic techniques of interpretation and analysis of research findings	X			X
Utilize course information to construct a written evaluation report and to develop a presentation of the information contained in that report	X		X	X

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 220 (elective)				
Evidence of understanding of California's legislative process	X	X	X	X
Examine and assess various models of law-making	X		X	X
Discuss factors involved in legislative process decision making	X	X	X	X
Analyze the politics involved in creating crime legislation	X	X	X	X
Examine ethics in law-making	X	X		X
Provide evidence of understanding how actors and interests influence and use the legislative process	X	X	X	X
CrJ 230 (elective)*				
CrJ 233 (elective)				
Students will be able to analyze, compare and contrast, and share personal reactions to the psychological effects of a variety of types of confinement, such as those experienced by prisoners of war, inmates in special housing units, inmates in Supermax prison settings, and other types of settings that involve extreme confinement	X			
Students will be able to communicate orally and in writing the most recent empirical research reports that examine the psychological effects of extreme confinement on both mentally healthy and mentally ill individuals		X		
Students will analyze the pros and cons of keeping human beings in extreme states of confinement, and under which situations the benefits outweigh the costs	X	X	X	
Students will be able to generate alternative solutions to keeping individuals in extreme confinement, and will be able to create ideas of how those inmates who need to be in such confinement can have harmful effects minimized, based on current research	X	X	X	X
CrJ 250 (elective)				
Describe and explain the general framework and organization of selected criminal justice systems and traditions	X		X	
Compare and contrast these systems and traditions with the criminal justice system and practice in the United States			X	

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 250 (elective) - continued				
Arrive at conclusions about possibilities of improvement of the American system and practice from the study of other systems	X		X	X
Describe the issues and opportunities that occur when two or more systems or patterns of criminal justice and legal thought are brought together in a location or jurisdiction	X		X	X
CrJ 251 (elective)				
Be able to define white collar crime, distinguish it from other types of crime and be familiar with the difficulty in measuring the occurrence of these offenses and their associated costs	X			
Understand the types of conduct constituting white collar offenses by exploring various historical precedents	X			X
Be familiar with various theories for the causes of white collar crime on both the individual and organizational levels				
Analyze the complexities of investigating and prosecuting white collar offenders by examining hypothetical fraud and corruption schemes	X			
Understand the far ranging impact of white collar crime, particularly with reference to globalization, international monetary markets and state-corporate complicity in illegal conduct	X			X
Describe various policy and legislative initiatives for combating white collar crime and the resulting ethical considerations flowing from the initiatives	X	X	X	X
CrJ 252 (elective)				
Students will identify and utilize the scholarly literature in an emerging field within Criminology and Criminal Justice; that is, the study of violence, victims, violent offenders, victimology, and state terrorism			X	X
Students will recognize the fundamental principles, generalizations, and theories identified in the writings of leaders in the field, which will increase competency in understanding the major social issues related to the specific social problems created by violence in contemporary society				

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 252 (elective) - continued				
The information acquired in the seminar will enable each person to clarify, assess, and systematically review existing and proposed governmental, private sector, and personal responses to victimization and fear. Citation analysis will be the major research tool used to achieve this objective	X			X
The citation analysis will allow the student to complete a research paper, which can serve as a "review of the literature" chapter in a thesis focusing on an issue in the field of Criminal Justice	X			
Students will present research (critical thinking skills) in class to hone the development of effective speaking skills (oral communication), before a group				
CrJ 257 (elective)				
Demonstrate capacity to identify and utilize the scholarly literature in the topical areas of violence and terrorism	X			X
Demonstrate a contextual understanding of violence based on contemporary social theory	X			X
Demonstrate familiarity with governmental responses to terrorism and violent criminal behavior with an emphasis on assessing policies that seek to control the impending problem without endangering civil liberties	X		X	X
Identify the needs of survivors of violent crimes and acts of mass destruction	X		X	X
Demonstrate familiarity with the interdisciplinary literature, which focuses on issues of violence and terrorism, and learn to express one's findings and observations in oral and written commentary or presentations using the appropriate software programs, such as PowerPoint and MS Word or similar programs	X			X
Explain the implications of terrorism for criminal justice institutions and describe options for institutional response and their implications	X		X	X
Demonstrate an understanding of the inter-relationship between culture, religion, nationalism, history and terrorism and violence	X	X	X	X
Demonstrate an understanding of the role of religious sects and ethnic groups in shaping violent political acts and terrorism	X	X	X	X

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 266 (elective)				
Identify and describe the evolution of historical forces that define current criminal justice-related human resource management systems	X			X
Describe, evaluate, and recommend the processes required to recruit and select a quality workforce	X	X		X
Identify and evaluate the impacts of workplace legislation that addresses: a. Fair labor standards b. Affirmative Action (CA Prop 209) c. Equal Employment Opportunity d. Sexual harassment e. Employee discipline f. Americans with Disabilities Act g. Employee rights – privacy, discipline, family, safety, leave, veterans status	X		X	X
Explain the concepts of job evaluation and job classification as they pertain to the criminal justice workplace	X		X	X
Explain, evaluate, and apply an understanding of contemporary theories of performance appraisal to resolve performance issues discussed in criminal justice case studies	X		X	X
Identify and describe the impacts of employee drug abuse upon the criminal justice workplace and recommend appropriate considerations for human resource-related policy making and analysis	X			X
Recognize and describe ethnocentric biases pertinent to administering personnel in culturally diverse criminal justice environments and recommend appropriate considerations for analysis and policy making	X		X	X
Identify and analyze the trends and impacts of working family issues that significantly affect criminal justice workplace and recommend appropriate considerations for analysis and policy making	X			X
Access library data systems and retrieve information that pertains to criminal justice human resource management issues				X
Propose, design, complete, and present a rigorous research project that thoroughly examines a contemporary human resources management issue or problem	X			X

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 266 (elective) - continued				
Express mastery of above objectives through improvement in writing and speaking ability	X			
CrJ 267 (elective)				
Identify and describe the evolution of historical forces that define current criminal justice related human resource management systems	X		X	X
Describe, evaluate, and recommend the processes required to recruit and select a quality work force	X			X
Identify and evaluate the impacts of workplace legislation that addresses; Fair Labor standards, affirmative action (CA prop 209), equal employment opportunity, Sexual harassment, American with disabilities act	X		X	X
Explain the concepts of job evaluation and job classification as they pertain to the criminal justice workplace	X			X
Explain, evaluate, and apply an understanding of contemporary theories of performance appraisal to resolve performance issues discussed in criminal justice case studies	X			X
Describe and analyze the impacts of collective bargaining upon criminal justice agencies	X			X
Identify and analyze future collective bargaining issues and describe their potential application to managing human resources	X			X
Identify and describe the impacts of employee drug and alcohol abuse upon the criminal justice workplace and recommend appropriate considerations for human resources related policy making and analysis	X			X
Distinguish, describe and apply, the concepts of 'transactional' vs. 'transformational' leadership styles to current criminal justice related human resources issues	X		X	X
Recognize and describe ethnocentric biases pertinent to administering personnel in culturally diverse criminal justice environments and recommend appropriate considerations for policy making and analysis	X	X	X	X
Identify and analyze the impacts and trends of working family issues that significantly affect the criminal justice workplace and recommend appropriate considerations for policy making and analysis	X		X	X

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 267 (elective) - continued				
Access library data systems to locate and retrieve information that pertains to criminal justice human resource management issues	X			X
Propose, design, complete, and present a rigorous research project that thoroughly examines a contemporary human resources management issues or problem	X		X	X
Express master of above objective through improvement in writing and speaking ability	X			X
CrJ 289 (elective)*				
CrJ 295 (elective)*				
Culminating Experience				
CrJ 500				
Students will explore the history, philosophy, ideology, and policy movements that have impacted current criminal justice process	X	X		
Students will become familiar with the factors that comprise an organizational system	X	X		
Students will critically analyze the literature of the history, administration, theory, and research methods of contemporary crime and criminal justice and their administration	X	X	X	X
Students will review the skills needed to analyze, critique and construct theory	X			
Students will assess the state of contemporary crime and criminal justice analysis and the ideologies, examination, and practices that led to these results	X	X		X
CrJ 501				
Develop a general understanding of the process of completing a thesis or project	X	X	X	X
Complete a draft of the Statement of the Problem for the project or thesis	X		X	
Complete a draft of the Literature Review for the project or thesis	X	X	X	X
Complete a draft of the project overview or methodological plan in outline form and related data collection instruments	X	X		X
Complete and submit a draft of the Human Subjects Application form	X	X		X

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 502*				

* Course learning objectives were not identified on the most recent syllabus or on a Form A document.

Division of Criminal Justice
Graduate Program Curriculum Map

Coursework	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 200 (core)	X	X	X	X
CrJ 255 (core)	X	X	X	X
CrJ 256 (core)	X	X	X	X
CrJ 260 (core)	X	X	X	X
CrJ 210 (selective)	X	X	X	X
CrJ 231 (selective)	X	X	X	X
CrJ 240 (selective)	X	X	X	X
CrJ 262 (selective)	X	X	X	X
CrJ 205 (elective)	X	X	X	X
CrJ 207 (elective)	X	X	X	X
CrJ 220 (elective)	X	X	X	X
CrJ 230 (elective)*				
CrJ 233 (elective)	X	X	X	X
CrJ 250 (elective)	X		X	X
CrJ 251 (elective)	X	X	X	X
CrJ 252 (elective)	X	X	X	X
CrJ 257 (elective)	X	X	X	X
CrJ 266 (elective)	X	X	X	X
CrJ 267 (elective)	X	X	X	X
CrJ 289 (elective)*				
CrJ 295 (elective)*				
Culminating Experience				
CrJ 500	X	X	X	X
CrJ 501	X	X	X	X
CrJ 502*				

D. Assessment Plan

The Graduate Program Committee constructed an overview of the possible assessment tasks that can be completed in the future. At the beginning of each academic year, the Graduate Program Committee will decide upon an appropriate assessment task based upon the diagram below. For example, the Graduate Program Committee may decide to assess disciplinary knowledge (Institutional Graduate Goal #1) by focusing on student application of such knowledge (PLO #1) as demonstrated in theses and projects.

Division of Criminal Justice
Assessment Plan Overview

Institutional Graduate Goal	PLO	Lines of Evidence	
		Direct	Indirect
Disciplinary knowledge	PLO 1,2,3,4	1. Writing Assignments 2. Culminating Experience	1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Communication	PLO 1,2,3,4	1. Course Discussions 2. Writing Assignments 3. Course Presentations 4. Thesis/Project Defenses	1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Critical thinking/analysis	PLO 1,2,3,4	1. Course Discussions 2. Writing Assignments 3. Course Presentations 4. Thesis/Project Defenses	1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Information Literacy	PLO 1,2,3,4	1. Writing Assignments 2. Culminating Experience	1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys

| | | Lines of Evidence | |
Institutional Graduate Goal	PLO	Direct	Indirect
Professionalism	PLO 1,2,3,4	1. Course Presentations 2. Thesis/Project Defenses	1. End-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Intercultural/Global Perspectives	PLO 1,2,3,4	1. Course Discussions 2. Writing Assignments	1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Research	PLO 1,2,3,4	1. Culminating Experience 2. Thesis/Project Defenses	1. Mid/End course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys

E. Action Plan Based on Assessment Data

The assessment activities for AY 2015-16 consisted of reviewing and revising the Division's graduate program learning outcomes and examining the course objectives to develop a detailed curriculum map. During this process, it was discovered that some recent graduate syllabi and/or Form A documents did not list course objectives. For these classes, course objectives should be established so all faculty assigned to the courses can develop teaching materials that will accomplish the objectives. In the near future, it would also be worthwhile to discuss the learning objectives for each course with assigned instructors to determine whether the stated syllabi objectives are being achieved through the current assignments and course activities.

The Assessment Plan Overview was also developed to guide future assessment work. The Graduate Program committee will review this document at the beginning of AY 2016-17 to determine an appropriate assessment task for the year. Committee members will also work on completing the next version of this report since it is now due at the end of each academic year.

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)