2016-2017
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Please begin by selecting your program name in the drop down. If the program name is not listed, please enter it below:

BS Criminal Justice

OR

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**

☐ 13. Ethical Reasoning

☐ 14. Foundations and Skills for Lifelong Learning

☐ 15. **Global Learning and Perspectives**

☐ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. **Overall Disciplinary Knowledge**

☐ 19. **Professionalism**

☑ 20. Other, specify any assessed PLOs not included above:

a. EFFICIENCY INDICATORS AND LONG-TERM IMPACTS

b.

c.

Q1.2.
Please provide more detailed background information about **EACH PLO** you checked above and other information including how your specific PLOs are **explicitly** linked to the Sac State **BLGs/GLGs**:

NO PROGRAM LEARNING OUTCOME WAS ASSESSED THIS YEAR. THE MEASUREMENT AND REVIEW OF EFFICIENCY INDICATORS AND LONG-TERM IMPACTS IS SET FORTH IN THE ASSESSMENT REPORT ATTACHED TO QUESTION 8.

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", see http://degreeprofile.org) 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 <u>OR</u> type in **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):

Other PLO (Type in below)

If your PLO is **not listed, please enter it here**:

EFFICIENCY INDICATORS AND LONG-TERM IMPACTS

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

NO PROGRAM LEARNING OUTCOME WAS ASSESSED THIS YEAR. THE MEASUREMENT AND REVIEW OF EFFICIENCY INDICATORS AND LONG-TERM IMPACTS IS SET FORTH IN THE ASSESSMENT REPORT ATTACHED TO QUESTION 8.

Q2.2.
Has the program developed or adopted **explicit** standards of performance for this PLO?

○ 1. Yes

○ 2. No

○ 3. Don't know

◉ 4. N/A

Q2.3.
Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

N/A

📎 No file attached   📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☐	☐	☐	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: N/A

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:

BUT SEE ASSESSMENT REPORT FOR NARRATIVE ON CLOSING THE LOOP.

(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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **provide** the direct measure (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, THEN **explain** how it assesses the PLO:

[ ]

📎 **No file attached**   📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: _____ (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

Q3.6.1.
How did you **decide** how many samples of student work to review?

Q3.6.2.
How many students were in the class or program?

Q3.6.3.
How many samples of student work did you 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:

📎 **No file attached**   📎 **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

Q3.7.3.
If surveys were used, how did you **select** your sample:

Q3.7.4.
If surveys were used, what was the response rate?

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

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

○ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

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

☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

○ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

| 📎 No file attached | 📎 No file attached |

(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1**:

| 📎 No file attached | 📎 No file attached |

Q4.2.
Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

| 🔗 No file attached | 🔗 No file attached |

Q4.3.
For the selected PLO, the student performance:

○ 1. **Exceeded** expectation/standard

○ 2. **Met** expectation/standard

○ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

○ 1. Yes

○ 2. No

○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

○ 1. Yes

○ 2. No

○ 3. Don't know

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

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

⦿ 1. Yes

○ 2. No (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

NO PROGRAM LEARNING OUTCOME WAS ASSESSED THIS YEAR. THE MEASUREMENT AND REVIEW OF EFFICIENCY INDICATORS AND LONG-TERM IMPACTS IS SET FORTH IN THE ASSESSMENT REPORT ATTACHED TO QUESTION 8. BUT SEE ASSESSMENT REPORT FOR NARRATIVE ON "CLOSING THE LOOP".

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.

Since your last assessment report, **how have the assessment data from then been used** so far?	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:

[   ]

Q5.3.

To what extent did you apply **last year's feedback** from the Office of Academic Program Assessment in the following areas?	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	○	○	○	○	○
2. Standards of Performance	○	○	○	○	○
3. Measures	○	○	○	○	○
4. Rubrics	○	○	○	○	○
5. Alignment	○	○	○	○	○
6. Data Collection	○	○	○	○	○
7. Data Analysis and Presentation	○	○	○	○	○
8. Use of Assessment Data	○	○	○	○	○
9. Other, please specify: [ ]	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **last year's feedback** from the Office of Academic Program Assessment in any of the areas 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:

NO PROGRAM LEARNING OUTCOME WAS ASSESSED THIS YEAR. THE MEASUREMENT AND REVIEW OF EFFICIENCY INDICATORS AND LONG-TERM IMPACTS IS SET FORTH IN THE ASSESSMENT REPORT ATTACHED HERE AND TO QUESTION 8.

📎 final assessment rpt. 2016-2017.doc
341.5 KB

📎 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, Competency, and Perspectives**

☑ 13. Ethical Reasoning

☑ 14. Foundations and Skills for Lifelong Learning

☑ 15. **Global Learning and Perspectives**

☑ 16. Integrative and Applied Learning

☐ 17. Overall Competencies for GE Knowledge

☐ 18. **Overall Disciplinary Knowledge**

☐ 19. **Professionalism**

☑ 20. Other, specify any PLOs not included above:

a. INTEGRATION OF SKILLS, KNOWLEDGE, AND VALUES

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:

FINAL ASSESSMENT REPORT 2016-2017

LONG-TERM PLAN 2017-2022

ASSESSMENT REPORT 2011-2012

Program Information (**Required**)

Program:

(If you typed your program name at the beginning, please skip to Q10)

Q9.
Program/Concentration Name: [skip if program name appears above]
BS Criminal Justice

Q10.
Report Author(s):
DIVISION CHAIR, ERNEST UWAZIE; MEMBERS OF THE DIVISION ASSESSMENT AND PROGRAM DEVELOPMENT COMMITTEE...

Q10.1.
Department Chair/Program Director:
ERNEST UWAZIE

Q10.2.
Assessment Coordinator:
STEPHANIE MIZRAHI

Q11.
Department/Division/Program of Academic Unit
Criminal Justice

Q12.
College:
College of Health & Human Services

Q13.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):
1523

Q14.
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:

Q15. Number of **undergraduate degree programs** the academic unit has?
1

Q15.1. List all the names:

BACHELOR OF SCIENCE CRIMINAL JUSTICE

Q15.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q16. Number of **master's degree programs** the academic unit has?

1

Q16.1. List all the names:

MASTERS OF SCIENCE CRIMINAL JUSTICE

Q16.2. How many concentrations appear on the diploma for this master's program?

0

Q17. Number of **credential programs** the academic unit has?

0

Q17.1. List all the names:

Q18. Number of **doctorate degree programs** the academic unit has?

0

Q18.1. List all the names:

When was your **assessment plan**...	1. Before 2011-12	2. 2012-13	3. 2013-14	4. 2014-15	5. 2015-16	6. 2016-17	7. No Plan	8. Don't know
Q19. developed?	◉	○	○	○	○	○	○	○
Q19.1. last updated?	○	○	○	○	○	◉	○	○

Q19.2. (REQUIRED)
Please **obtain** and **attach** your latest **assessment plan**:

Long-term plan 2017-2022 (DRAFT 3-2017)-1.docx
13.82 KB

Q20.
Has your program developed a **curriculum map?**

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q20.1.
Please **obtain** and **attach** your latest **curriculum map**:

Assessment Report AY2011-12 2012 final.pdf
746.15 KB

Q21.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q22.
Does your program have a capstone class?

◉ 1. Yes, indicate: CRJ 190

○ 2. No

○ 3. Don't know

Q22.1.
Does your program have **any** capstone project?

○ 1. Yes

◉ 2. No

○ 3. Don't know

(Remember: Save your progress)

ver. 5.15/17

California State University, Sacramento
Division of Criminal Justice

2011-2012
Division Assessment Report

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

INTRODUCTION

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

The Division of Criminal Justice Assessment Information Loop for Continuous Improvement

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

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

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

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

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

Cohort Advising

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

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

Table 1: Mean Number of Units to Graduation
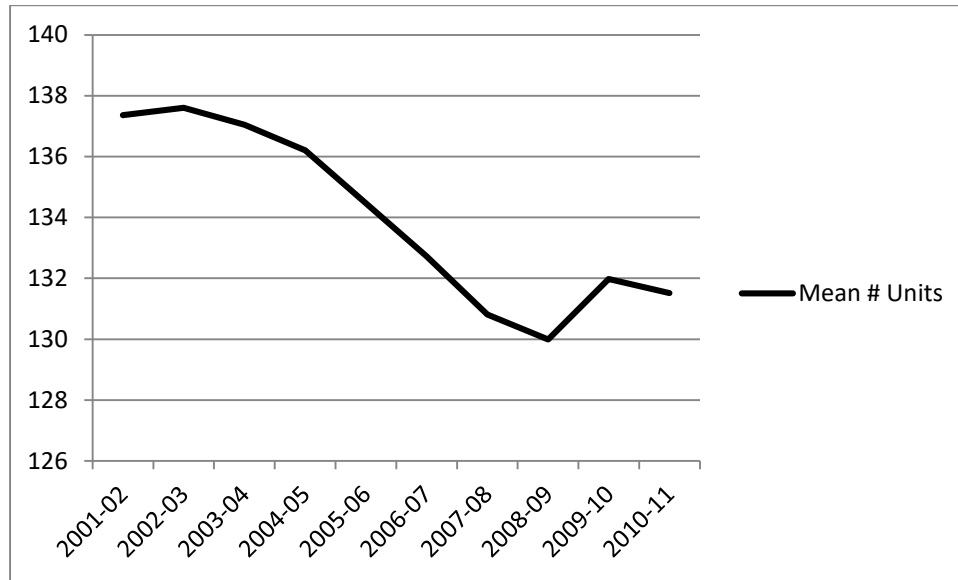
The second issue examined was the mean number of terms to graduation for major students who were transfer students. As indicated in Table 2, the mean number of terms has remained stable at or near seven terms with the exception of AY 2008-2009 which dropped below six terms. This single year drop is arguably due to students hurrying to complete their degree requirements before tuition fee increases and unit enrollment caps instituted in AY 2009-2010. The positive of this finding is that while unit enrollment caps have affected students in recent years, the Division has not experienced an increase in the mean number of terms to graduation. In fact, with the exception of the largest decline in AY 2008-2009, subsequent years have seen lower mean number of terms than prior to the worst of the economic effects on the University.

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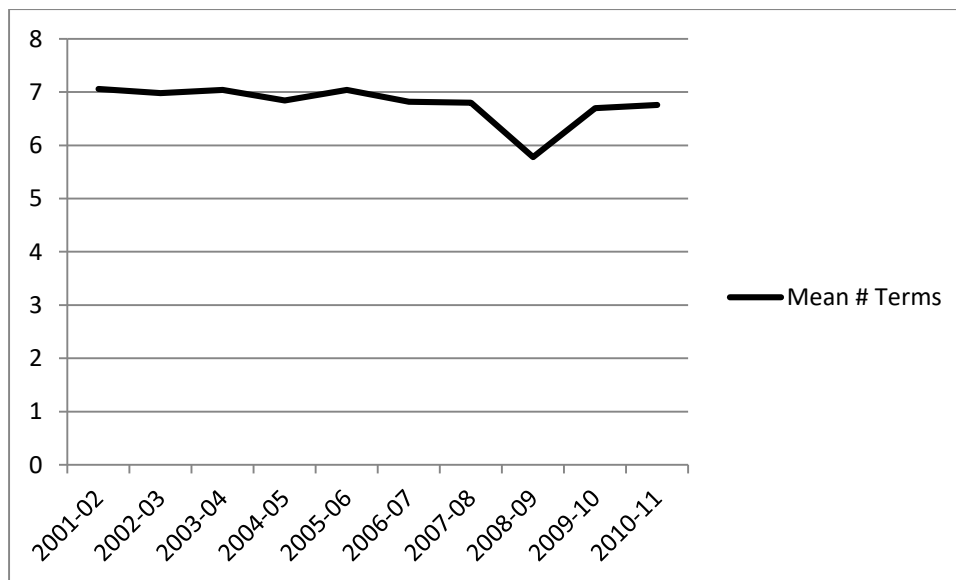
Faculty Learning Community

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

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

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

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

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

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

Ongoing and Future Activities
Over the summer break FLC members will continue to meet in order to:
1. Refine our signature assignment;
2. Tailor assessment rubrics;
3. Develop our data collection strategy; and
4. Prepare an application to submit to Institutional Research Committee.

During the fall 2012 semester the FLC members will:
1. Attend the five scheduled workshops;
2. Collect data through the administration of our signature assignment;
3. Analyze the data gathered with our signature assignment utilizing an assessment rubric which articulates different levels of performance for identified learning outcomes;
4. Write up our finding; and
5. Submit project summary and findings as our culminating FLC assignment.

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

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

CALIFORNIA STATE UNIVERSITY SACRAMENTO
Division of Criminal Justice

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

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

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

Personal and Social Values = Ethical Reasoning & Lifelong Learning

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

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

FUTURE WORK

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

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

Appendix A

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 Communication	Ethical Reasoning	Lifelong Learning	Integrative & Applied Learning
1. *Competence In the Disciplines* A. Competence in the Discipline (major)	X						
B. Informed Understanding of Other Fields		X					
2. *Knowledge of Human Cultures & Physical Nature of World*		X					
3. *Intellectual & Practical Skills*			X	X			
4. *Personal & Social Responsibility (Values)*					X	X	
5. *Integrative Learning*							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 Communication	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.

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

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

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.

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

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.

<u>Signature Assignment: PROMPT</u>

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

Below is information that you will use to write your essay exam and two essay questions. You have the full class time to answer the questions. Please write approximately one, single-spaced page for each question. Remember to manage your time accordingly.

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

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

   * FBI, Uniform Crime Reports
   ** California Department of Corrections and Rehabilitation (CDCR)

Scenario:

Independent California State Assembly Member Riggs is being lobbied by a coalition called "Two Strikes – You're Out" (TSYO) to support legislation designed to increase penalties for

repeat criminal offenders in an effort to reduce recidivism. Given that California's recidivism rate is significantly higher than the national average, members of the coalition have concluded that we are too soft on crime and that we need to hold offenders more accountable for their actions. Specifically, the group wants Assembly Member Riggs to support legislation to amend California's well-known "**three**-strikes" law, and make it into "**two**-strikes".

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

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

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

Assignment:

Assume that you have been hired by Assembly Member Riggs as a staff analyst with a special expertise in criminal justice. She too is quite concerned about crime in our state, but she is not committed to either the proposed TYSO legislation or increased inmate re-entry programs. Therefore, she has asked you to help her determine whether the proposed TYSO legislation or increased inmate re-entry programs would be an effective way to accomplish its intended goal, to deter offending and reduce recidivism. Using the material provided above as well as information you have learned in your Criminal Justice curriculum, please write approximately one, single-spaced page on each of the following:

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

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

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

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

ASSESSMENT REPORT
DIVISION OF CRIMINAL JUSTICE
AY 2016-2017
This report has been uploaded in full to SharePoint

INTRODUCTION

The Division of Criminal Justice's six-year assessment plan called for the 2016-2017 assessment to focus on **efficiency indicators and long-term impacts** (hereinafter: indicators). There are no Program Learning Objectives (PLOs) assessed for the 2016-2017 AY.

The purpose of the focus on efficiency indicators was to determine the extent to which various aspects of our program design and implementation strategies were moving us toward our stated program learning goals. The specific indicators examined include advising, time to graduation, alumni outreach, curriculum changes, student admission and division demographics.

The last time the Division of Criminal Justice reviewed similar indicators was prior to the establishment of impaction in the Fall of 2012. In the Spring of 2017 (February 9), the Division submitted its re-application to the Faculty Senate to continue impaction, which was subsequently approved by the Faculty Senate and Chancellor's office for 2018-19. The key demand in the said reapplication for removing impaction was an increase in new tenure track faculty hires, plus any replacements for retirements. The division also completed its strategic plan in Spring 2017, with new vision and clear key goals as well as major success rubrics for teaching effectiveness, scholarship, and community engagement—including alumni relations. The information and relevant indicators specified in the impaction reapplication[1] and additional materials regarding future plans for assessment and alumni outreach form the basis for this assessment report.

ADVISING

Our Advising Center model that started in 2001 is efficient and cost effective. The Criminal Justice SSP III, who is responsible for the coordination of the Criminal Justice Advising Center, is critical to each of the benchmarks for the Division, College and University. The position acts as a hub for enrollment (and now impaction) management, proactive advising, student crisis management, graduation rates, data collection and planning, among others. The Criminal Justice Advising Center provides proactive and holistic advising for majors and non-majors, a critical service for the approximately 2,000 students who express interest in Criminal Justice or come to the Center annually.

All new majors are notified by email and during our new student major orientations of the mandatory advising requirement during their first semester. Continuing majors are informed by email and during advising appointments of needed follow-up advising requirements. Where needed, advising notice is noted and required before approving student graduation applications. Also, we often call on students with excessive units(90 +) to advise them on course selections to meet graduation requirements. *The division's webpage has a link to the CRJ Advising Center which provides majors and non-majors with contact information for the Advising Center; links to*

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[1] Information taken directly and in whole from the Division's Impaction Re-Application is designated by italics.

advising handouts such as the major planning worksheet; roadmap to graduation and career advising guides; and any current news or upcoming deadlines. Currently the Advising Center's webpage also includes information regarding our program impaction. SacLink emails, SacSend messages, postings on Division bulletin boards and announcements in Criminal Justice courses are all methods that are utilized to inform students of important advising information and deadlines that may impact their academic progress in the major. Data provided by the University Fact book supports the fact that over the past fifteen years since the creation of a Division level Advising Center (2001) and the adoption of the cohort advising model, Criminal Justice majors have had a significant decrease in the mean number of units to degree completion.

In addition, Tables 1 & 2 below, prepared by the Criminal Justice Advising Center show the number (in stacked columns) of students admitted, denied admission, graduated, and did not graduate since impaction.

Table 1. Graduation Rates by Application Status
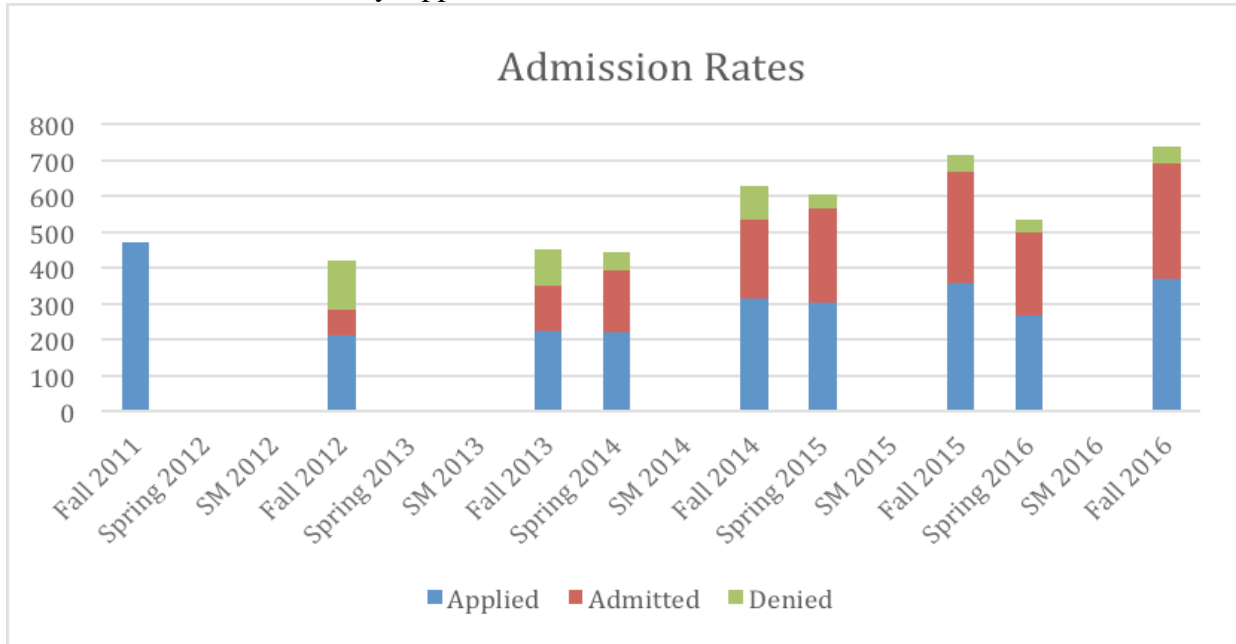
Table 2. Graduation Rates by Graduation Outcome
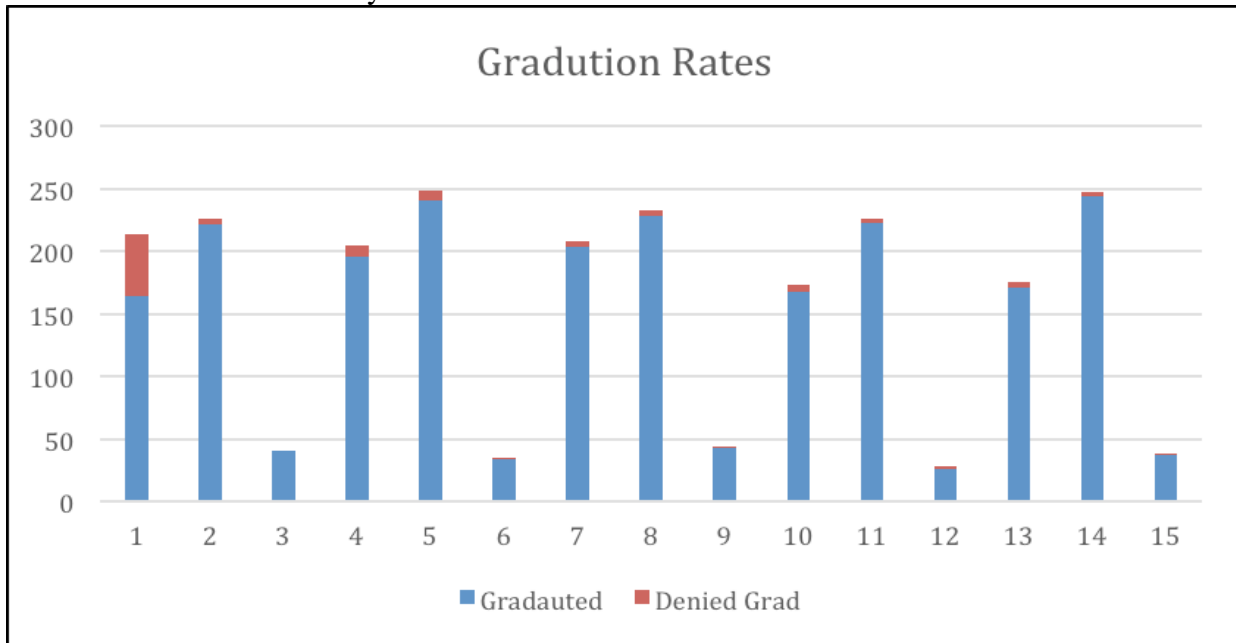
The Criminal Justice Division has utilized an advising database since 2002. While the database is maintained and updated by the SSPIII in the Division's Advising Center, all Criminal Justice cohort faculty advisors have access. Information on all newly admitted majors is entered into the database. The information includes student name, ID number, and semester of admission to Sac State, catalog year, contact information, major advisor and program status. The database record is also updated with student's academic standing. Each individual student record has an area for dated notes allowing advisors to view all historical information on their advisees. This area is also used to add notations such as course requirements still needed and accepted substituted major courses from other universities or colleges. The program status option allows the Division's advisors and chair to see when students have completed the degree requirements, if they have been academically dismissed or if they are no longer in our program. The database is housed in a secured area of Sacfiles with access limited to the Division of Criminal Justice and the IT staff in the College of Health and Human Services.

Since moving to impaction status in Fall 2012, we have taken the following steps to improve student outcomes through our advising program:

- Addition of a fourth faculty advisor;
- Use of an additional division staff person to manage appointments and supplemental application review;
- Increased articulated community college courses through assist.org and implementation of the Transfer Equivalent System (TES) to streamline transcript review for equivalent courses;
- The shift to providing GE advising for all majors;
- Group advising and informational sessions for Expressed Interest students;
- Improved communication with the community colleges;

- *Routinely refer students to under-enrolled majors such as Anthropology, Ethnic Studies, and Government, and Communication Studies, and remain in close communication with affected majors such as Sociology and Social work.*

CURRICULUM

Between 2013 and 2015 we revived dormant electives (CRJ 109, Media, Crime, and Criminal Justice, CRJ 111, Women and the CRJ System, and CRJ 105, Delinquency Prevention and Control. We also developed new electives, CRJ 170, Human Trafficking and Slavery and CRJ 151, White Collar Crime, CRJ 196S, Ethics and the Criminal Justice System, CRJ 196A, The Mentally Ill and the Criminal Justice System, and CRJ 196B, Law of Homeland Security and Emergency Management, to provide more course choices at differing days and times.

To manage the continued demand for Criminal Justice classes, between 2014 and 2017, we added approximately 957 Fall seats and 300 Spring seats. Specifically, we have reduced bottlenecks in CRJ 101, Research Methods, CRJ 102, Crime and Punishment, and CRJ190 Contemporary Issues in Criminal Justice (the senior capstone). Due to a shortage of faculty, we have not completely eliminated the bottlenecks in CRJ 101 and CRJ 102. We anticipate to reduce the bottlenecks with the addition of 3 new faculty members in the next AY.

In part as an additional measure to manage demand, and in part to correct for skewed under-enrollment in major-only electives due to impaction, in the Spring 2017 semester, we began allowing expressed interest CRJ students with a 2.6 overall GPA or better, with in progress coursework in our lower division requirements (CRJ 1, 2, 4, 5), to take previously closed (to majors only) upper division electives. This allows more options for students who appear to be eligible for admission into the major.

In addition to adaptions to the curriculum, the Division provides flexibility with student roadmaps and routinely makes substitutions for graduating seniors who are not able to get into needed courses, with division chair approval. We strive and examine innovative ways to ensure that students are not delayed from graduating due to lack of access to Criminal Justice class scheduling.

Tables 6 and 15 of the Criminal Justice Factbook show student course load and graduation rates, respectively, and are reprinted here.

Table 6 of the Criminal Justice Factbook

| | Academic Year | | | | | | | | | | 10-Term Mean |
| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | |
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Course Load (Undergraduate)											
# Full-Time # Part-Time Dept. Mean Units	1,565 212 12.9	1,437 244 12.7	1,483 207 12.3	1,281 179 12.5	1,344 200 12.7	1,159 207 12.7	1,276 197 12.7	1,191 186 12.8	1,330 193 13.0	1,197 176 12.9	1,326 200 12.7
College Mean Units	12.9	12.7	12.3	12.7	12.5	12.4	12.6	12.4	12.7	12.6	12.6
University Mean Units	12.7	12.5	12.2	12.3	12.4	12.2	12.3	12.4	12.5	12.5	12.4
Course Load (Graduate)											
# Full-Time # Part-Time Dept. Mean Units	1 31 5.9	1 29 6.0	 34 4.6	 29 4.4	 26 5.5	 26 4.7	1 29 5.4	0 24 5.5	1 28 5.1	1 30 5.1	1 29 5.2
College Mean Units	11.9	12.1	11.7	12.0	12.0	12.0	12.4	12.0	12.3	11.6	12.0
University Mean Units	9.8	9.6	9.9	9.6	10.1	9.7	10.1	9.5	10.2	9.6	9.8

Table 15 of the Criminal Justice Factbook

First-Time Freshmen	Entering in Fall								
	2007		2008		2009		2010		2011
Number Entering	138		148		226		211		220
4-year Graduation Rate									
Department Rate	22	16%	16	11%	20	9%	25	12%	23	10%
College Rate	38	6%	37	7%	44	6%	69	10%	57	7%
University Rate	197	8%	190	7%	203	7%	243	9%	242	8%
5-year Graduation Rate									
Department Rate	48	35%	51	34%	82	36%	92	44%	--	--
College Rate	158	27%	166	29%	216	29%	249	34%	--	--
University Rate	696	28%	747	29%	894	29%	883	32%	--	--
6-year Graduation Rate									
Department Rate	64	46%	66	45%	116	51%	--	--	--	--
College Rate	240	41%	236	42%	353	47%	--	--	--	--
University Rate	1,018	41%	1,120	43%	1,400	46%	--	--	--	--

Undergraduate Transfers	Entering in Fall								
	2009		2010		2011		2012		2013
Number Entering	252		242		251		217		245
2-year Graduation Rate									
Department Rate	72	29%	94	39%	86	34%	61	28%	85	35%
College Rate	222	26%	256	32%	279	32%	260	30%	326	32%
University Rate	718	19%	844	24%	818	24%	857	24%	1,119	26%
3-year Graduation Rate									
Department Rate	144	57%	180	74%	181	72%	146	67%	--	--
College Rate	434	52%	524	66%	578	66%	557	64%	--	--
University Rate	1,817	48%	2,044	58%	2,069	59%	2,123	59%	--	--
4-year Graduation Rate									
Department Rate	174	69%	196	81%	200	80%	--	--	--	--
College Rate	545	65%	609	76%	666	76%	--	--	--	--
University Rate	2,371	62%	2,517	71%	2,478	71%	--	--	--	--

ADMISSION AND DIVISION DEMOGRAPHICS

We do not rank our students and do not deny admission to any student who meets the criteria. A small percentage of students are denied admission. From Fall 2012 to Spring 2017 the average number of denied students has been 20%, however if the first term is removed (Fall 2012), the average is 16.5%, after students were better informed of the supplemental application process. In fact, most students who apply are granted admission.

The division is proud to report that our percentage of underrepresented minorities (URM) and students of minority status in general have increased since impaction began. In 2011, 40.7% of enrolled students were URM and 54% were minorities. In 2015, 50% of our students were URM and 60.7% were minorities.

Table 2 of the Criminal Justice Factbook shows the demographic distribution of our students.

Table 2 of the Criminal Justice Factbook

Fall									
	2011		2012		2013		2014		2015
Total Enrolled*									
Department (Majors) Pre Major/Expressed Interest College (Majors) Pre Major/Expressed Interest	1,115 662 3,840 1,856		1,029 661 3,986 2,138		887 657 3,707 2,384		765 708 3,537 2,650		836 687 3,778 2,782
% of College	31.2%		27.6%		25.3%		23.8%		23.2%
Ethnicity									
African American	131.	4%	119	7.0%	99	6.4%	96	6.5%	93	6.1%
American Indian	11	0.6%	8	0.5%	8	0.5%	6	0.4%	3	0.2%
Asian	237	13.3%	214	12.7%	188	12.2%	171	11.6%	164	10.8%
Latino	566	31.9%	589	34.9%	590	38.2%	599	40.7%	658	43.2%
Pacific Islander	15	0.8%	10	0.6%	9	0.6%	12	0.8%	7	0.5%
Underrepresented Minority All Minority	723 960	40.7% 54.0%	726 940	43.0% 55.6%	706 894	45.7% 57.9%	713 884	48.4% 60.0%	761 925	50.0% 60.7%
Multiracial	83	4.7%	84	5.0%	94	6.1%	94	6.4%	94	6.2%
White/Caucasian Foreign	588	33.1%	549	32.5%	452	29.3%	391	26.5%	384	25.2%
Other/Unreported	12	0.7%	13	0.8%	17	1.1%	28	1.9%	34	2.2%
	134	7.5%	104	6.2%	87	5.6%	76	5.2%	86	5.6%
% Minority (College)	2,985	52.4%	3,326	54.3%	3,465	56.9%	3,660	59.2%	3,865	58.9%
% Minority (University)	11,777	47.7%	12,673	49.6%	13,559	52.1%	14,280	53.6%	15,164	54.9%
Gender									

Department- Female	852	47.9%	813	48.1%	758	49.1%	752	51.1%	743	48.8%
Department- Male	925	52.1%	877	51.9%	786	50.9%	721	48.9%	780	51.2%
College-Female	3,726	65.4%	4,077	66.6%	4,074	66.9%	4,152	67.1%	4,359	66.4%
College-Male	1,970	34.6%	2,047	33.4%	2,017	33.1%	2,035	32.9%	2,201	33.6%
University-Female	14,033	56.8%	14,497	56.8%	14,696	56.5%	15,007	56.3%	15,464	55.9%
University-Male	10,668	43.2%	11,044	43.2%	11,316	43.5%	11,641	43.7%	12,177	44.1%

Age										
Under 18	38	2.1%	23	1.4%	24	1.6%	34	2.3%	32	2.1%
18-24	1,451	81.7%	1,392	82.4%	1,267	82.1%	1,233	83.7%	1,269	83.3%
25 and over	288	16.2%	275	16.3%	253	16.4%	206	14.0%	222	14.6%
Background										
Low Income Family	898	50.5%	865	51.2%	819	53.0%	760	51.6%	810	53.2%
First Generation	546	30.7%	575	34.0%	552	35.8%	568	38.6%	567	37.2%
Commuter Status										
Living on Campus	130	7.3%	105	6.2%	118	7.6%	117	7.9%	123	8.1%
Commuters	1,647	92.7%	1,585	93.8%	1,426	92.4%	1,356	92.1%	1,400	91.9%

STUDENT/FACULTY RATIO AND ENROLLMENT

Our overall enrollment has remained stable since impaction. While admission to the program has increased since early impaction (F12 admitted 74; F16 admitted 321), graduation has become more efficient and contributed to a flat overall growth rate. However, if admission numbers continue on their current trajectory (or if impaction criteria are relaxed) we will need additional faculty resources.

The Criminal Justice student faculty ratio (SFR) in lower division course work ranges from 44.5 to 53.7. Factoring in upper division and graduate courses, our overall SFR range, since impaction, is 31.8 to 36. This is higher than both the College and the University ratios. To reach a SFR that is comparable to the university's (25), we would need approximately 8 additional full-time faculty plus any retirement replacement, *while maintaining a healthy part-time faculty (roughly 19-20). This would allow us to maintain our graduation rates with the increase in FTES that lifting impaction would bring. To increase the probability that new faculty can teach across the curriculum, we propose these new hires all be generalist positions with sub-specialties in various areas of curriculum need.*

Table 9 of the Criminal Justice Factbook shows both FTEs and STRs through the 2015-2016 AY.

Table 9 of the Criminal Justice Factbook

| | Academic Year | | | | | | | | | | 10-Term Mean |
| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | | |
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
Full-Time Equivalent Student (FTES) 1											
Lower Division	297.4	233.2	283.0	246.4	274.6	264.3	261.4	268.8	283.4	256.8	266.9
Upper Division	758.8	710.0	710.0	587.2	661.9	597.2	640.3	638.4	650.6	618.4	657.3
Graduate	14.8	14.0	12.8	10.8	11.5	10.3	13.8	11.3	12.3	12.8	12.4
Department Total	1,071.0	957.2	1,005.8	844.4	948.0	871.7	915.4	918.5	946.3	888.0	936.6
College Total	3,681.5	3,442.0	3,626.9	3,294.4	3,546.6	3,303.5	3,608.2	3,563.9	3,775.4	3,626.2	3,546.9
% of College	29.1%	27.8%	27.7%	25.6%	26.7%	26.4%	25.4%	25.8%	25.1%	24.5%	26.4%
Instructional Full-Time Equivalent Faculty (FTEF) 2											
Lower Division	5.8	5.4	5.3	5.5	5.1	5.5	4.9	5.8	5.3	5.4	5.4
Upper Division	23.1	20.9	20.9	18.2	18.8	18.0	22.3	21.1	21.5	19.8	20.5
Graduate	1.5	1.6	2.1	2.3	2.3	3.2	2.9	1.9	2.5	3.0	2.3
Department Total	30.4	27.9	28.3	26.1	26.3	26.7	30.1	28.8	29.3	28.3	28.2
College Total	147.0	139.8	140.7	135.2	145.0	139.3	159.4	153.5	167.0	160.8	148.8
% of College	20.7%	20.0%	20.1%	19.3%	18.1%	19.2%	18.9%	18.8%	17.5%	17.6%	19.0%
Student/Faculty Ratio (SFR)											
Lower Division	51.2	43.1	53.4	44.5	53.7	48.0	53.5	46.2	54.0	47.3	49.5
Upper Division	32.9	33.9	34.0	32.2	35.1	33.1	28.7	30.2	30.2	31.2	32.2
Graduate	7.8	7.2	4.8	3.7	3.9	2.6	3.7	4.8	4.8	4.2	4.8
Department Total	35.1	34.2	35.5	32.3	36.0	32.6	30.3	31.8	32.3	31.4	33.1
College Total	24.2	23.9	24.9	23.6	23.7	23.0	21.9	22.5	22.6	22.5	23.3
University Total	26.1	25.3	26.8	24.9	26.0	24.9	25.2	24.6	25.6	24.6	25.4

Criminal Justice has had nine retirements since 2008 and as of AY 2016-2017, only four have been replaced. We need to replace our four retired faculty and add the faculty needed to maintain/improve our graduation rate.

Faculty Hires/Retired 2008-2016									
	2008	2009	2010	2011	2012	2014	2015	2016	Not Replaced
Retired	McCrystle	Goldsmith		Bikle	Wilson	Capron	Vizzard	Richards-Ekeh	
				Panneton					
Hired			Mizrahi			Getty		Noble	
						Schnurbush			
NOT REPLACED	(1)	(1)	1	(2)	(1)	1	(1)		(4)

ALUMNI OUTREACH

In the current year of our activities, the Assessment and Program Development Committee (hereinafter Assessment Committee) decided to replicate the Alumni Survey conducted in 2011. That survey solicited valuable information on student outcomes and provided important data in a difficult year just prior to impaction. In 2011, our Alumni Survey was sent on behalf of the Division by Alumni Affairs to all Criminal Justice Alumni of record. The email sent contained an informational email prepared by the Division's Assessment Committee and included a link to the online survey. A total of 377 alumni responded to the 2011 survey.

The 2017 survey instrument was recreated in Qualtrics, and as was done in 2011, an informational email was prepared which contained a link to the new survey. Alumni Affairs was contacted to send again on our behalf and they consented and asked for an online email request form to be completed. The request was completed and included the prepared email and survey link. As time went by, the survey in Qualtrics was repeatedly checked however, it indicated zero responses. Alumni Affairs was contacted to confirm an email was sent however, no reply was received from that office. After several more weeks, the project was abandoned as still zero alumni had responded to the survey.

With no communication from Alumni Affairs, the Assessment Committee concluded that unfortunately, Alumni Affairs did not send the email and survey link on our behalf. As a result, the Assessment Committee had to abandon having data from a replicated survey. This fact however led to a positive endeavor. A second consequence from discussion regarding the lack of cooperation from Alumni Affairs was the idea for our own Division alumni outreach to create a contact list of graduating seniors as the beginning of the ability to contact Criminal Justice alumni on behalf of the division; a "direct connect" line of communication to former students.

The intended outreach would be for assessment and other purposes, not to include the fundraising concern of Alumni Affairs. Discussions within the Committee also led to alumni outreach as a method for the division to solicit information and feedback, as well as share information and encourage involvement in the division's activities.

At the same time the Assessment Committee was working on the above issue, two other issues related to Criminal Justice alumni arose in the division. One, the Division's new interest to include to internationalize the curriculum and some initial activities by that new committee in holding a successful colloquium that included the participation of three alumni. Second, a recent graduate came forward and expressed interest in reviving the Criminal Justice Chapter of the Alumni Association. These two events coupled with the Assessment Committee's idea of in-house (Division) alumni outreach resulted in the division chair's appointment of two faculty members to lead the division's efforts to strengthen our alumni relations; both faculty members are also on the Assessment Committee; one of whom is a Sac State alumnus.

Going forward, the division will consider the creation of a new Alumni Relations committee, which will have a positive impact to both participating alumni and the Division of Criminal Justice and support the division's strategic plan. The Assessment Committee believes participation of alumni will enrich the programming and contribute to continued positive student outcomes.

CLOSING THE ASSESSMENT LOOP

Feedback on AY 2015-2016 Assessment

In AY 2015-2016, assessment was done on written and oral communication skills. In an effort to create opportunities for the CRJ faculty as a whole to review and reflect on the Assessment Committee's findings in the area of students' capacity to write a critical argument, committee members engaged in three specific activities:

We presented the findings at our May, 2016 faculty meeting, which led to some discussions about the implications of the findings for modifications or revisions to the design and/or implementation of our individual and curricular practices. As a result of these discussions faculty were able to gain a clearer understanding of the critical argument format and seemed appreciative of the chance to consider further integration of this writing style to their own assignments.

We engaged in a more detailed discussion of how to respond to our assessment findings at the first regular faculty meeting in September of 2016. In an effort to offer colleagues some tangible means to integrate and assess skills in student writing and critical thinking the Assessment Committee designed a "Convocation Worksheet" (see Appendix). The purpose of this worksheet was to offer faculty ideas for how they could use the information presented by the speakers at the convocation to advance students' capacity to evaluate the relative merits of the speakers' positions based on:

- The extent to which their recommendations (to improve police/community relations) were evidence-informed and contained elements of a strong argument, and;
- The extent to which the speakers delivered recommendations that acknowledged the need to approach the complex issue from multiple perspectives.

We also presented faculty with the critical argument rubric and a general justification for the importance of criminal justice majors learning how to write a critical argument, and a basic outline of the elements of a strong argument. These documents, in addition to the focused worksheet, were well received by the faculty and generated a very positive outcome about ways we could more collaboratively work to help build these important writing and critical thinking skills in our students (see attached documents in Appendix).

Several faculty chose to adopt aspects of the worksheet and/or the critical argument rubric as either extra credit or regular class assignments for their Fall 2016 courses. As a result of faculty feedback on the process, the committee recognized the importance of presenting faculty with more details prior to the fall semester. This should increase the likelihood that faculty will create and/or adopt regular assignments designed to build and reinforce the skills we're beginning to collectively identify as essential for deep learning.

Planned Feedback on 2016-2017 AY Assessment

When assessing PLOs, the Division Assessment Committee makes every effort to provide results of the assessment efforts at the last faculty meeting of the AY. This allows the faculty to make whatever adjustments are relevant to their courses over the summer, as they update or create their syllabi. Since no PLOs were assessed for the AY 2016-2017, and thus no effect on syllabi was likely, the Assessment Committee will present the result of its indicator assessment during the Fall 2017 faculty retreat.

At the Fall 2017 retreat, the discussion will focus on how, as a program, we can respond to and improve the identified areas of program design and implementation strategies. One of the areas that needs to be addressed by the faculty -- and later in more detail by future assessment committees -- is how we actually define "efficiency" in terms of "**efficiency indicators and long-term impacts**" assessment. The long-term plan suggested some of the indicators reviewed in this report as examples (i.e., advising, time to graduation, alumni survey), but did not specify how those indicators or impacts translated into efficiency or progress toward long term goals. The Assessment and Program Development Committee therefore recommends for future assessment of this sort, that:

1. The term "efficiency" be better defined at the outset, developed in line with the Division Strategic Plan and the university Assessment Template.
2. A list of precise indicators be established, so that the same indicators are reviewed each time; and
3. That specific goals for each indicator be established, so that the results for each indicator can be evaluated under categories such as "highly efficient", "efficient" and "needs improvement".

In an effort to pursue our goal of "continuous improvement," the results from the 2016-17 program assessment and full faculty discussion will then be addressed (by the division chair and relevant committees) as part of our 2017-18 academic year work. Further discussions and planning will address assessment data for the key aspects of the division's strategic plan and any new initiative(s) to internationalize the curriculum.

We also made significant progress this year, based on what we learned from the attempt to survey alumni, on the importance of initiating methods that allow us to have more direct contact with our alumni going forward. This increased "connectedness" should help us assess long-term impacts in the future. We've also become involved in a explicit project to reactivate the CJ chapter of the alumni association. This too is partially in response to what we learned this year when trying to work with the alumni offices on campus to get our survey administered.

2017-18 Plan

The Assessment Committee is working with the Convocation Committee to revise the worksheet and will distribute it to the full faculty prior to the Fall 2017 semester. This should allow faculty the opportunity to design exercises, assignments, etc., to further advance student learning in the area of writing and critical thinking. Further, the committee will provide feedback on the strategic plan's success metrics and develop criteria for assessment (see Appendix F).

Based on the division's long-term assessment plan (see Appendix), the focus of the 2017-18 Assessment & Program Development Committee's work will be to examine the integration of students' content knowledge, skills and values (which ideally will include ethical reasoning and life-long learning).

APPENDIX A: LONG-TERM ASSESSMENT PLAN

Proposed
Long-Term Plan for
Assessment & Program Development
(Data Collection & Systematic Program Response)
(Working draft; March, 2017)

	Year 6 (2017-18) Comprehensive Effectiveness	Year 7 (2018-19) Effectiveness	Year 8 (2019-20) Effectiveness	Year 9 (2020-2021) Effectiveness	Year 10 (2021-22) Efficiency, Equity & Long-Term Impacts	Year 11 (Repeat Cycle)
Part 1: New data collecting	Integration/ Application of content, skills & values	Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning	Communication (written + oral and/or interpersonal)	Efficiency, Diversity/Access & Support & Long-Term Impacts	Integration/ Application of skills and values & Content
Part 2: Previous findings responding to	Efficiency Indicators & Long-Term Impacts (data collected from Year 5	Integration/ Application of content, skills & values	Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning	Communication	Efficiency Indicators & Long-Term Impacts

Integration & Content = Capacity to acquire and apply skills, values and disciplinary knowledge to disciplinary related setting (e.g., leadership, decision-making, problem solving, ethical reasoning, perspective-takin, etc.)
Intellectual Skills = Critical thinking, problem solving, perspective taking, reflective-judgment
Personal and Social Values = Ethical reasoning & life-long learning
Communication Skills = Written and oral communication and/or interpersonal communication
Efficiency, Equity & Long-Term Impacts = E.g. Efficiency indicators such as time to graduation, advising services; Equity indicators such as diversity of student and faculty bodies; Long-term impacts such as alumni, agency and community partner feedback.

APPENDIX B: OUTLINE OF CRITICAL ARGUMENT RUBRIC

Justification for Teaching & Outline for Writing a "Critical Argument"
(Assessment & Program Development Committee)

Justification for Teaching Critical Argument

One of the most important skill-sets we learn to develop in higher education are those that enable us to write clear, logically consistent and evidence-informed arguments. While this set of skills can be useful when thinking deeply about almost any subject, it's especially important in a field such as criminal justice. Much "justice-related" subject matter (i.e., views about the causes, consequences and appropriate societal responses to harmful human conduct) is often perceived through extremely emotionally charged lenses. It's therefore still quite common, even in many professional setting such as legislative and/or organizational policy making bodies, for ideological (versus evidence-informed) arguments to be the norm. (By "ideological" arguments we mean those based primarily – if not exclusively - on unexamined and/or invalid assumptions, personal biases, emotionally distorted and/or logically weak or inconsistent reasoning, antidotal evidence, etc.)

One of our main program goals in the CSUS Division of Criminal Justice is to help our students understand the importance of, and learn to develop the technical skills for how to form and skillfully communicate a position that is based on sound logic (think "theory") and existing evidence (think "data"). Knowing how to construct a "critical argument" is the primary advanced thinking and writing skill-set necessary to undertake evidence-based or evidence-informed decision-making.
Below is a general outline for how to write a critical argument. Attached is a rubric that can be used to evaluate the strength of an argument. The rubric is designed to both reinforce expectations as to specific components to include in an argument (this is why rubrics are ideally given out along with the directions for an assignment), and - upon completion - provide the writer with relatively detailed feedback as to her/his performance in each of the elements of a critical argument. This feedback, ideally, suggests specific areas for further development.

General Outline for Construction of Critical Argument
Assessment & Program Development Committee

I.   Introduction
   a.   Provide a general lead-in to the paper
      i.   Here you should briefly summarize the controversy surrounding your topic. (A critical argument format is used only in the case of controversial topics.)
   b.   Clearly state your main thesis/primary claim. This is the policy position you will support with your critical argument.

II.   Body
   a.   Primary and Counter-Claim(s)
      i.   Primary Claim
         1.   Clear statement of the position you will defend in the argument
         2.   Reasoning to support your claim (anything from a formal theory to sound logic)
         3.   Evidence to support your claim (from formal research studies to antidotal)
      ii.   Counter-Claim(s)
         1.   Clear statement of primary counter-claim (the strongest position that challenges your primary claim)
         2.   Reasoning to support counter-claim
         3.   Evidence to support counter-claim

(Note: Advanced arguments will include at least two counter-claims - all following the same format with theory and evidence.)

   b.   Conclusion to Argument
      i.   Explain why you believe your claim it is stronger than the counter-claim(s) (e.g., there is more reasoning and/or evidence to support the claim over any counter-claims)
      ii.   Acknowledge that your position is conditional, meaning that it's based on the best available theory and evidence to date. (In other words, recognize that your position will need to be reexamined and possibly changed as new theory and/or evidence surfaces.)

   c.   Implications: Here, if not already mentioned, you can recommend some general policy implications of this evidence-informed view on the topic. In other words, what type of policy should be adopted if your claim is correct?

III.   Conclusion to Paper
   a.   State how you attempted to make a clear, logically consistent and evidence-informed argument in favor of X position.

b. Briefly reiterate what action should be taken based on this argument (e.g., policy, practice, research, etc.)
c. Remind reader that this position should be reviewed and may need to change as new evidence becomes available

APPENDIX D: CRITICAL ARGUMENT RUBRIC

	1 – Does not meet expectation	2 – Needs improvement	3 – Meets basic expectation	4 - Exceeds basic expectation	5 - Exemplary
Statement of argument	No clear indication of argument	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.
Use of reasoning to support argument	No clear indication of use of formal reasoning	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).
Use of evidence to support argument	No clear indication of use of evidence to support claim(s)	Some evidence used in basic way to support claim *or* counter-claim. (May use inappropriate evidence or misinterpret evidence.)	Some evidence used in basic way to support both claim *and* 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).
Conclusion (to argument) & implications	No clear concluding statement or mention of implications	Basic conclusion stated, but lacks clarity *and/or* logical consistency with argument and/or implications.	Conclusion stated somewhat clearly *and* is logically consistent with argument *and* reasonable implications.	Conclusion stated very clearly *and* is logically consistent with argument *and* includes thoughtful policy implications.	Conclusion stated very clearly, with logical consistency, shows awareness of conditional nature conclusion *and* presents strong policy implications

Overall clarity of expression/ written communi- cation	Lacking any degree of clarity of expression	Attempts to use a consistent system for basic organization, presentation and citation of content; uses language that sometimes impedes meaning or clarity or reference to sources of information. Contains errors in use of language.	Follows expectations for writing an argument including organization, presentation and citation of content; uses language that generally conveys meaning, although there may be problems with clarity and/or citations and/or the writing may include some errors.	Demonstrates consistent use of important conventions for clear written communication; uses straightforward language that generally conveys meaning to readers. Very few errors exist in use of language and/or presentation of content (including citations).	Demonstrates detailed attention to and successful execution of strong written communication (including organization, presentation, citation and formatting of content); uses language that clearly communicates meaning to readers with fluency and is virtually error-free.

<u>APPENDIX E: CONVOCATION WORKSHEET</u>

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Division of Criminal Justice

5th Annual Criminal Justice Division Convocation
Special Topic: "Community-Policing Relations"

Questions to Consider While Attending the Convocation

<u>Structure of Event:</u> The convocation will include one keynote speaker and three panelists. Each speaker has been asked to say something about "best practices" in police-community relations. There will also be time for questions and answers, so as you're listening, be thinking about something you may like to ask one of the speakers. This is one way you can more actively participate and potentially add a lot of value to what we can all get from this special event.

Convocation Learning Objectives:
The CSUS Criminal Justice Division faculty have worked hard to bring you this "out of the box" learning opportunity, and hope that everyone in attendance will both gain some valuable insight on what the experts have to say about the topic AND use the information presented to:
·   Continue to advance your own views on the causes, consequences and/or societal responses to difficult relations between police and communities.
·   Identify one or two key ideas that you believe are essential to an informed discussion on the topic, but are often overlooked or ignored during these types of presentations.

Questions to Consider:
I. What do you think? As a criminal justice major – and/or community member – we realize that you are also likely to have valuable insights on this important topic. So, as you listen to the speakers, please consider asking yourself the following:
· What are the one or two things I consider the most important points presented by this speaker?
· How do these points relate to what I've already learned on the topic through my coursework and/or personal experiences?
· What was missing? What do I believe is a central aspect of police-community relations that was not (adequately) discussed?

II. How to assess the experts? Those who have been invited to speak are known to have some type of expertise on the topic. We believe they will come with a type of knowledge that can help us form and continue to evolve our own views on the topic, and ideally influence the way we take on our roles as current or future justice professionals and/or "opinion leaders" in our various communities.

It's likely that the speakers will touch on similar aspects of police-community relations, whether it's factors they believe cause negative (or positive) relations between police and communities; or the likely consequences of strained relations between police and community members; or what constitutes wise, informed, caring society responses to these important modern challenges.

But what should we do if/when the "experts" disagree? In other words…What criteria can we use to assess the relative merits of the different views (i.e., on the causes, consequences and/or societal responses to challenges among police and communities)?

Suggestion #1: Evidence-Informed (What do the data suggest?)
We've asked the speakers to speak about "best practices," which generally means practices that have been empirically shown to produce positive results. From our perspective (the division faculty), it will be ideal if at least some aspects of their views are "evidence-informed," or informed by a systematic examination of the topic. (Think "theory, research methods, scientific method.")

One way to assess the relative merits of different – and possibly conflicting perspectives – is to ask yourself:
- In addition to their practical experience, to what extent did the speaker's views seem to be informed by current research in the field? (Not at all, somewhat, a lot, couldn't really tell – no research or theory was ever mentioned.)
- Did any of the speakers explicitly acknowledge (or at least suggest) that their views we coming from a particular perspective?
- Did you ever hear any of the speakers identify alternative perspectives and explain why they believe that their perspective holds more weight?
- Did anyone point out that their view was the best they could offer at this point in time, and recognize that their views could likely change as new information is revealed? (Possibly at this very event!)

Suggestion #2: You Be the Judge (Count the Perspectives)
Here's another way you can listen to and evaluate the relative merits of the different talks. In general, most of us believe that the primary causal factor of poor police-community relations is either the individual's fault (e.g., the police person or the community member) OR due to broader social structures, systems, organizational policies, historical conditions (e.g., poverty, racism, lack of enforcement of department policy, histories of abuse or neglect, etc.).

According to an Integral Justice perspective, it's believed that the most informed views are those that explicitly consider the "outside" (or exteriors) AND "inside" (or interiors) of both the individual AND the group.

[Note: The terms "outside" or "exteriors" refers to things like people's behaviors, or different types of structures or systems - things we can more easily observe and measure. Exteriors tend to be the realm of traditional science. "Insides" or "interiors," on the other hand, refers to those aspects of the human condition that are more difficult to see and measure, but that are known to clearly influence our conduct. Interiors include things like our culture or worldview, or our mindset. Those who take an Integral Justice perspective argue that interiors and exteriors of individuals and groups must be considered.]

So, as you listen to the different speakers, see if you can identify how many of these four dominate perspectives each speaker mentions – particularly when they discuss ways to promote more positive/healthy relations and long-term public safety. Does anyone mention all four perspectives?
- Social systems and structures need to evolve (e.g., reduce racism and poverty, change laws, improve media reporting, dismantle the justice system, improve education, change departmental policies, etc.) (Collective/exterior)

· Individuals need to change their behaviors (e.g., officers, administrators, policy makers, community members, etc.). (Individual/exterior)
· Cultural (and/or sub-cultural) practices need to evolve (e.g., norms, values and beliefs held by police or community members or groups such as the Code of Silence, a multi-generational belief that police cannot be trusted, a view among your group members that it's "cool" to defy or not cooperate with legitimate authority figures, a view in the organization that it's "okay" to violate procedures when "the person deserves it," etc.) (Collective/interior)
· Individuals need to evolve their mindsets (e.g., attitudes, values, beliefs, thoughts, feelings, intentions, awareness of unconscious biases/motivations, etc.) (Individual/interior)

Your conclusion?: Given the above criteria, which expert(s) position do you find most compelling?

APPENDIX F: STRATEGIC

STRATEGIC PLAN
Division of Criminal Justice
California State University, Sacramento

Values

We are guided by the following values:

·   Objective, scientific, evidence-informed decision making
·   High ethical standards
·   Diversity and inclusion
·   Transparency and integrity
·   Adaptability and flexibility to a changing world
·   Respect and compassion for the individual and human rights
·   Lifelong learning

Our Vision

The Division of Criminal Justice will be a dynamic center for educating students to be future leaders with professional competencies and ethics, abilities and values that allow them to be productive and engaged members of a global society.

Our Goals

Goal One: Prepare students as critical thinkers and problem solvers in a diverse, dynamic community and global society.

To achieve this goal we will develop strategies to:
-   Encourage the development of and adherence to high ethical standards
-   Develop in students the ability to evaluate differing perspectives objectively and respectfully
-   Provide students with skills for active listening and critical thinking
-   Offer curriculum focused on local, national and global criminal justice and related issues
-   Provide students with practical, hands-on experience in criminal justice and related fields through service learning, internship and international study programs
-   Maintain the currency of our curriculum through regular review and assessment

Goal Two: Enhance faculty opportunities for scholarly and creative activities to better assist the teaching and outreach mission of the Division.

To achieve this goal we will develop strategies to:
-   Facilitate student participation in research and scholarship with faculty
-   Invest in the growth of our graduate program
-   Offer advanced research methodology curriculum

- Establish the Division as a respected venue for research in the social and criminal justice communities by facilitating additional research partnerships between the Division and other internal or external organizations

Goal Three: Encourage and enhance faculty engagement to serve the University and their professional communities.

To achieve this goal we will develop strategies to:
- Facilitate collaboration and exchanges among faculty members regarding professional interests and activities

- Develop additional mechanisms for communicating with current students and alumni
- Encourage and support faculty engagement in international programs
- Promote interactions and mentorship among full and part-time faculty

Goal Four: Encourage and Enhance Visibility and Impact

To achieve this goal we will develop strategies to:
- Promote faculty presence in the media providing expertise in public forums
- Dissemination of the Division's activities in teaching, research and service
- Explore programs of interest to community partners and stakeholders
- Promote the Division of Criminal Justice as a destination program.

CALIFORNIA STATE UNIVERSITY SACRAMENTO
Division of Criminal Justice

Proposed
**Long-Term Plan for
Assessment & Program Development
(Data Collection & Systematic Program Response)**
(Working draft; March, 2017)

	Year 6 (2017-18) Comprehensive Effectiveness	Year 7 (2018-19) Effectiveness	Year 8 (2019-20) Effectiveness	Year 9 (2020-2021) Effectiveness	Year 10 (2021-22) Efficiency, Equity & Long-Term Impacts	Year 11 (Repeat Cycle)
Part 1: New data collecting	Integration/ Application of content, skills & values	Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning	Communication (written + oral and/or interpersonal)	Efficiency, Diversity/Access & Support & Long-Term Impacts	Integration/ Application of skills and values & Content
Part 2: Previous findings responding to	Efficiency Indicators & Long-Term Impacts (data collected from Year 5	Integration/ Application of content, skills & values	Critical Thinking & Problem Solving	Ethical Reasoning & Lifelong Learning	Communication	Efficiency Indicators & Long-Term Impacts

Integration & Content = Capacity to acquire and apply skills, values and disciplinary knowledge to disciplinary related setting (e.g., leadership, decision-making, problem solving, ethical reasoning, perspective-takin, etc.)
Intellectual Skills = Critical thinking, problem solving, perspective taking, reflective-judgment
Personal and Social Values = Ethical reasoning & life-long learning
Communication Skills = Written and oral communication and/or interpersonal communication
Efficiency, Equity & Long-Term Impacts = E.g. Efficiency indicators such as time to graduation, advising services; Equity indicators such as diversity of student and faculty bodies; Long-term impacts such as alumni, agency and community partner feedback.