2017 - 2018
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information 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 enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

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**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a. [_____]

b. [_____]

c. [_____]

- ☐ 20B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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**:

We administered a qualtrics survey in real time as we had students attend our annual criminal justice convocation. They logged onto the survey during the event and answered survey questions as prompted after each presentation. This task was intended to see if the students could demonstrate their ability to apply and integrate their knowledge by asking them to identify the extent to which key elements of an argument were present in the speaker's presentations. This was an experimental process. We asked for their opinion as to gun violence before the presentation and then after the presentation was over. We asked the students to rate what elements of the speakers' arguments were persuasive to them in changing their opinions or not. We wanted to see how our students could integrate the information presented and distill what did or did not create new ideas or a change in how they viewed the information after applying their learning from each speaker.

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

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Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

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Q2.1.

Select **OR** 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):

Integrative and Applied Learning

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

Q2.1.1.

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

We used a modified version of the critical argument value rubric. We asked our students to input their current ideas on gun violence, then to rate what elements of an argument were used by each speaker, which elements were persuasive to them, and what did they learn/change their views regarding during the presentation. The hope was to be able to see how students are able to listen to several arguments on the same topic, to identify what elements each speaker used (Such as use of evidence-based research, theory, presented multiple perspectives to the topic, and use of an emotional appeal), and then decide if they agreed with the information presented, and whether their viewpoint was changed by the end of the presentations. In this way, we had hoped to understand what information sways them, and why, or how they integrate and apply current information.

Q2.2.

Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

  ⚪ 1. Yes
  🔘 2. No
  ⚪ 3. Don't know
  ⚪ 4. N/A

Q2.3.

Please **1) provide and/or attach the rubric(s) <u>AND</u> 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

We generally used the critical argument value rubric to create our survey questions. We used our survey questions to explore whether our students were able to intake information, lable what the information was/how it was used, and whether it was persuasive to them regarding their ideas on gun violence. The expectation is that the student would be able to identify the methods used to form an argument? Would they be able to see what caused them to change/not change their minds about the topic? We hoped to have an experiental sample of how our students take in and analyze important information, and upon what basis they make decisions. As this survey was an experiment, no specific standards were set.

📎 Critical Argument Rubric (2016).docx
14.42 KB   📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard (stdrd)** 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: We sent a copy to each faculty via email and hard copy

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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?
```
1
```

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:

We used our annual fall convocation to collect data regarding integrative and applied learning. We asked all students and faculty who attended the convocation to fill out the survey on their digital device in real time. Each student was asked to input some information about themselves, their feelings about the convocation, and answer questions regarding the speakers. Some of the questions were quantitative in nature and some of the questions qualitative. The students typed in answers to some of the questions that were open-ended. After the convocation had ended, we realized that many people had incomplete surveys, largely because they left before the end of the convocation. Thus, we had a lot of missing data. After the convocation, some professors elected to have their students view a video of the convocation and then had them take the survey for course credit.

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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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN** **2) explain here** 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.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.
Please enter the number (#) of faculty members who 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.
Please enter the number (#) of students that were in the class or program?

Q3.6.3.
Please enter the number (#) of samples of student work that 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:

We used a survey that we created. The questions are attached to our report, The Convocation Assessment Figures, attached here, which has every question and a chart/figure of the answers.

We experimented with a new data collection strategy, and the assessment faculty learned how to write and give a survey using the Qualtrics program. We used online surveys during our annual convocation in real time, which was something we had never done before. We learned that there are limitations to the utility (time and attentional) in using this type of indirect measure.

📎 **Convocation Assessment Figures.pdf** 1.56 MB	📎 **No file attached**

Q3.7.2.

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

We asked as many students as possible to answer the survey who attended the annual convocation. Some professors also asked their students to take the survey after the video of the convocation came out and these students received homework points to take the survey.

Q3.7.3.

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

We selected our sample by asking those students who attended the convocation to take the survey (convenience sampling), and we asked professors to use the video of the convocation and the survey as homework for their students.

Q3.7.4.
If surveys were used, please enter the response rate:

131 surveys were taken

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

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

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

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

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

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

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

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

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Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example):

Please see the attached report (Convocation Assessment Figures) to see the charts and graphs available. Please view the Convocation draft worksheet to read what we planned regarding the survey. After analyzing the available data here were our main conclusions:

1. Mostly Juniors (39%) and Seniors (45%) took the survey.

2. It was the first convocation attended by 73% of the survey takers.

3. We did not do a thematic content analysis on pre/post gun violence views, as it would have taken more time than available to the APD committee. It is also unclear how this would have helped us to assess our students' abilities in integration and applied learning.

4. Most people were able to get the keynote speaker's main points.

5. Speakers were rated on what elements of an argument were present. All speakers were endorsed as having made all elements of arguments in their presentations.

6. Most survey takers stated that they did have enough information given from the presentations to develop an evidence-based view of the topic, gun violence.

7. People generally agreed with the speakers, with most disagreeing on what the first speaker spoke about.

8. In regards to what survey takers stated about how their views changed as a results of these presentations, 9.6% felt they had changed their views a great deal, 7.7% felt their views had changed a lot, 32.7 felt that their views had been changed a moderate amount, 30.8% felt their views had changed a little, and 19.2% stated that they had no change at all to their views. These percentages seem to fit with psychological theories about changing peoples' attitudes with new information. Even though we did not have a gauge for what we hoped or expected, these percentages indicate that the information was integrated and applied by survey takers.

📎 2017 Convocation DRAFT Worksheet.docx 16.97 KB	📎 Convocation Assessment Figures.pdf 1.56 MB

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?

We found out that the survey did not give us enough information to use to help professors to improve their courses. However, we spent a lot of time this year creating our next longterm assessment plan, and we will use a standardized and valid/reliable instrument to measure how well we are teaching core content to our students. We worked with the faculty in a few conversations regarding what was wanted for the next five years. We agreed on main principles: We would use the same assessment tool over time so we can look at trends. We would use the same PLO for the five years so we could make programmatic changes and track how our students responded to these changes. We decided on assessing programmatic core content, and we reviewed main standardized tests available with national and appropriate criminal justice core content for undergraduates. After careful analysis, we chose the Peregrine Academic Services to purchas so that we can provide helpful information as to how all of our sampled students will be able to do compared to nationwide criminal justice undergraduate programs, and how each of our graduating seniors compare to each other over the next five years. After we have made all necessary changes in core content, we plan to look at critical skills/PLOs such as critical thinking for the longterm plan after our current plan has ended. Please view our attached longterm assessment plan.

📎 Assessment Plan Final Draft.docx 19.45 KB	📎 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.

> We have created a new five year assessment plan where we will work to assess how well we are teaching core criminal justice content to our students. We plan to use a valid/reliable/standardized criminal justice content assessment and to measure how our students do over a five-year period. We will get very informative results, comparing our students to other students nationwide and also to themselves over a five-year period. We will be able to modify how we teach different parts of our curriculum depending on the results of this new assessment plan.

Q5.1.2.

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

🔘 1. Yes, describe your plan:

We plan to show the faculty our students' results each year, and will ask professors to make changes as needed to core classes (as decided in our cohorts of professors who teach the same courses). We will query each cohort each year and ask if changes were made and what those changes were. We will then be able to evaluate the success or impact of these changes with our next year's assessment. We will be able to look at areas of core content to see which areas our students are strongest are weakest, in. Each year we will look to the cohorts in the "weaker" areas and work to build student accomplishment in these courses. We will also see how our graduating seniors compare to others in similar programs nationwide. We will work to assure that our students to as well or better than their national counterparts. The impact of these changes should result in a program that is teaching the core content as well as possible.

⚪ 2. No
⚪ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?	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:

We have been assessing different things each year for the past five years. We have been good about the assessment, but have not learned as much each year as we would have liked. We are interested in consistency in what we find over the next five years so that we can assess changes we make in the program regarding core content. Over the years we have worked in cohorts to align learning objectives with our strategic plan, and to make sure that we enhance teaching areas that the students are weak on. We have worked hard on developing a strategic plan, including our alumni interactions, as a result of things we have found out during our annual assessments. However, we do not use the data in a consistent manner, as the data collected and the PLOs have not been consistent. We hope to change this problem by adhering to a longitudinal plan for the next five years.

Q5.3.

To what extent did you apply **previous assessment 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 **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

We wanted to try something different, mainly trying to work on closing the feedback loop, or getting meaningful information to our professors so that we can use the assessment data to make changes in our program. However, we have not been very successful at closing this loop thus far. We have interesting data from the Qualtrics survey, although we found out that this is not a very good way to assess the criminal justice undergraduate program. We have learned that we need to use longitudinal assessment to be able to really benefit from a feedback loop to faculty. If we assess the same PLO or same set of PLOs over time, we can see a trend in how our program is improving.

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.

If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

We spent a lot of our time creating a longterm assessment plan that would help us close the feedback loop this year. We also worked hard on our self-study program review this year. We reviewed our entire program, reviewed all PLOs, and interacted with different vendors in order to write up our longterm assessment plan. We really focused on our self-study this year and we have a strategy in place now for total program improvement.

📎 CRJ Curriculum Map (Sp 2018).doc 38.5 KB	📎 CRJ Self-Study FINAL (Spring 2018).docx 146.28 KB

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

We plan to assess for core content in the next five years, so that we will be looking at our students' core content knowledge in the discipline. Our plan is to improve our program in many ways in the next five years, and making sure that our students are learning the core content that is expected in a strong undergraduate program in criminal justice.

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. [_____]

b. [_____]

c. [   ]

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

We were interested in evaluating integration and application of information this year, and wanted to use a unique method of data collection. Since we have an annual convocation, we thought that we could get students to answer questions as to how they intake and use data to make decisions via a qualtrics survey. However, not enough students took the survey live, and few professors asked students to take this survey after the video of the convocation came out. Our students were able to state the views of all of the speakers, could name the elements of an argument, and responded to a question about whether these elements persuaded them to change their minds. Many students indicated a small amount to a lot of change in their thinking about gun violence, so our students appear to have good skills in the area of integration and application of information. We were working on a good way to close the information loop this year, but our idea did not give us enough information to make the kind of programmatic change we need. Thus, we worked very hard this year on what ways we can develop a long term assessment plan so that we can have much stronger and better information next year. We met as a committee every two weeks for the entire academic year, and we spoke at length about our program and how we would like to "close the loop" and improve our program in tangible ways in the next few years.

Q9. Please attach any additional files here:

| 📎 No file attached | 📎 No file attached |
| 📎 No file attached | 📎 No file attached |

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

Critical Argument Rubric

Convocation Assessment Figures

Convocation Draft Worksheet

Assessment Plan Final Draft

CRJ Curriculum Map

CRJ Self-study Final

Section 4: Background Information about the Program

Program Information (**Required**)

Program:
[   ]
(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]
BS Criminal Justice

Q11.
Report Author(s):
Jennie Singer

Q11.1.
Department Chair/Program Director:

Ernest Uwazie

Q11.2.
Assessment Coordinator:

Jennie Singer

Q12.
Department/Division/Program of Academic Unit (select):

Criminal Justice

Q13.
College:

College of Health & Human Services

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

1,503

Q15.
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:

Q16. Number of **undergraduate degree programs** the academic unit has?

2

Q16.1. List all the names:

BS in Criminal Justice, and BS online degree
completion program

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

0

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

Master's in Criminal Justice

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	●	○	○	○	○	○	○	○
Q20.1. Last updated?	○	○	○	○	○	●	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

📎 **LT Assessment plan.docx**
15.91 KB

Q21.
Has your program developed a **curriculum map?**
- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

📎 CRJ Curriculum Map (Sp 2018).doc
38.5 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?
- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q23.

Does your program have a capstone class?

🔘 1. Yes, specify:

CRJ 190 Capstone Class

⚪ 2. No

⚪ 3. Don't know

Q23.1.

Does your program have a capstone project(s)?

⚪ 1. Yes

🔘 2. No

⚪ 3. Don't know

(**Remember**: **Save your progress**)

Save When Completed!

ver. 10.**31**.17

CSUS, Division of Criminal Justice
"Critical Argument" Rubric

	1 – Does not meet expectation	2 – Needs improvement	3 – Meets basic expectation	4 - Exceeds basic expectation	5 - Exceptional
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	No clear summary or concluding statement	Basic conclusion stated, but lacks clarity *and/or* logical consistency with argument.	Conclusion stated somewhat clearly *and* is logically consistent with argument.	Conclusion stated very clearly and is logically consistent with argument.	Conclusion stated very clearly, with logical consistency, and awareness of tentative nature of conclusion noted.
Clarity of expression/ written commun-ication	Lacking any degree of clarity of expression	Attempts to use a consistent system for basic organization and presentation; uses language that sometimes impedes meaning or clarity. Contains errors in use of language.	Follows expectations for writing an argument including organization, content, and presentation; uses language that generally conveys meaning, although there may be problems with clarity and the writing may include some errors.	Demonstrates consistent use of important conventions for writing a critical argument; uses straightforward language that generally conveys meaning to readers. The language has few errors.	Demonstrates detailed attention to and successful execution of a strong argument (including organization, content, presentation, formatting, and stylistic choices); uses language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

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

Default Report

Convocation 2017

May 23, 2018 11:42 AM MDT

Qatt - Did you physically attend the Convocation on October 10th or watch it on video

after October 10th?

#	Field		Choice Count
1	Watched it on video	0.00%	0
2	Physically attended	0.00%	0
			0

Showing Rows: 1 - 3 Of 3

Q3 - Please indicate your current status:
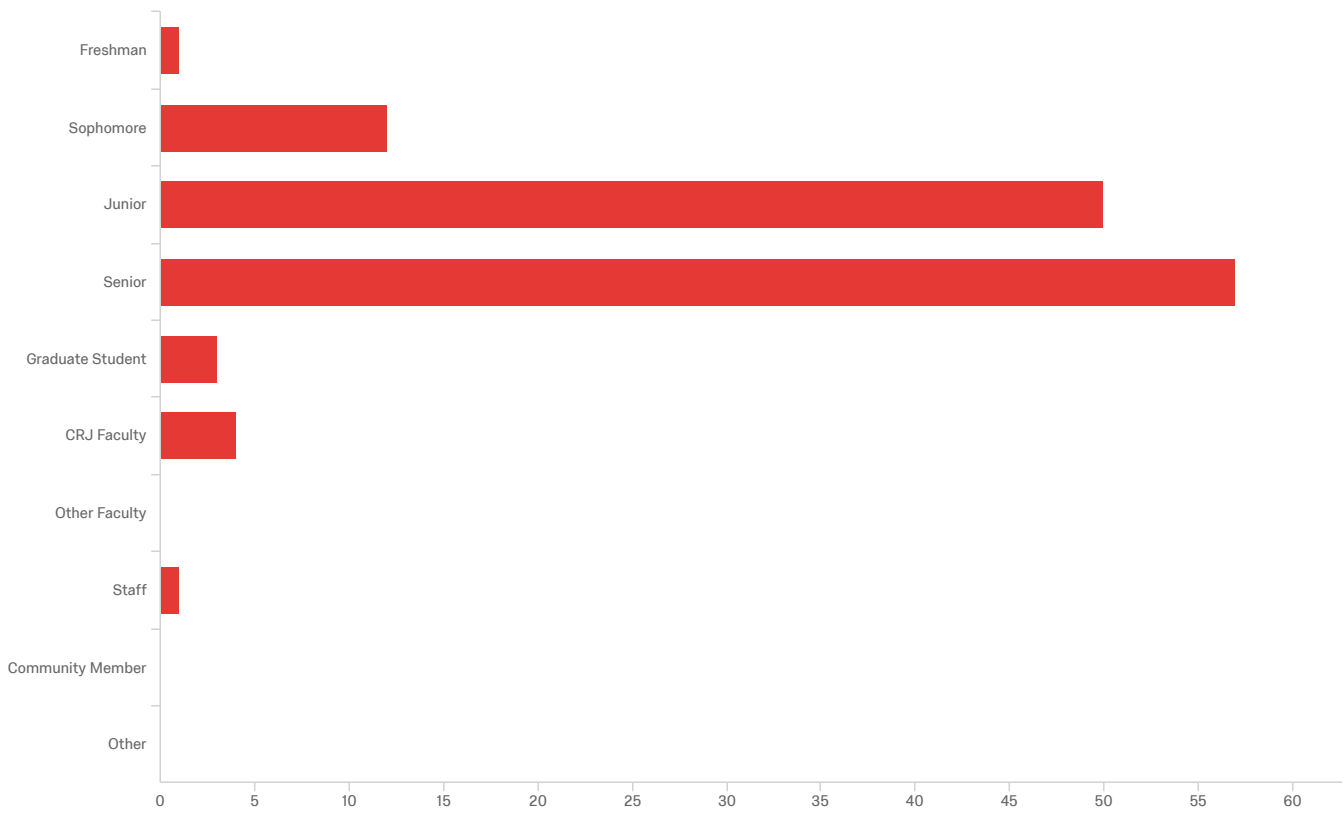
#	Field		Choice Count
1	Freshman	0.78%	1
2	Sophomore	9.38%	12
3	Junior	39.06%	50
4	Senior	44.53%	57
5	Graduate Student	2.34%	3
6	CRJ Faculty	3.13%	4
7	Other Faculty	0.00%	0
8	Staff	0.78%	1
9	Community Member	0.00%	0
10	Other	0.00%	0
			128

Showing Rows: 1 - 11 Of 11

Q2 - Is this your first time attending a convocation?
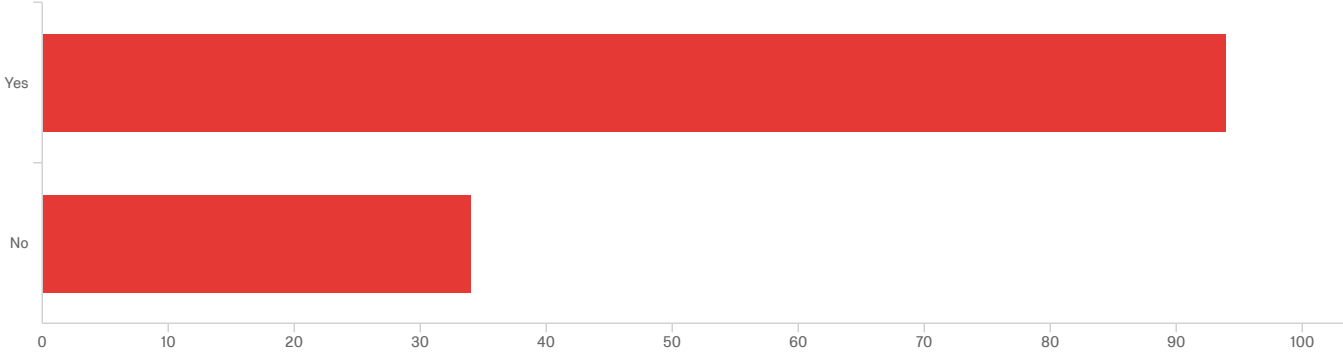
#	Field		Choice Count
1	Yes	73.44%	94
2	No	26.56%	34
			128

Showing Rows: 1 - 3 Of 3

Q3 - What is your current view about ways to decrease gun violence? (You have 400 characters)

What is your current position on gun violence and public health? (You have...

I had never really thought about how to do this, but I felt banning guns would not work because people break laws anyways and would still find access.

I think one thing we are afraid to is to talk about it. More conversation in a environment is key.

Laws on gun restrictions.

Provide more open carry gun laws to allow people to protect them in public on their own

Gun violence can be deceased by stricter background checks, reducing the type of firearms available to the public, and limiting the areas in which firearms are allowed.

The current gun situation is complicated because if we get harder in guns, the underground market of guns will thrive more so than it already is. I?m currently unsure of how to decrease gun violence because as long anyone has them it could be a possibility for violence. But that will never happen due to our amendment rights.

implementing more systems to youth to help educate them on gun violence.

My current view about ways to decrease gun violence are to focus on deterrence. It is hard to address the problem after it has already occurred. We should work on these methods of deterrence and intervention to prevent future gun violence issues.

It's an incredibly complex and sensitive situation where many argue that the country needs to get rid of guns completely, but out laws will always find a way. It's an uphill battle.

In order to buy a gun in certain states they should figure out a way to limit the violence in all state so that are children don't follow the same people who commit these violence crime background checks every five years to see if you're mentally stable to have a gun

Peacemaking criminology... Eliminate suffering and crime will be reduced. Hal Pepinsky and Richard Quinney.

I think the laws we have now in order to obtain are fine. Some people just don't know how to act making it impossible to prevent such tradgedies.

it's people violence.

Better economic opportunity. Education. Easier access for law abiding citizens to get guns. Free background checks for private sales. Harsher sentences for unlawful possession of guns.

There may be multiple ways to decrease gun violence even though it is a chelleneging issue. One of the ways could be by honing in & getting more tough on commerce & illegal smuggling of weapons into the United States maybe specifically tracking these weapons.

Gun violence can be decreased by more thorough background checks.

Model an approach after Australia and use a public health approach.

I strongly feel people should not have the ability to bare firearms. It should be a privilege to be able to own firearms and not just have easy access to it. Gun violence is a current problem in today's culture that has caused many lives to end which includes terrorism , gang violence, and many more issues.

Throughout the world we have had so many icidents with Gus that can be eliminated . As the people we all need to work more to make sure that everyone is safe . It hurts me that anywhere one goes they have to worry about if something drastic is going to happen. As the people we shouldn?t have to live like this and we should work more to make sure that these gun laws are revised to protect thepeople

gun regulations on purchasing guns

Gun regulations need to be implemented more strictly

I honestly belive that there is no way that we can control all gun violence. Guns are readily available either legally or illegally. This also brings to question 2nd Amendment rights issues that many people find to be a sensitive topic.

I believe that with all the mass shootings happening again and again, with more victims than the last shooting we have to make it harder to get guns. And make guns law stricter.

Need better technology to make using guns difficult within certain capacities

In order to decrease gun violence as a conmunity we must enforce stronger, stricter gun laws refering to how people obtain these deadly weapons as well as check the physical and MENTAL stability of that person. More requirements for people to obtain weapons will allows for less weapons to be around and a better understanding of the dangerous of guns.

My current views on ways to decrease gun violence is to have a stricter policy on gun control. Not anyone and everyone should be able to get guns. Background checks need to be stricter.

I think a lot of people believe the way to solve or decrease gun violence is to enact stricter gun control laws but in actuality it just makes it harder for legal law abiding citizens to obtain something that is a constitutional right. It does nothing to stop the criminals.

Buy back programs may be beneficial. Strict gun laws prohibiting guns other than hunting specific should be implemented.

I think there needs to be more gun control based on very recent incidents. Most of mass shootings happen with big guns and seemed as an easy access for the person. There needs to be more mental health tests and a more strict background check. Constant check ins and renewals should be imbedded.

The current legislation regulating guns is adequate. The enforcement of these legislations must be improved in order to decrease gun violence.

Make gun regulations stricter.

I believe gun violence is horrible life?s are being lost.

I think education is an important way to reduce gun violence.

Not allowing automatic weapons to be available for purchase and doing background checks.

Each new applicant for a firearm must submit to a psychological evaluation and weapons safety training. All existing firearm owners must provide psychological competency through an evaluation or a clean and uninterrupted criminal record. Each owner and future owner of firearms must declare their weapons.

National comprehensive background check for all purchases, ban firearms possession for the mentally ill and people on psychoactive drugs. Better enforcement of street gangs that perpetuate gun voilence as well as anti-suicide campaigns.

There is no solution that will satisfy everyone?s wants. What we need is people to take accountability for their actions and stop blaming others or tools used.

Some ways we can decrease gun violence is by creating restrictions for people to be able to obtain certain weapons. Weapons such as semi-automatic rifles should only be in the possession of law enforcement in my opinion. Citizens don't need these weapons to be considered safe in their home and country.

Education is the most important aspect to prevent gun violence. Education about guns and education about mental health will reduce the number of gun incidents. Being able to identify individuals who are at risk to commit violence will find a way regardless of the weapon. Gun education will help persons recognize proper and safe firearm handling and how to identify those who are dangerous with guns

Superior Mental health services, universal pre school, paid school sports for youth, plan for life after high school such as; trade schools, JC, 4 year college. Stop the mass media's perpetuation of non-white people as violent.

Don't mind as long as they don't hurt my family.

There needs to be more limitations on the people that are allowed to have guns.

I feel that current gun control laws need to be stricter and that serious measures need to be taken to put a stop to gun violence. More screening of how people are getting automatic assault rifles and machine guns needs to be investigated.

More focus on the mental health aspect.I believe that passing legislation to take guns away simply does not work.

Gun violence is an issue of mental health, with obvious exceptions, such as gang issues, but nevertheless it is something that will not be solved with increased regulations or infringements on the 2nd amendment. Rather the issue needs to be assessed as a larger problem of how the US deals with individuals who need help with mental processes.

I?d suggest incorporating about 5-10 major facilities that issue weapons, rather than several minor local gun shops. This solution would help monitor and control who received weapons ?legally?. Things known as back ground checks, finger printing and etc, would be mandory before a purchase is made as well as other essential requirements for the bettermenant of our communities.

I believe gun control needs to be taken seriously as soon as possible. Human errors keep occurring due to guns.

To decrease gun violence, an increase in gun control would be effective. For example, enforcing more background, psychological health check, and limitations and stricter gun laws on the purchase of a weapon.

Perhaps have the applicant go through a psychological evaluation regarding his mental heath and status.

Give good people guns, restrict the use of guns for individuals who don?t deserve them/ can?t handle the responsibility of owning a gun; this comes in the form of certain restrictions.

Allowing more responsible owners to carry

This is a test of the survey :)

More thorough background checks. Taking better notice of how many guns people are buying especially within a short time frame.

Tackling the issues deeply rooted in our systems. Things such as educational and prison reform. Trying to restrict guns, weapons and the like are the easy fix along the way issues, but they are not full proof issues with solving the issue, which is crime and violence.

My current view about ways to decrease gun violence was that there needs to be stricter gun laws especially since this Las Vegas incident.

Allow gun permits to those who take training have gun permits expire every year so for those who own gun legally should be required to take a gun violence training every year as well as a mental test.

I think that we need to relax many laws and regulations regarding gun ownership. For instance, we should instate national reciprocity for concealed carry permits. We should relax regulations on what firearms citizens in all states are eligible to purchase. We need to increase the thoroughness of background checks to include mental health history. We need to return to "shall not infringe" statutes.

Inform and teach responsible gun ownership and usage. Also take extra steps to screen for possible mental instability in potential gun owners.

Take the guns away. Or at least make certain kinds much harder to obtain

My current view on decreasing gun violence is to have more strict regulations. Guns are viewed as fun and safe to the responsible, law-abiding, psychologically healthy citizen. They provide peace of mind to some who live in proximity to a "bad" neighborhood.

Decrease access to guns.

Make violent offenses more strongly sentenced and give law enforcement more resources to go out and apprehend these criminals. We need to be tougher on crime and prevent early release of violent offenders.

More extensive background checks & education on the safety & consequences of firearms.

Background check could be helpful in gun distribution

People should only use fine for self defense, either in their jobs (police) or for protection (burglary). People should not be reprimanded for owning a gun and should also be responsible when using it.

Education and safety courses to help prevent loss of life.

I think we can decrease gun violence from educating the community, minimizing the exposure of violent gun related behaviors, and being more socially concious.

Do a background check on people when purchasing a gun.

Find the problem with mental health, and fix that.

Gun control is not effective in reducing gun violence. Chicago being an effective example. There is a need to address the causes in which people become violent in general. Mental health, low income, etc.

Mental health services

Increase or design a psychological check/ test on people trying to purchase firearms to make sure they are sane. Teach classes in grade school to teach gun safety and give more resources to young people who my need guidance in life.

Decreasing gun violence is a good concept but limiting guns to the general public doesn't always stop gun violence. Criminals will commit crime with or without regulations and laws.

You can restict gun as much as you want but there will always be a fool with a gun. That said it is still important to minunize gun violence

I think there needs to be some mandated regulations such as psych evaluations and annual evaluations thereafter to ensire the well being of the individual who is behind the trigger and has the power to make an irreversible mistake.

I believe gun violence is a big problem. I believe the problem exists, largely because of the prevalence of firearms in the United States. But, as a result of the number of firearms in society, further restriction of semi-automatic firearms would be arbitrary and do little more than apply a bandaid to a gaping wound. Furthermore, further restriction only inhibits law abading people

Stricter laws on acquiring weapons. For example, more thorough background checks on people who are acquiring these weapons.

It's very valuable to give us a chance to examine gun violence from multiple perspectives, including a public health perspective.

There is to much of it and needs to change.

Stop selling them

Harsher gun restrictions, gun laws

More screening of people registered to have firearms.

Communicate more to one another. Towards our neighbors, super market workers, etc.

new policies and harsher laws do not stop gun violence

I think it is very hard to deacrease gun violence. I think some rules should be put it place limiting the type of guns the public can own but not completely outlaw all guns. Also we need to find a way to see if people have mental issues before they buy a gun.

Creating more regulations on gun buyers like: classes you must take/pay for before purchase, an alter government and public notice if 1 citizen purchases more that a certain amount at once, a doctors clearing of mental health before purchasing, a limit on amount of guns per citizen, continued classes throughout ownership

Putting restrictions in place on gun control. Additions laws can also be put into place.

People are the problem. Need stricter gun laws with education and services about mental health, gun laws etc.

Harsher penalties for gun use when committing a crime Change how we think about guns and gun violence

My views on how to decrease gun violence is practice gun safety, make gun laws more strict, and review everyone?s mental state for those who would like to obtain a gun.

Deeper background checks, mandatory background checks, border check of California licensed firearms. Ex people buy guns outside of California that are illegal in California.

I believe that even with strict measures to get rid of automatic assault rifles does pass, there will be those that defy the law. For example, a machinist can make their own automatic firearm but they can possibly distribute them like a black market.

Stronger regulations on how much, what types, and what time in an individuals life they can purchase weapons.

Criminals will find ways to get guns, new laws will not stop them.

Provide mental illness treatment and programming for offenders. More community policing.

Like drugs, gins will never go away. We can try to regulate them as much as we can but people are still going to buy them illegally.

Further education on gun ownership. Educating police on reaction to gun crimes.

Get a permit to own more than one fire arm.

Stringent gun control policies

The primary reason our constitution states the right for Americans to possess firearms is for protection of ones property, land, and self. To decrease gun use for reasons other than these, extensive and frequent psychological evaluations need to be conducted on all gun owners.

Gun violence can be decreased with gun control laws that mirror that to the world today. As Americans, we do not need the intricate and advanced weaponry that is readily available to us now. Also, the criminal justice system needs to create an advanced screening process in order to purchase/own guns.

Strict background check/ physical and mental check

Nothing that can be done

Community involvement. More after school programs for kids. Ban or get rid of how easily accessible gun medications are.

Mental health screening would assist. More attempts to mitigate gang violence. Full decriminilization of all drugs, thereby allowing for governmental licensing and regulation of drug sales. That would limit drug based gun violence by lowering gang involvement in drugs.

I think we should try to decrease gun violence. There's a lot of gun violence that goes on and there are things that need to be done.

We need to step up the steps to get a gun maybe do a mental check before they are able to obtain a gun

Media needs to stop putting them in the media as dangerous and more as beneficial and how they can be used properly. ALSO, bullets price should be raised or taxed extremely high. That?s what is dangerous; bullets in the hands of civilians with bad intentions.

Universal background checks and ban high capacity magazines

Stop decreasing availability of firearms to law abiding citizens, increase penalties for gang enhancements and for the use of firearms in crimes. Re-establish a system of support for the mentally ill across America. Increase the length and depth of background checks for firearms. Establish precedent to hold firearms manufacturers accountable for the criminal acts committed with their products.

That people have the right to own a gun but it has to be limited and tracked if there is suspicious activity.

Deregulate firearms to an extent. If guns did not have so many regulations against what is legal and what is not it would make it easier for citizens to be more aware of guns and safety with guns. This leads to more ownership and use of self defense with these great tools

Showing Records: 1 - 112 Of 112

Q4 - What was the main position stated by the keynote speaker, Dr. Deanna L. Wilkinson?

What was the main position stated by the keynote speaker, Dr. Deanna L. Wil...

you have to decrease the violence, not the guns

She examined the important topics of decreasing the talk on guns and more on people. She talked a lot about her community. She had goals and but also related the important topics of guns. She was more on expressing the need for more human contact vs. using guns. In the end there was no real answer.

The problems and solutions for gun violense. Statistical data on homocides and suicides by guns. Programs and perspectives on gun problems.

Gun violence is a public health issue

The main position revolved around the idea that change is attainable by changing the mindset of the public, community, and administrative levels.

Implementing more systems and how dangerous guns are to youth, people that are in depression, and suicide.

The main position stated by the keynote speaker was to decrease gun violence by combining public health ideas and criminal justice systems. We should use preventative measures as well as intervention techniques to change how frequently gun violence occurs.

How to resolve the violence in American different ways you can stop people from causing naturally disaster like the one that happened in las Vegas

Urban gun violence is a complex issue that can be viewed using CJ and/or PH theoretical lenses. The evidence suugests that certain types of programs/interventions can reduce Urban gun violence.

Eliminate gun violence

violence prevention

Gun and gun death is public health issue and to fix it we need everyone to work together.

The main position was that there are many layers and other factors that contribute to how high or low gun violence is and the areas where it occurs.

Gun violence is a multi factor problem , not just in certain areas of the country or the world . The mass shoot in Las Vegas still waiting for answers . There are so many things that happen around the world and the mass shooting gives events that are unexpected.

statistics on gun violence and how preventation works

Usage of guns

We need to work together in order to create relationships that are meaningful with all members of society. We need to analyze information and statistics with regards to racial issues in our ever changing society.

Gun violence is a public health issue prevention has to do with Norms and focus on deterrence

The main position states by keynote speaker was that gun violence is a public issue that effects many parts of the community. There are ways that would help to reduce the violence that happens especially in poor urban communities.

Dr. Deanna L. Wilikinson main position was to address that gun violence is a public health problem but the public health has a responsibility to do something about it.

Gun violence is a public health issue.

Youth gun violence is a huge problem, especially among young black males. It?s been constant throughout history and needs to change.

Gun control and involvement in the community. Changing policies to make a safer community.

Gun violence is a public health problem and requires effort from all areas of life.

We need to be more engaged in our community and be involved in troubled youth lives.

That prevention does work and public health contribute to gun violence prevention.

That violence with guns is a big problem and things need to change.

It seems that her point was that public health is the best way to combats gun violence.

Her main position is that gun violence is a public health problem and we as a community must work together to solve it through the use of intervention programs.

Gun violence is a public health issue.

Social intervention with high risk offenders to solve petty disputes before they lead to shootings.

N/A

She wants to help reduce gun violence by using statistical data and protect the children of hundreds of families that go through life threatening circumstances.

That we need to focus on gun violence in communities.

?

Reduce Gun violence.

That we need to do something to prevent gun violence. We need to do something for the people that take this path.

Trauma and children exposed to gun violence. Gun violence is a public health issue.

Gun violence is an epidemic.

Gun violence is a public health concern.

Treating Untreated trauma by promoting opportunity, diverting the truth to positive paths, & etc..

40+ years on gun violence being seen a public health

Guns, Violence, and Public Health

It was awesome.

Gun violence can lead to future trauma in the brain

There is violence in American. Unfortunately, it was hard to understand what exactly what she was trying to state her position was. Even during the Q and A, she said herself she was back and forth on specific topics.

Gun violence being a public health problems and how it affects social system and structures, individuals behaviors, cultural factors, and individual mindsets.

She took the position of more gun safety and control in order to protect public health.

We need to use all resources to educate, inform, and intervene to prevent gun violence.

How important it is to address this issue. She showed how she was personally impacted by this problem and continues to find answers. Her solutions to the problem were less prominent than I thought they would be

Gun violence needs to be prevented to improve public health.

Reduce violence, be involved, public responsibility to make change.

She was expressing the need for us to all work together and reduce violence, especially among youth.

To use a public health approach to gun violence & for everyone to be involved to create change

Pro gun and anti gun

Gun violence is a public health issue and we all need to be actively engaged in aiding in this problem.

Having a social change on how we handle violence and not going straight to a gun when a problem arises

I think the main positions she was stating were that social systems need adjusting with more focus towards the emperical data she displayed. These changes also call for individuals to make fundamental changes.

Monitoring health of gun violence. Looking at youth gun violence and the risk factors and risk domains. Also some strategies of reducing gun violence.

That gun violence is a public health issue, and requires immediate intervention

The need to address the causes of violence as a whole.

End gun violence by working together and understand that most black males are killed by gun violence.

Gun violence is a major issue for health and human services.

Public safety and health mainly with children who are affected by gun violence.

Gun Violence is a mulitply factor problem, not just a crj problem. Prevention is mey

That gun violence is a public health issue that needs to be addressed from all sectors of our community (youth, teens, adults, educators, policy makers, etc.).

We must approach gun violence from a multi-dimensional approach

How gun violence in the United States is a big problem in our society, however not much has been done to solve this problem.

That we need to address gun violence from multiple perspectives and that the public health perspective is data driven and multi-dimensional.

Dr. Wilkinson stated the problems in our nation involving guns and how juveniles tend to have high rates of gun violence.

public health programs are the key to reducing gun violence

To be able to change the mindsets of children by being outstanding adults. Also taking the high risk people out of the situations where gun violence is high.

Violence of guns

Gun violence is a public health issue.

Stats on gun violence and why she got into her non profit organization.

Gun violence is a health issue

Protecting children from gun violence

To change the motivation of children by being outstanding adults. Also by talking to high risk people and help them and get a better understanding of their situations.

Ways that public health can lead to preventing gun violence.

Patterns on how and where gun violence happens. Causes of death due to gun violence. Racial dinamic, gender, social economic and geographical location trends on gun violence related deaths. Levels of risk we are in as a whole.

There are ways to stop gun violence within the Public Health viewpoint. It utilizes hospital data, CRJ data, and community data to develop intervention programs that can help curve the gun violence epidemic. She stressed Self Care as something professionals need to focus on to achieve their goals.

Reducing gun violence to prolong life as a part of public health

Public health problem is a problem for everyone, not just people engaged in violence

Gun violence and public health are highly intertwined.

That prevention is the answer to reducing gun violence

Gun violence rampant among urban youth

The main position Dr. Wilkinson states was that gun violence is primarily a public health issue

Gun violence affects public health. Public health is the responsibility of the public as well as criminal justice

Protecting the children from violence especially provety

Reduce gun violence

Be involved in the change you want to see in your community.

Prevention methods work. Speaker was very flustered and did not provide anything of substance

Youths and public health

We need to change how the community, how we raise our children and help our adults and elders. Coming together from the community and the criminal justice system help the change also to obtain trust between them. Police makers need enforce better laws. PREVENTION IS KEY!

Solution oriented focus

Gun violence is a public health issue and needs to be fixed.

Gun violence as a public health issue, dealt with through the criminal justice system.

Pro-gun control and trying to minimize the youth gun deaths.

There are a lot of gun deaths in this country. BUT most gun deaths come from suicides. Next comes from homicide related deaths such as gang violence. Hardly any crimes are committed with ?assault rifles? and gun control leads to more mass shootings and gun violence. Gun free zones = target ranges for deranged lunatics.

Q5 - A statement of the problem was:
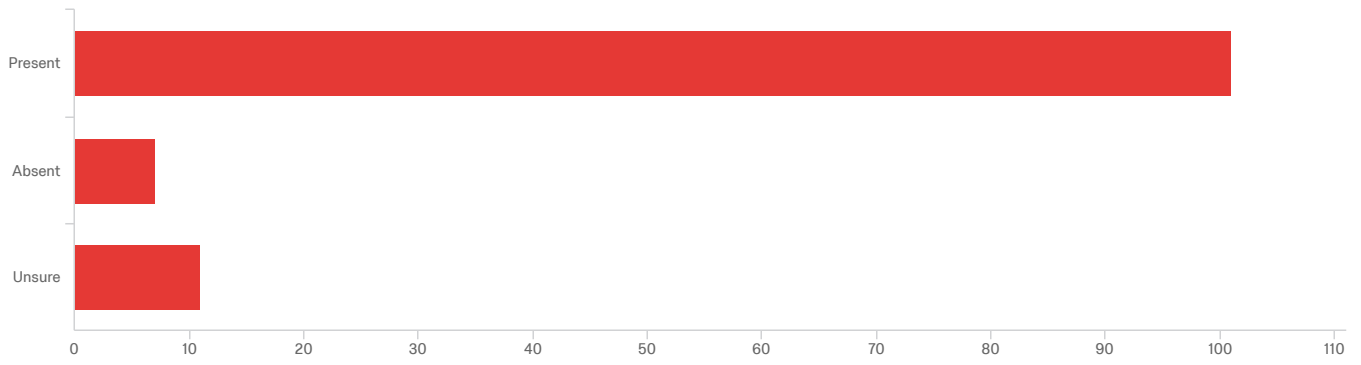
#	Field		Choice Count
1	Present	84.87%	101
2	Absent	5.88%	7
3	Unsure	9.24%	11
			119

Showing Rows: 1 - 4 Of 4

Q5a - Please rate how well the speaker stated the problem.
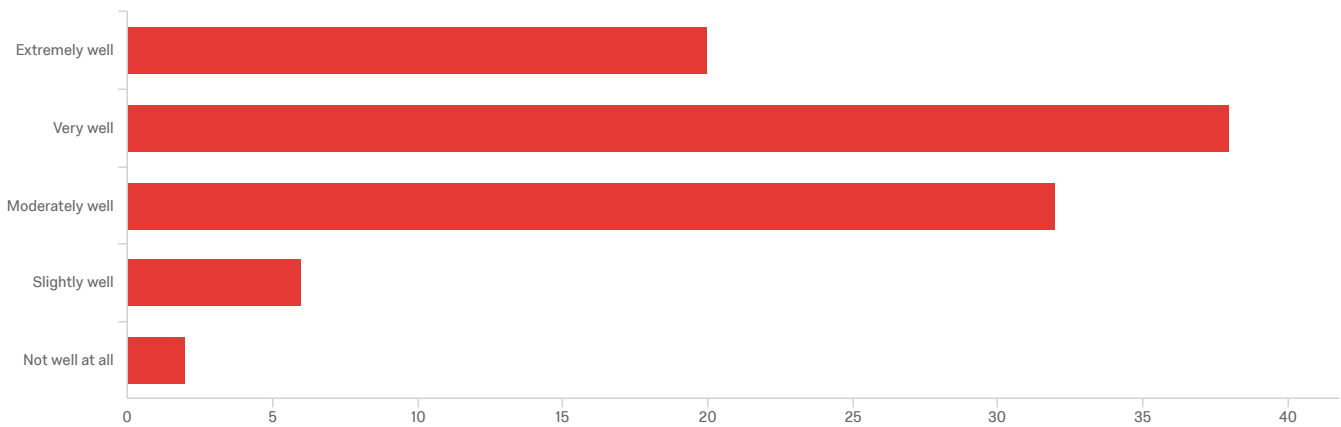
#	Field		Choice Count
1	Extremely well	20.41%	20
2	Very well	38.78%	38
3	Moderately well	32.65%	32
4	Slightly well	6.12%	6
5	Not well at all	2.04%	2
			98

Showing Rows: 1 - 6 Of 6

Q6 - Evidence was used from research studies to describe the problem.
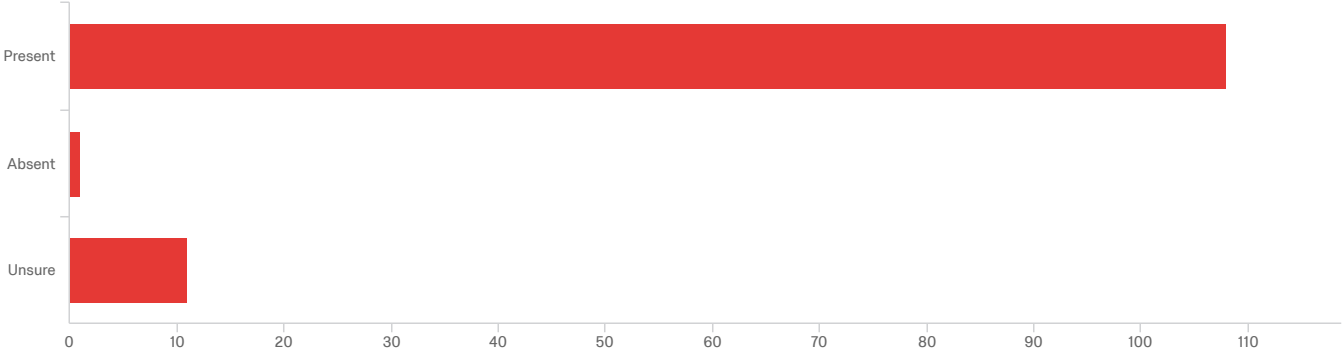
#	Field	Choice Count	
1	Present	90.00%	108
2	Absent	0.83%	1
3	Unsure	9.17%	11
			120

Showing Rows: 1 - 4 Of 4

Q6a - Please rate how well the speaker used research studies to describe the problem.
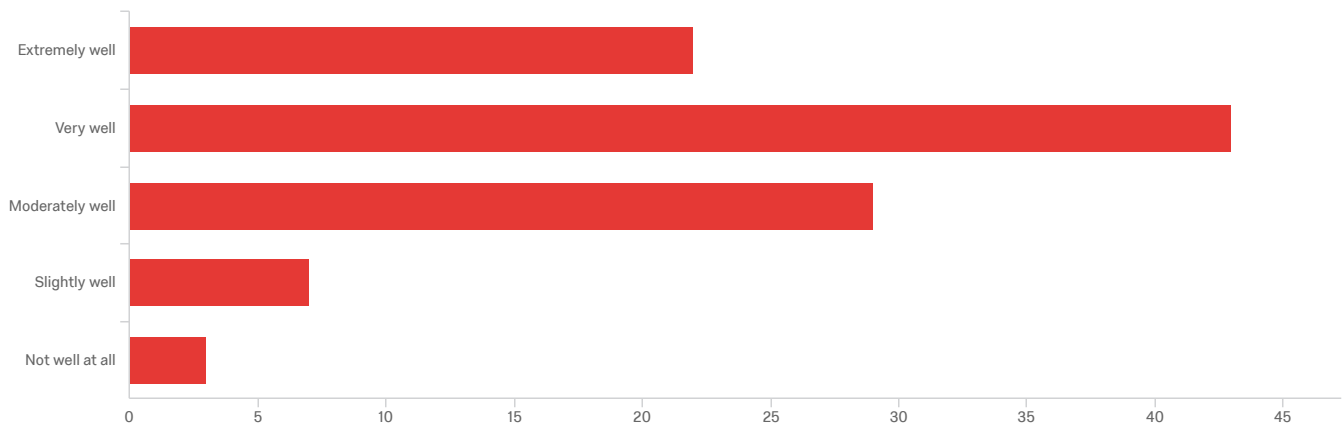
#	Field	Choice Count	
1	Extremely well	21.15%	22
2	Very well	41.35%	43
3	Moderately well	27.88%	29
4	Slightly well	6.73%	7
5	Not well at all	2.88%	3
			104

Showing Rows: 1 - 6 Of 6

Q7 - Theory or a plausible explanation was used to address the problem.
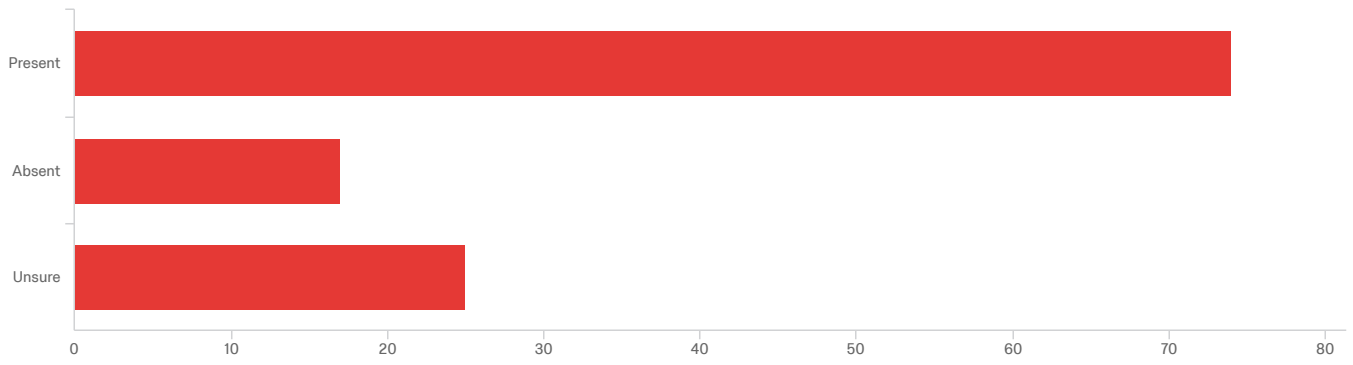
#	Field	Choice Count	
1	Present	63.79%	74
2	Absent	14.66%	17
3	Unsure	21.55%	25
			116

Showing Rows: 1 - 4 Of 4

Q7a - Please rate how well the speaker used theory or a plausible explanation to address the problem.
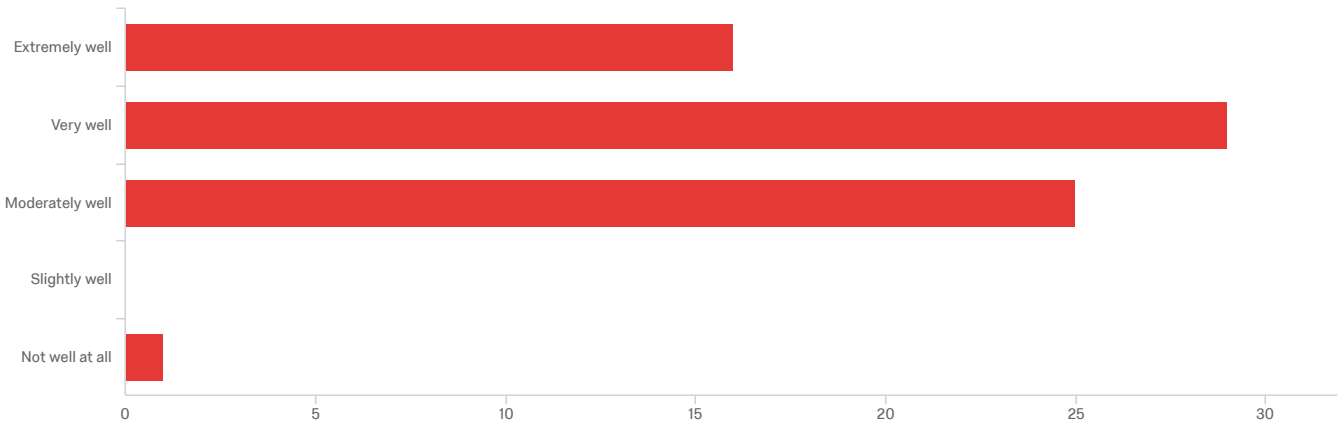
#	Field	Choice Count	
1	Extremely well	22.54%	16
2	Very well	40.85%	29
3	Moderately well	35.21%	25
4	Slightly well	0.00%	0
5	Not well at all	1.41%	1
			71

Showing Rows: 1 - 6 Of 6

Q8 - Policy recommendations were made.
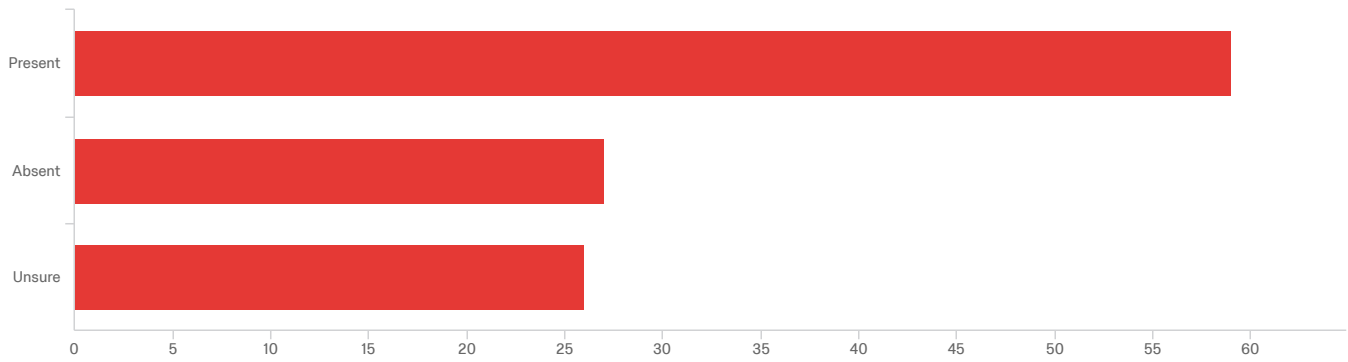
#	Field		Choice Count
1	Present	52.68%	59
2	Absent	24.11%	27
3	Unsure	23.21%	26
			112

Showing Rows: 1 - 4 Of 4

Q8a - Please rate how well the speaker offered policy recommendations.
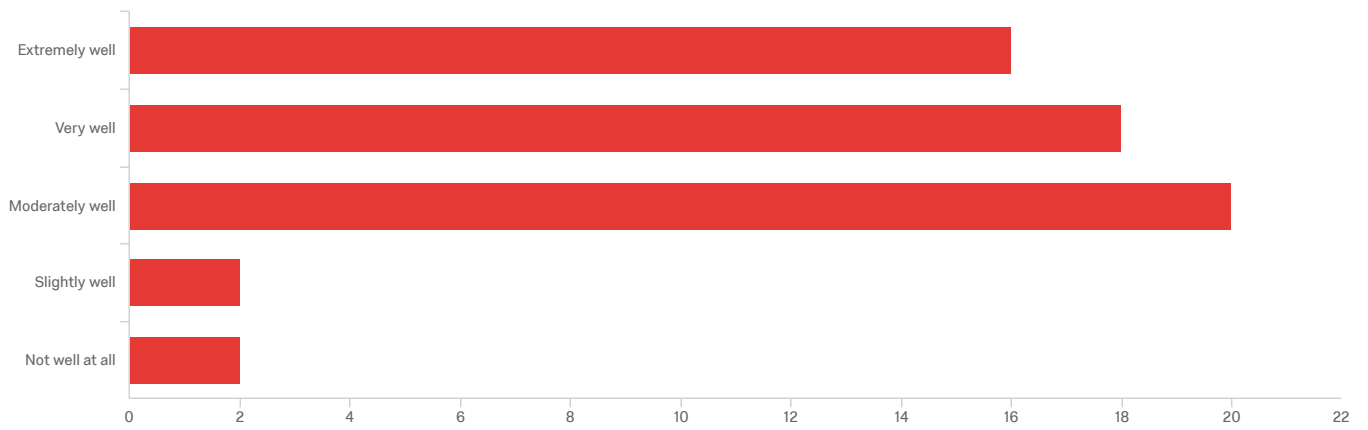
#	Field		Choice Count
1	Extremely well	27.59%	16
2	Very well	31.03%	18
3	Moderately well	34.48%	20
4	Slightly well	3.45%	2
5	Not well at all	3.45%	2
			58

Showing Rows: 1 - 6 Of 6

Q9 - An emotional appeal was used.
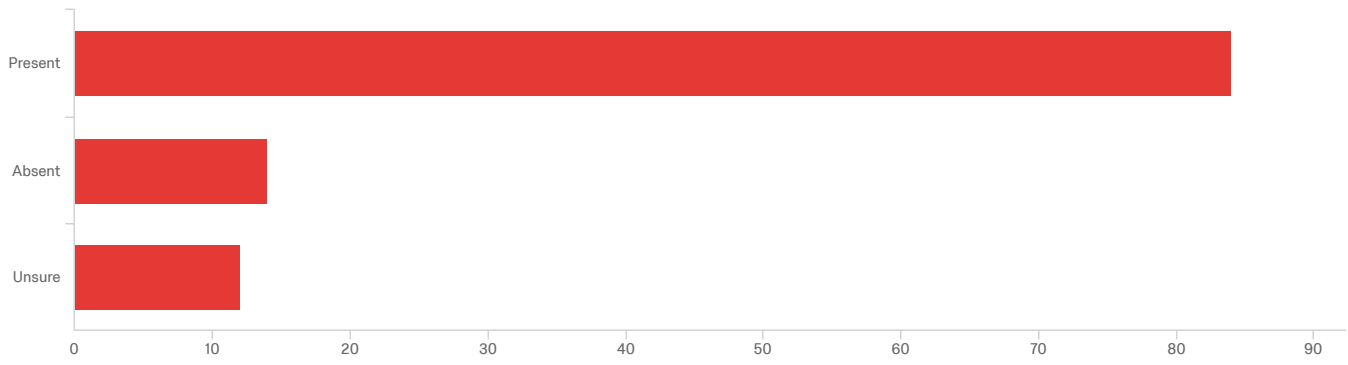
#	Field		Choice Count
1	Present	76.36%	84
2	Absent	12.73%	14
3	Unsure	10.91%	12
			110

Showing Rows: 1 - 4 Of 4

Q9a - Please rate how well the speaker used an emotional appeal.
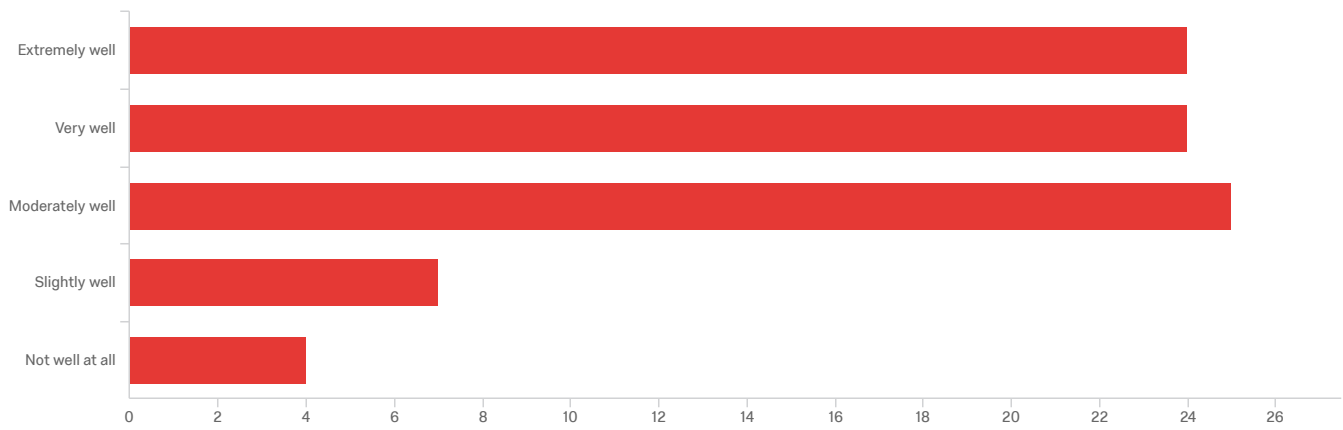
#	Field		Choice Count
1	Extremely well	28.57%	24
2	Very well	28.57%	24
3	Moderately well	29.76%	25
4	Slightly well	8.33%	7
5	Not well at all	4.76%	4
			84

Showing Rows: 1 - 6 Of 6

Q10 - Please rate how well the speaker acknowledged alternative perspectives, such as: -- Cultural aspects of the topic e.g. religious, ethnic, ethical, etc.) -- Systems & structural aspects (e.g. social, legal or economic systems, organizational structures, etc.)-- Internal aspects of the individual (e.g. psychological, worldview, intentions, etc.) -- Physical or behavioral aspects (e.g. biological, genetic, physical evidence, drugs, etc.).
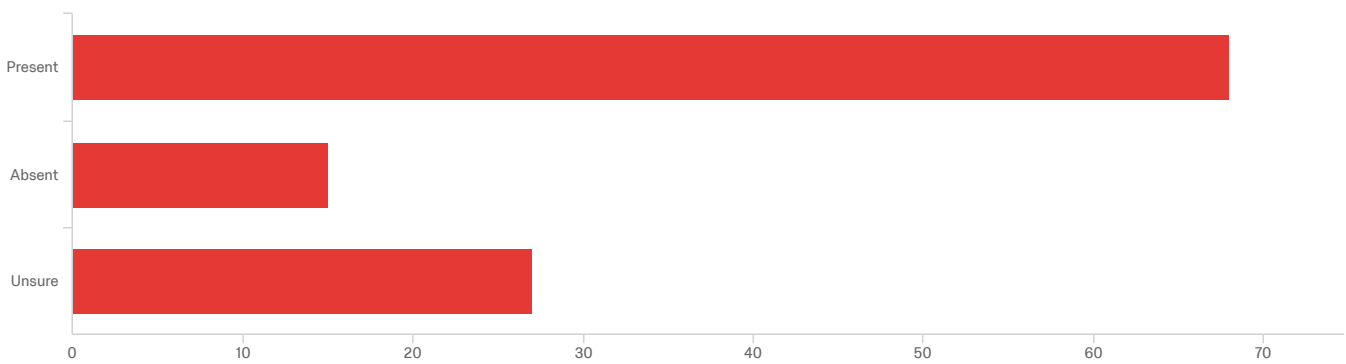
#	Field		Choice Count
1	Present	61.82%	68
2	Absent	13.64%	15
3	Unsure	24.55%	27
			110

Showing Rows: 1 - 4 Of 4

Q10a - Please rate how well the speaker used any alternative perspectives.
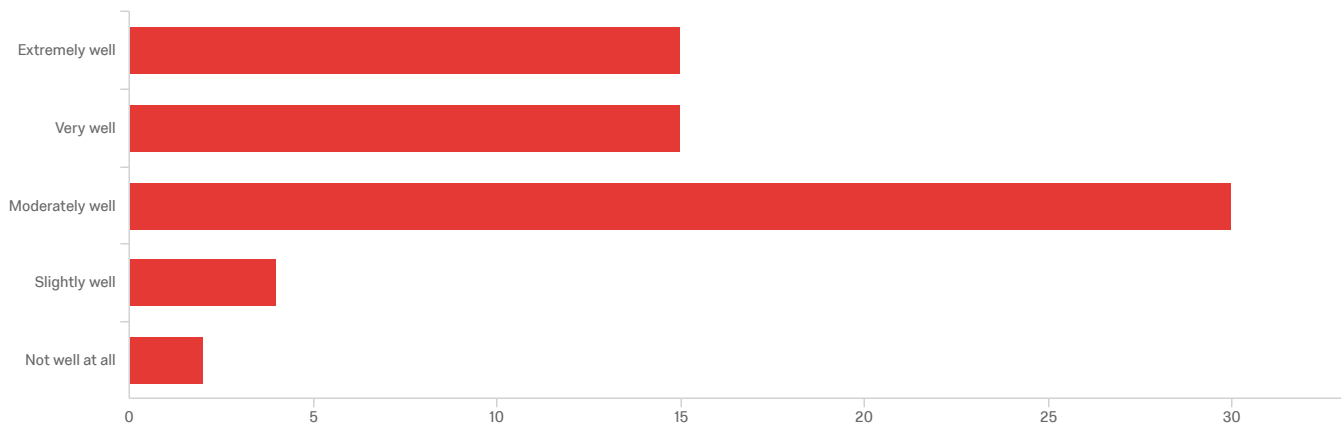
#	Field	Choice Count	
1	Extremely well	22.73%	15
2	Very well	22.73%	15
3	Moderately well	45.45%	30
4	Slightly well	6.06%	4
5	Not well at all	3.03%	2
			66

Showing Rows: 1 - 6 Of 6

Q11 - Did the speaker acknowledge the conditional nature of her position (e.g. that this view may need to change as new evidence becomes available)?
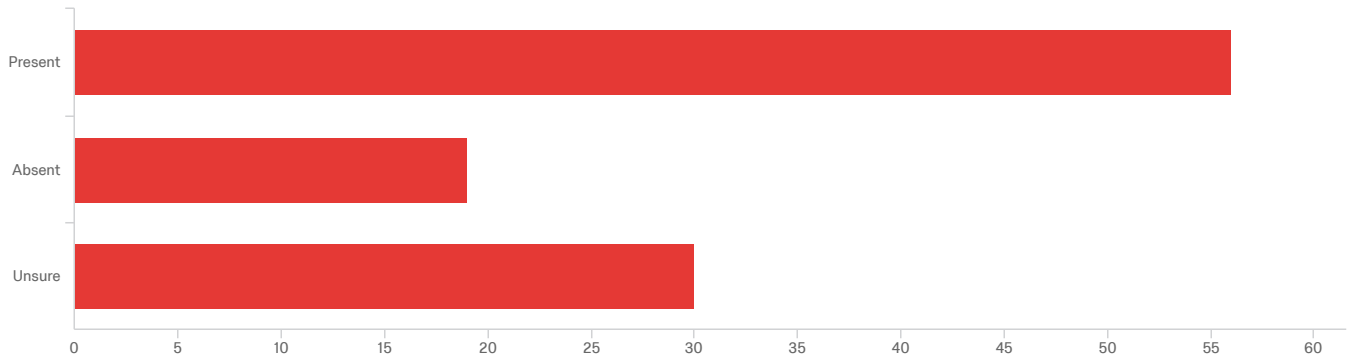
#	Field	Choice Count	
1	Present	53.33%	56
2	Absent	18.10%	19
3	Unsure	28.57%	30
			105

Showing Rows: 1 - 4 Of 4

Q11a - Please rate how well the speaker acknowledged the conditional nature of her position.
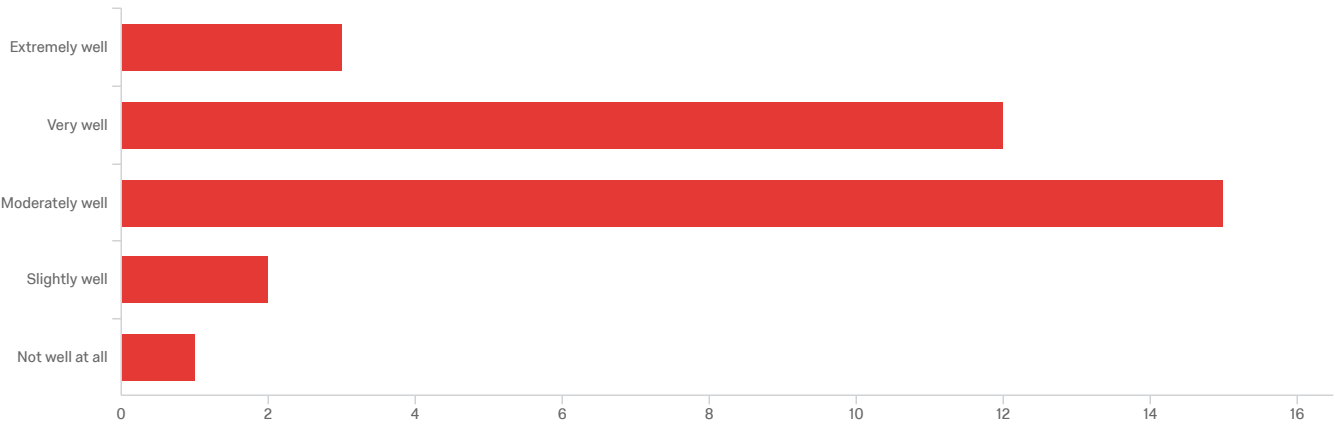
#	Field		Choice Count
1	Extremely well	9.09%	3
2	Very well	36.36%	12
3	Moderately well	45.45%	15
4	Slightly well	6.06%	2
5	Not well at all	3.03%	1
			33

Showing Rows: 1 - 6 Of 6

Q12 - I agreed with the speaker's main points.
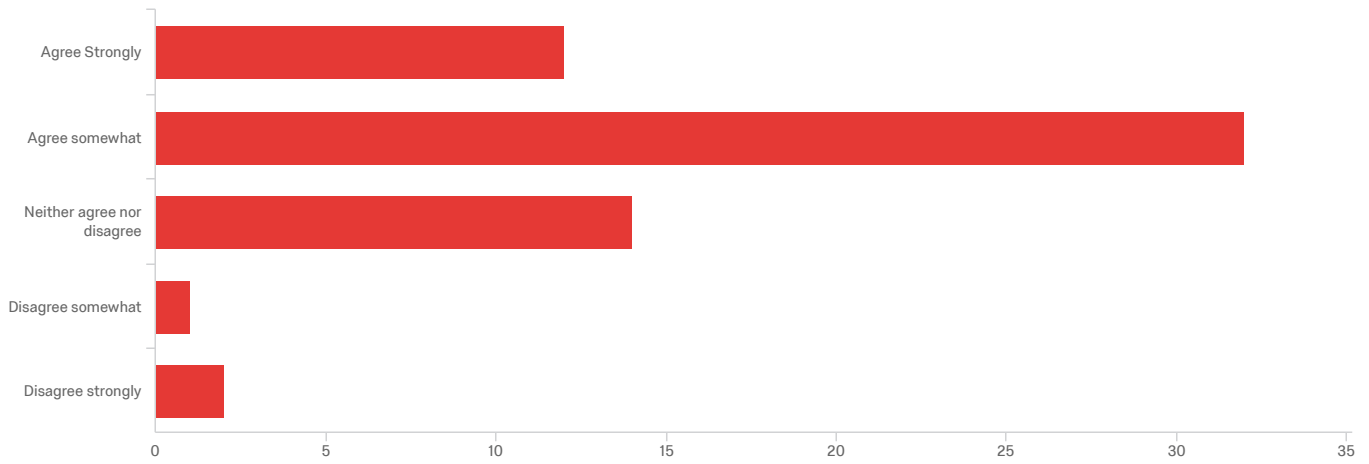
#	Field		Choice Count
1	Agree Strongly	19.67%	12
2	Agree somewhat	52.46%	32
3	Neither agree nor disagree	22.95%	14
4	Disagree somewhat	1.64%	1
5	Disagree strongly	3.28%	2
			61

Showing Rows: 1 - 6 Of 6

Q13 - Please rank your first choice regarding which element of the speaker's argument

had the greatest impact on your view of this topic.

Data source misconfigured for this
visualization.

Data source misconfigured for this
visualization.

Q15 - I feel I have enough information to develop an evidence-based view of this topic.
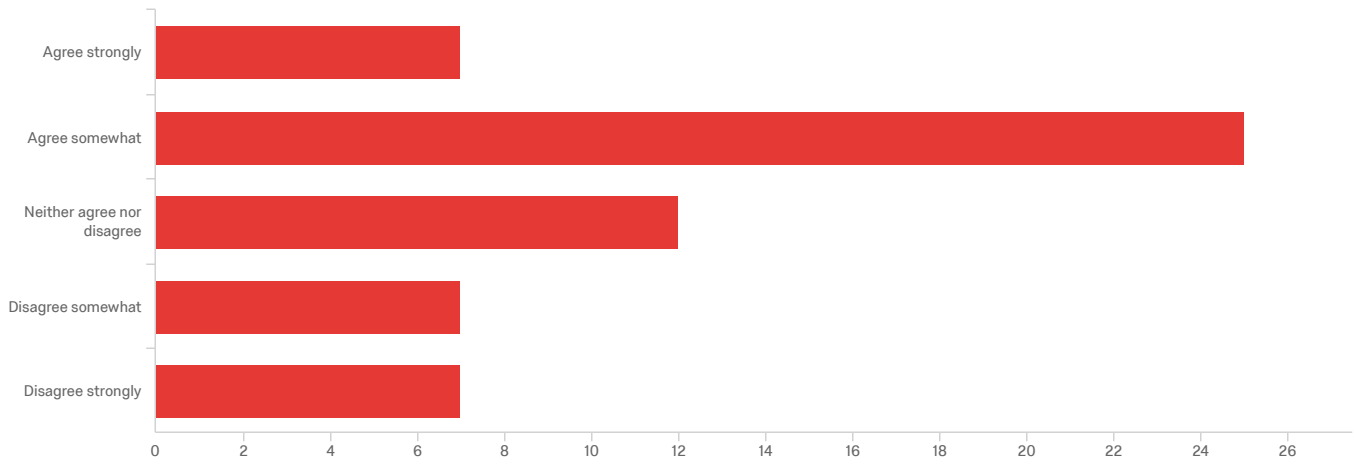
#	Field		Choice Count
1	Agree strongly	12.07%	7
2	Agree somewhat	43.10%	25
3	Neither agree nor disagree	20.69%	12
4	Disagree somewhat	12.07%	7
5	Disagree strongly	12.07%	7
			58

Showing Rows: 1 - 6 Of 6

What was the first speaker's perspectives on guns, violence, and public hea...

If someone wants to buy a gun, they should say why and what for instead of arguing it is their right to.

Get rid of guns.

It was very anti-gun. He advocated for strict, European style legislation and restrictions.

More needs to be done to limit the production and sale of firearms in the US. He addressed some things he considered myths and how they affected society's views on gun ownership

Gun control

The U.S. needs to take definitive steps in preventing gun violence, we need more stringent regulations. Handguns need more strict regulations and assault weapons need to be banned.

Stringent gun regulations

He was very anti gun and kept referring to guns being the issue in violence. He mentioned regulating or banning but I got a collective idea of his perespective as banning guns.

Burden of proof rests on person buying the gun, not on society. Expanding background checks and magazine regulation.

Don?t buy a gun.

Through changes to legislature invloving the second amendment. Not a bad idea, but it just doesnt seem realistic. How would you go about collecting guns or resricting an even more prevelant black market?

To get away from the 6 myths on how to deal with gun violence. If America can get away from the myths then the people of America will be able to adopt gun violence more easily and there will not be a huge problem like we have been having.

Anti gun, outright ban.

More gun control.

Against guns. Wants to pass policies to restrict guns in order to control gun violence

Clear up the public?s information on gun rights and mythsper

He wanted to address it through a public health perspective.

We need an outright ban on firearms

To have stricter laws on guns and prohibit gun attachments such as larger magazines.

That we need to quickly pass comprehensive gun control legislation.

Mr. Durston was very against gun violence and believes that regulation is most important and necessary.

reaching out in mental health situations

He wants to limit guns and take policies from other countries that have gun control. He kept mentionion how we are one of the last 1st world countries that have such light restrictions.

Really well

There are 6 myths that shouldn?t be listened too.

Bill Durston. Covered and explained the 6 myths of gun control.

Clear up the six common myths that prevent stringent gun regulations from being enforced.

Used the approach of taking small incrimpental steps such as background checks

In the near future society and government will limit gun control. The declaration said only militia are allowed guns not once did it say individual people.

He viewed it from an ER perspective and the history around gun violence on a public health problem.

Medical field surgeon operating of gun shot victims. Seeing first hand someone on the verge of death is what gives him a voice on this subject.

To address the issue of gun violence and deaths soon, how many more need to die?

Stringent gun control regulations like every other country with low gun violence.

We need to stop believing the myths that we know about gun violence

Strict gun control legislation needs to be put into place.

From a physicians prepective.

Outreach

No information other than prevention methods work

It is a very serious issue for public health especially for youths

That we need to have a solution to stop gun violence because it affects the children in the community

She was okay gave great evidence but not too much emotional appeal.

Showing Records: 1 - 41 Of 41

Q17 - The first speaker used evidence-based information to support his position.
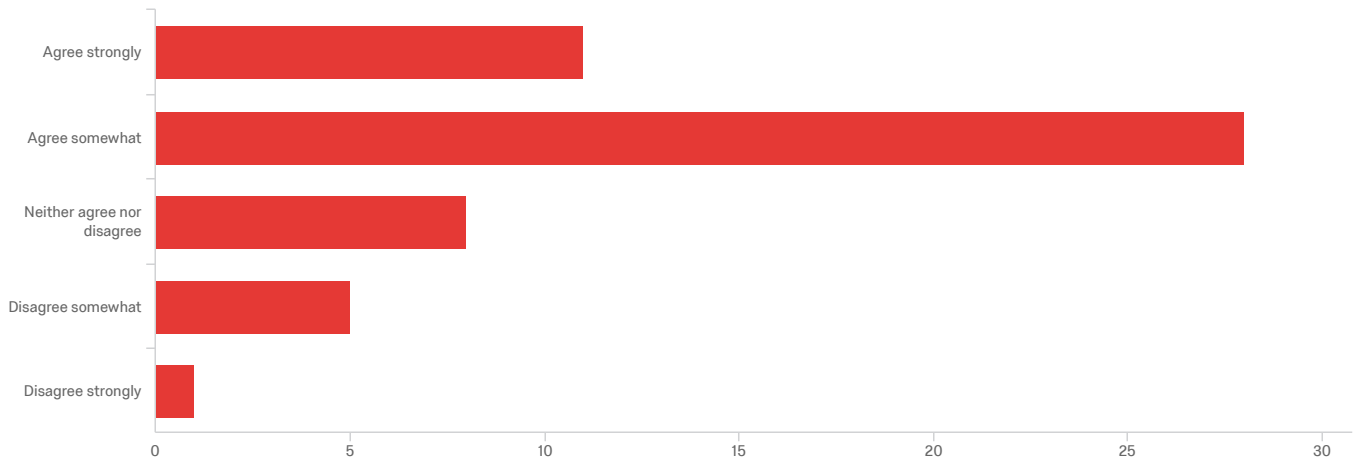
#	Field		Choice Count
1	Agree strongly	20.75%	11
2	Agree somewhat	52.83%	28
3	Neither agree nor disagree	15.09%	8
4	Disagree somewhat	9.43%	5
5	Disagree strongly	1.89%	1
			53

Showing Rows: 1 - 6 Of 6

Q18 - The first speaker used an emotional appeal to support his position.
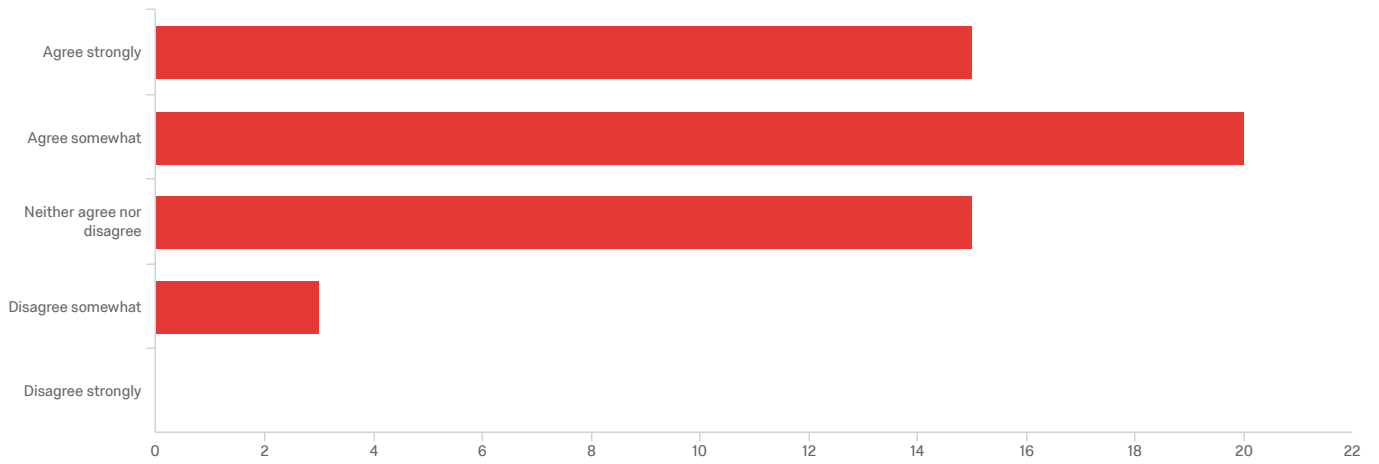
#	Field		Choice Count
1	Agree strongly	28.30%	15
2	Agree somewhat	37.74%	20
3	Neither agree nor disagree	28.30%	15
4	Disagree somewhat	5.66%	3
5	Disagree strongly	0.00%	0
			53

Showing Rows: 1 - 6 Of 6

Q19 - The first speaker used theory or a plausible explanation to support his position.
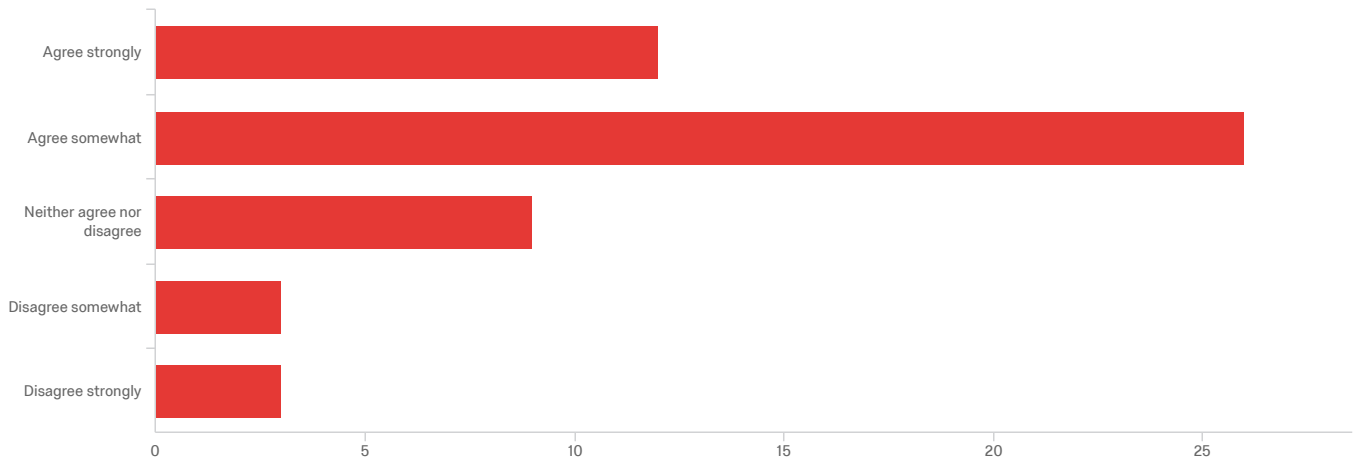
#	Field		Choice Count
1	Agree strongly	22.64%	12
2	Agree somewhat	49.06%	26
3	Neither agree nor disagree	16.98%	9
4	Disagree somewhat	5.66%	3
5	Disagree strongly	5.66%	3
			53

Showing Rows: 1 - 6 Of 6

Q21 - I agreed with the points made by the first speaker.
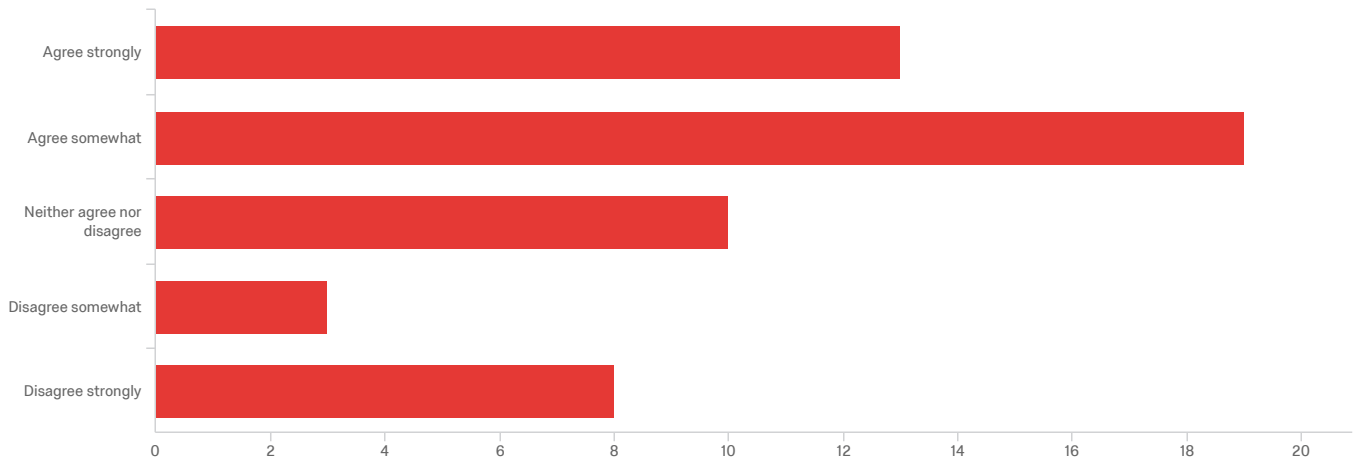
#	Field	Choice Count	
1	Agree strongly	24.53%	13
2	Agree somewhat	35.85%	19
3	Neither agree nor disagree	18.87%	10
4	Disagree somewhat	5.66%	3
5	Disagree strongly	15.09%	8
			53

Showing Rows: 1 - 6 Of 6

Q20 - The first speaker acknowledged more than one perspective on the topic.
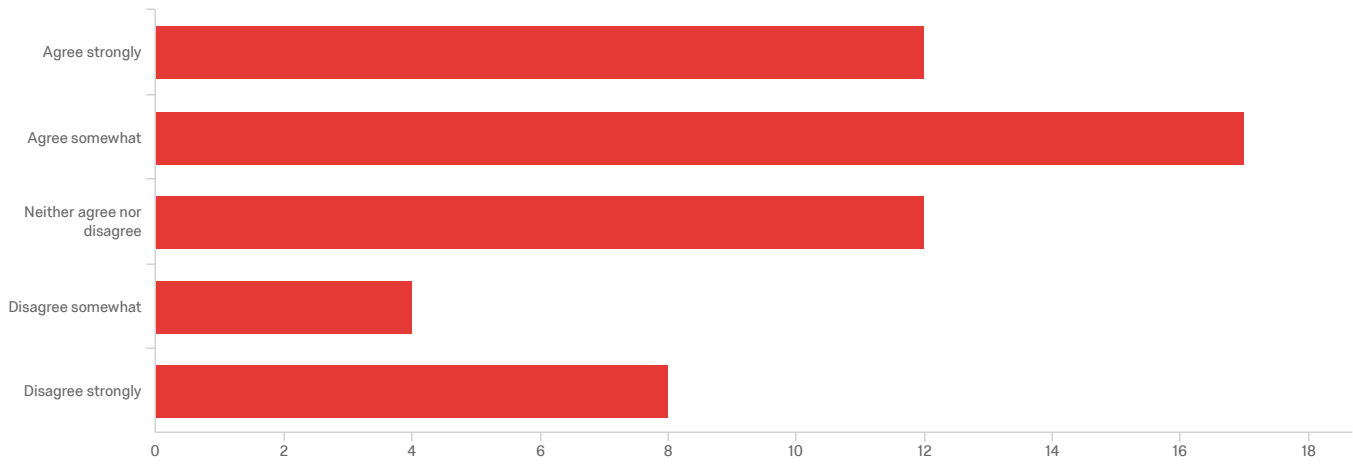
#	Field		Choice Count
1	Agree strongly	22.64%	12
2	Agree somewhat	32.08%	17
3	Neither agree nor disagree	22.64%	12
4	Disagree somewhat	7.55%	4
5	Disagree strongly	15.09%	8
			53

Showing Rows: 1 - 6 Of 6

What was the second speaker's perspectives on guns, violence, and public he...

Media publicizes low frequency but high interest crime stories.

I am not exactly sure.

She was difficult to read. She spoke well, and made several good points. She seemed to be in favor of gun ownership, but with stricter requirements on how to store them safely.

Be aware of risk factors

Gun violence needs to be prevented but current regulations, especially around mentally ill, are not working.

She was very focused on risk assessments for those that own guns. She wanted to eliminate the ability to get guns for people high risk of using guns for violence.

Using risk assessment is crucial. Point made on how media publicizes low frequency but high interest crime stories=wrong

Mental illness is the major underlying cause of gun related suicide, and politicians use this to their advantage when making policies.

Risk assessment and adjusting the media's control over fear and politics guided from knee-jerk reactions. Also, focusing on certain group demographics that are historically at a higher risk.

Media fuels the fear in people about gun violence. To get away from thinking that people with a mental illness are the ones who will do a mass shooting because it is only 3% of mass shooters have a mental illness. Need to make policies that make sense and make a difference.

Neutral perspective, evidence based approach. Excellent commentary.

Risk assessment showed no proof that gun violence is as bad as the media reports.

How mental health and gun violence are separate. How there needs to be treatment and awareness about mental health

Better planned leglistation and remove mental health styma.

She addressed that the mentally ill and their image percieved by the public and its connection to the actual findings of those who are responsible for gun violence.

We need to focus on fixing the community and also focus on mental health

Her perspective is more of a change on culture when dealing with guns.

That regulating gun violence based on someone's known mental health status is not an effective strategy.

Rush assessment approach

Professor Singer was very evidence based and used many theories and risk assessments to address why gun violence is prevalent.

enforcing policy

She like the key note speaker talked about how we need to have programs for people on the wrong path especially kids. She also talked about how must gun related deaths are not from mentally ill people and that background checks do not do much for guns.

There?s a stigma onbblaming mentally ill.

Jennie Singer - mental health and risk aspects of gun violence.

Using risk factors/assessments to address gun violence.

Using risk assert as a framework to understand gun violence solutions.

Background, homicide and suicide look at the statistatistics.

By presenting myths of gun violence.

The media is the cause for high frequency of reporting, but not the volume of what happens and how often. They fuel politicians to voice a strong opinion to create enormous fear. She discussed the actual risks and factors of an individual to offend in gun violence.

Gun legislation and restrictions do not help. Only prohibit firearms for ?high-risk groups?

Most shooters don't have mental illness. We need to use an evidence based risk assessment approach to figuring out who is likely to commit gun violence.

Risk and mental illness increase gun violence

Mental health is not as common a factor in mass shooters as popularly believed. It alienates them and missed the true subjects

That policies are not effective currently and we need to get rid of guns

Media is primary issue, policies need more thought

Outreach

Did not stay, had class.

Showing Records: 1 - 37 Of 37

Q23 - The second speaker used evidence-based information to support her position.
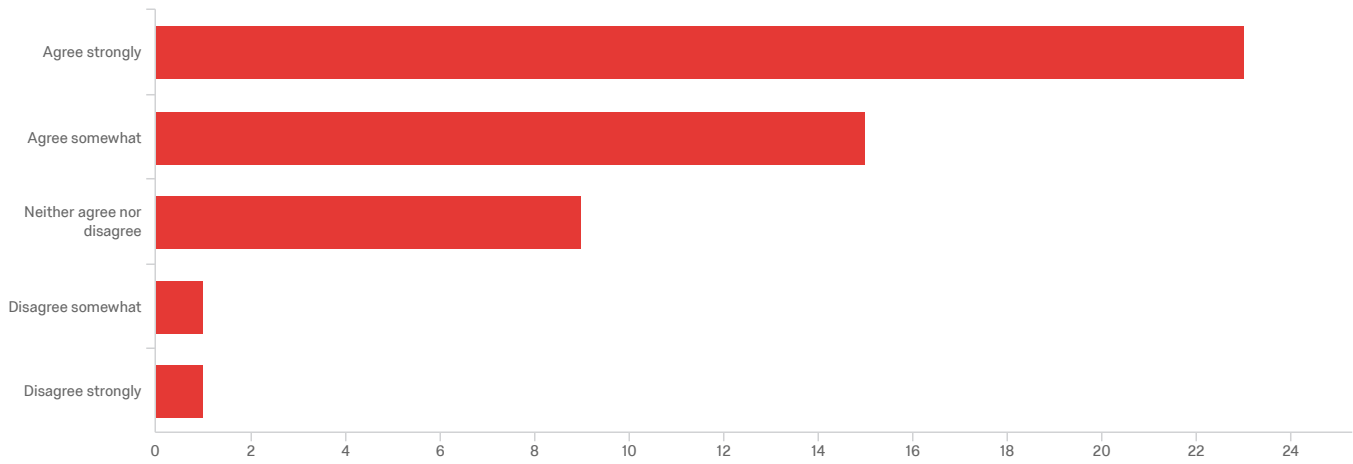
#	Field		Choice Count
1	Agree strongly	46.94%	23
2	Agree somewhat	30.61%	15
3	Neither agree nor disagree	18.37%	9
4	Disagree somewhat	2.04%	1
5	Disagree strongly	2.04%	1
			49

Showing Rows: 1 - 6 Of 6

Q24 - The second speaker used an emotional appeal to support her position.
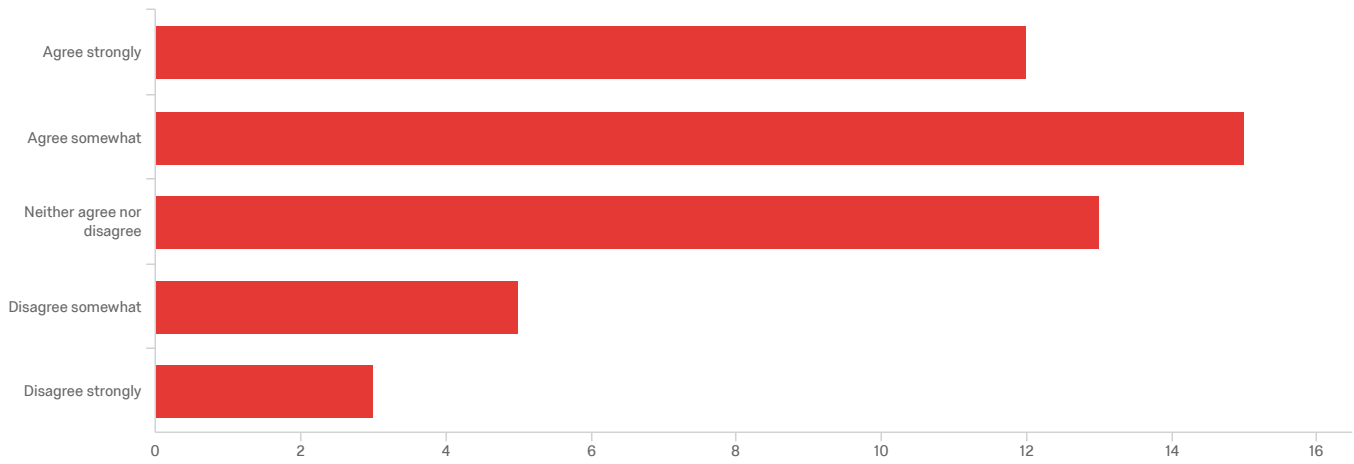
#	Field		Choice Count
1	Agree strongly	25.00%	12
2	Agree somewhat	31.25%	15
3	Neither agree nor disagree	27.08%	13
4	Disagree somewhat	10.42%	5
5	Disagree strongly	6.25%	3
			48

Showing Rows: 1 - 6 Of 6

Q25 - The second speaker used theory or a plausible explanation to support her position.
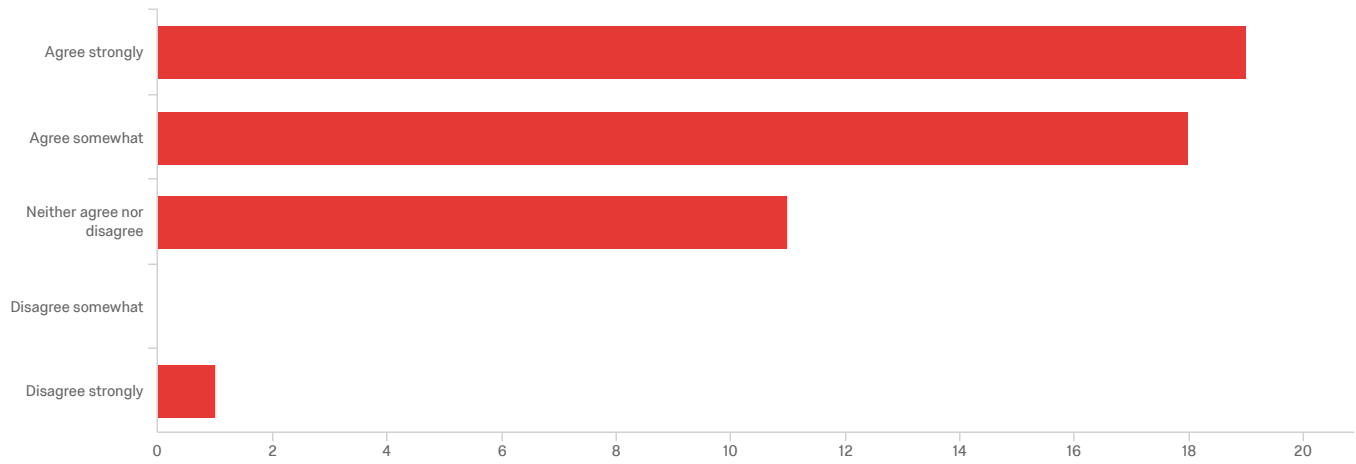
#	Field		Choice Count
1	Agree strongly	38.78%	19
2	Agree somewhat	36.73%	18
3	Neither agree nor disagree	22.45%	11
4	Disagree somewhat	0.00%	0
5	Disagree strongly	2.04%	1
			49

Showing Rows: 1 - 6 Of 6

Q27 - I agreed with the points made by the second speaker.
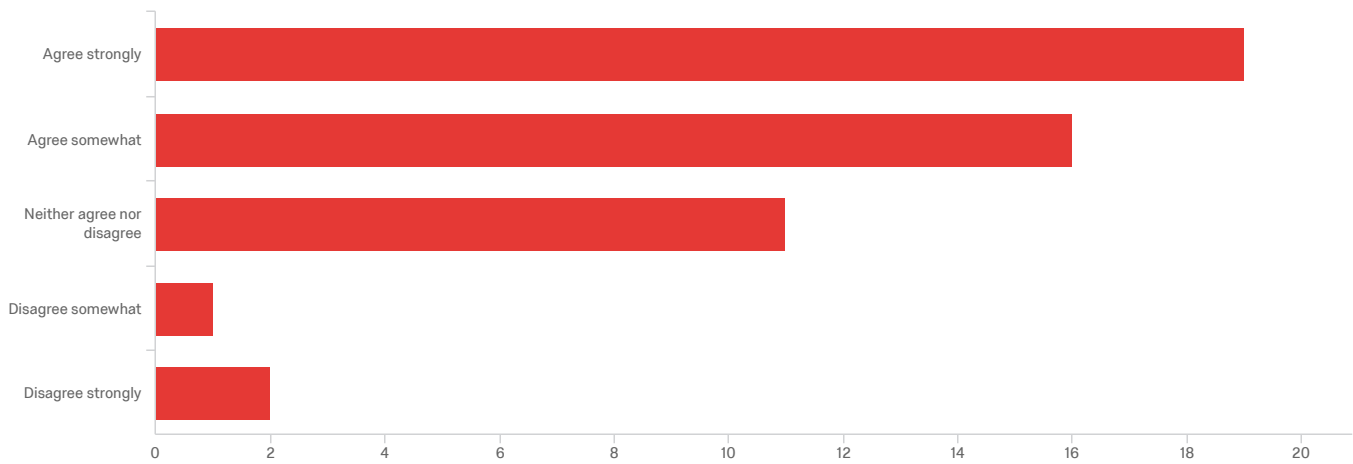
#	Field		Choice Count
1	Agree strongly	38.78%	19
2	Agree somewhat	32.65%	16
3	Neither agree nor disagree	22.45%	11
4	Disagree somewhat	2.04%	1
5	Disagree strongly	4.08%	2
			49

Showing Rows: 1 - 6 Of 6

Q26 - The second speaker acknowledged more than one perspective on the topic.
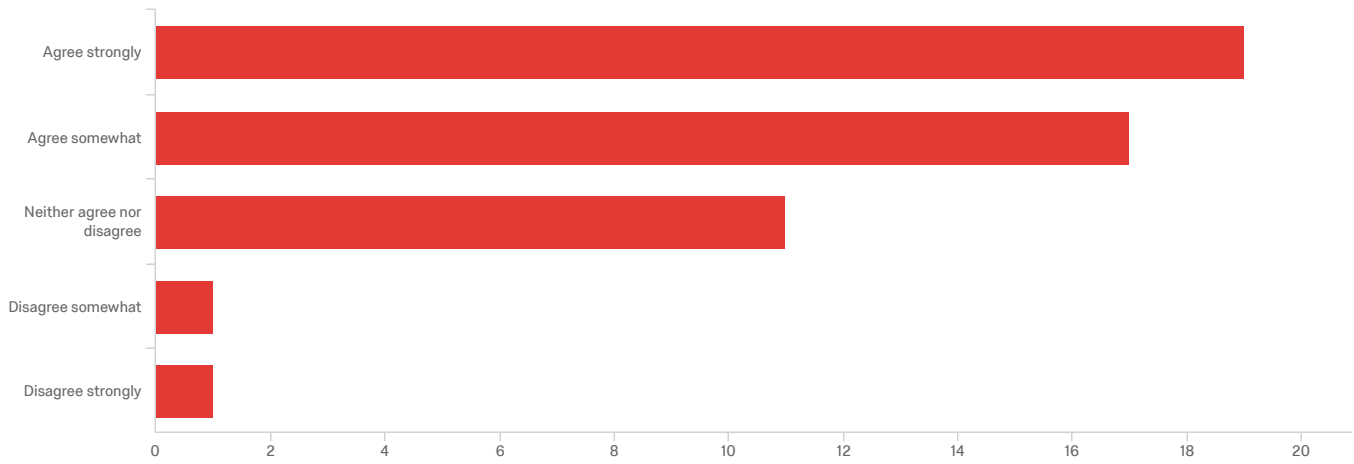
#	Field		Choice Count
1	Agree strongly	38.78%	19
2	Agree somewhat	34.69%	17
3	Neither agree nor disagree	22.45%	11
4	Disagree somewhat	2.04%	1
5	Disagree strongly	2.04%	1
			49

Showing Rows: 1 - 6 Of 6

What was the third speaker's perspectives on guns, violence, and public hea...

Putting money and resources to the wrong stuff is simply not going to work.

Fix the violence with specific research and fixing the deeply rooted problems in society.

He seemed to be pro-gun ownership by regular citizens but was advocating that there is a violence problem. He stated that it is not the fault of the inanimate object, but rather the human behind the action.

Combine funding

No one knows how to stop and prevent mass shootings. There are preventative measures, but they aren't concrete.

He mentions that we need a high increase in the funding for research to pinpoint the cause of violence because we really have no way of preventing it without knowing the cause. Stategic intervention in problem areas focusing on high rates of violence.

Hype v Reality Trusting police is an important community step in preventing violence.

Educate yourself on gun violence, and know that there is no one real reason as to why gun violence occurs.

Get more research money for a singular group to learn by working with communities. Review policies, stop making quick assessments to 'fix' problems.

Its not that you have to abolish guns to make everything safer. People need to learn and be knowledgeable on guns but mainly the violence and focus on how to help reduce violence before blaming and item

Advocated for self-education in the topic, and to be a smart decision-maker. Used relative commentary to suggest that the problem is with violence, and not necesarily guns. Very well articulated

Violence is hyped.

Why we have problems with gun violence and the different affects

There needs to be multiply preventions programs to prevent gun violence. There is no one cure.

He thought we should take a national approach.

Guns are not the problem, violence in our communities are

His perspective was more of a banning guns and having heavier regulations on guns will not solve the problem. He believes the solution to the problem relies on fixing the violence in the country.

That we're really unsure what works best so need to put more resources into systematically examining the issue.

Give money to for research

Professor Getty was very against gun regulation and believes that crime rates are low and that there isn't as big of a gun problem as the media portrays.

pilot programs and seeking out where gun violence problems occur

Talked about how most of the programs don't do anything and that they are a waste of time. He wants the government to give more money to research and to block out some of the interest groups that are causing a lot of issues

Give funding for research.

Ryan Getty. Law Enforcement side of issue. Policy side of issue.

National policy on gun violence must be addressed

Real facts about guns & violence, monies to evidence based practices, change of environmental factors, etc. NIJ underfunded

Look at crimes in the past centur, it's flexuates every year. Some of the things we use combat gun violence don't work but we keep trying to use them.

His was based on Crime Homicide Rates and methods that are supposed to work on getting rid of gun violence. However there isn't a solution.

The left is the cause of extreme fear. Gun violence has declined since the 90s. The Press shows that it?s a national threat but in reality it is region specific. It?s hard to say what is going on. There is no national policy that is in place to investigate this.

No one knows how to prevent gun violence.

We need to realize that now there are pockets of crime. So overall the violence rate may seem steady but in certain areas it is really high, and there is no one cure-all.

It starts at the politics to change the policies.

Gun violence levels are falling overall. It isn't a nationwide problem, it is limited to specific cities. There is no treatment because no one knows what causes gun violence.

That national policies are not really effective on there own. There is no cure all

Jobs

Same for the second speaker.

Q29 - The third speaker used evidence-based information to support his position.
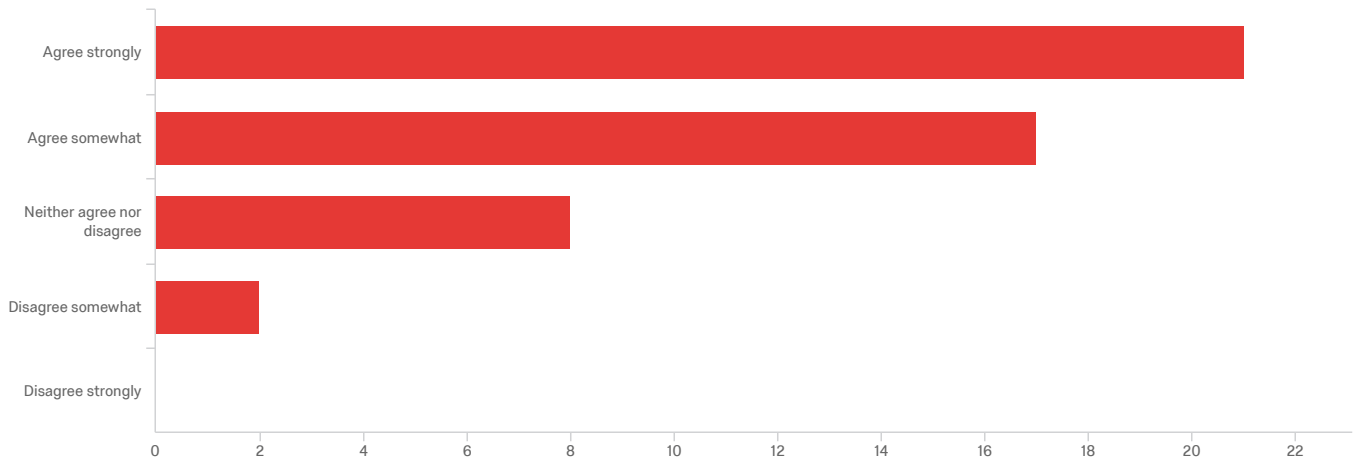
#	Field	Choice Count	
1	Agree strongly	43.75%	21
2	Agree somewhat	35.42%	17
3	Neither agree nor disagree	16.67%	8
4	Disagree somewhat	4.17%	2
5	Disagree strongly	0.00%	0
			48

Showing Rows: 1 - 6 Of 6

Q30 - The third speaker used an emotional appeal to support his position.
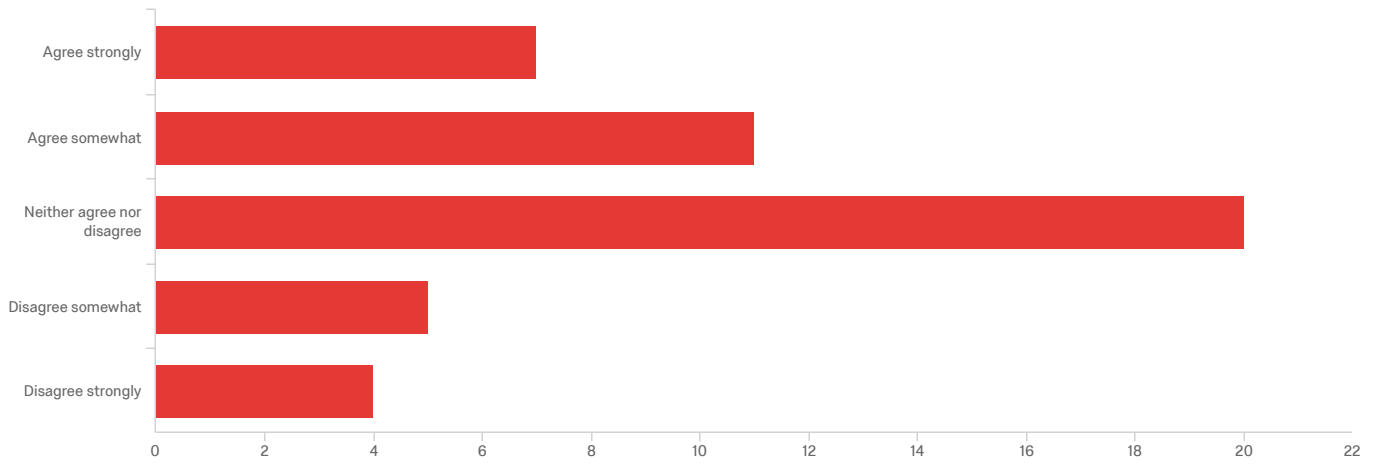
#	Field	Choice Count	
1	Agree strongly	14.89%	7
2	Agree somewhat	23.40%	11
3	Neither agree nor disagree	42.55%	20
4	Disagree somewhat	10.64%	5
5	Disagree strongly	8.51%	4
			47

Showing Rows: 1 - 6 Of 6

Q31 - The third speaker used theory or a plausible explanation to support his position.
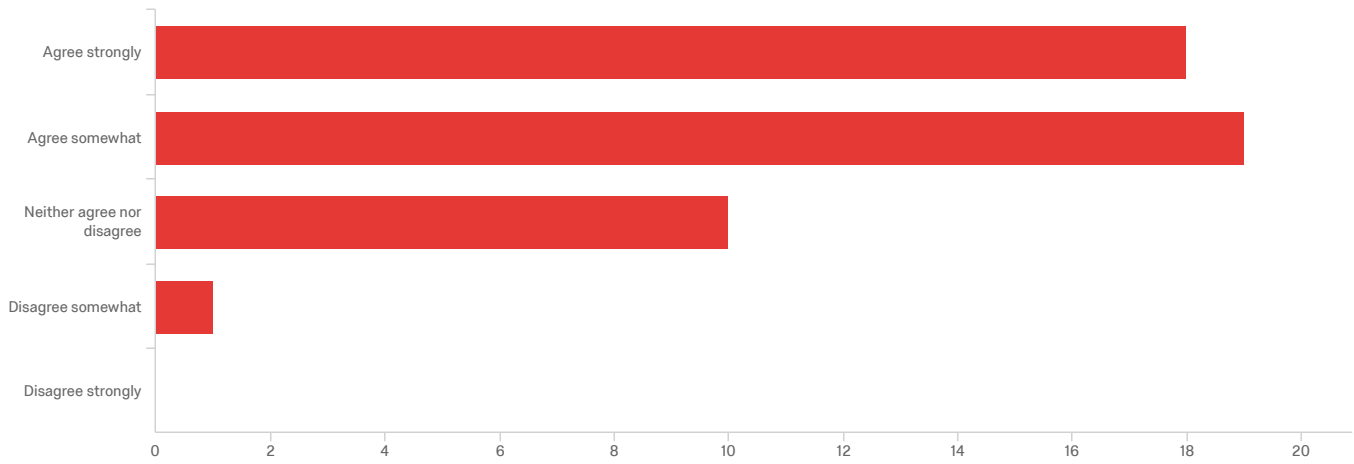
#	Field		Choice Count
1	Agree strongly	37.50%	18
2	Agree somewhat	39.58%	19
3	Neither agree nor disagree	20.83%	10
4	Disagree somewhat	2.08%	1
5	Disagree strongly	0.00%	0
			48

Showing Rows: 1 - 6 Of 6

Q33 - I agreed with the points made by the third speaker.
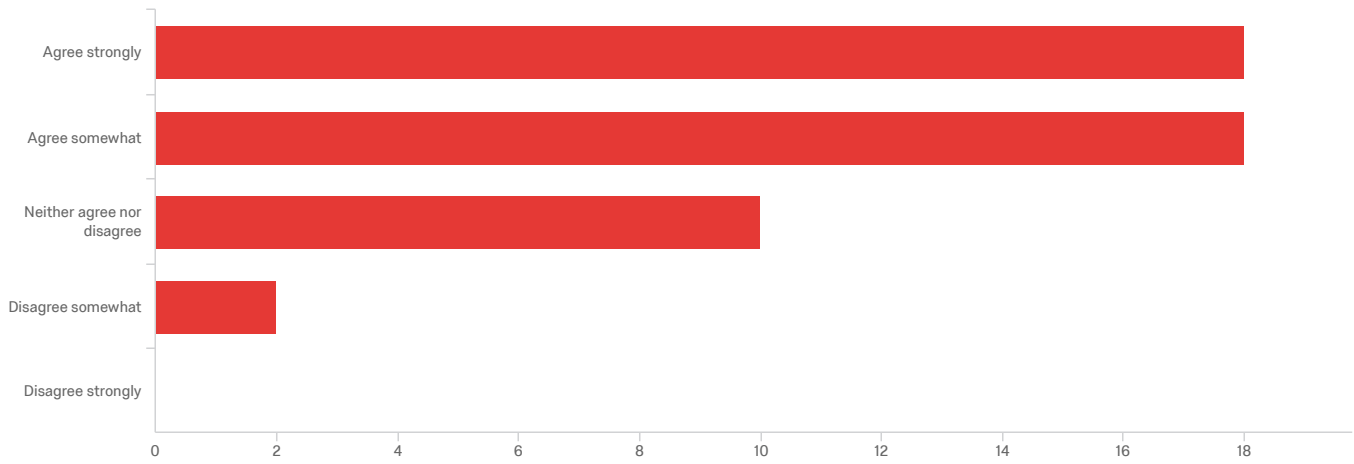
#	Field	Choice Count	
1	Agree strongly	37.50%	18
2	Agree somewhat	37.50%	18
3	Neither agree nor disagree	20.83%	10
4	Disagree somewhat	4.17%	2
5	Disagree strongly	0.00%	0
			48

Showing Rows: 1 - 6 Of 6

Q32 - The third speaker acknowledged more than one perspective to support his position.
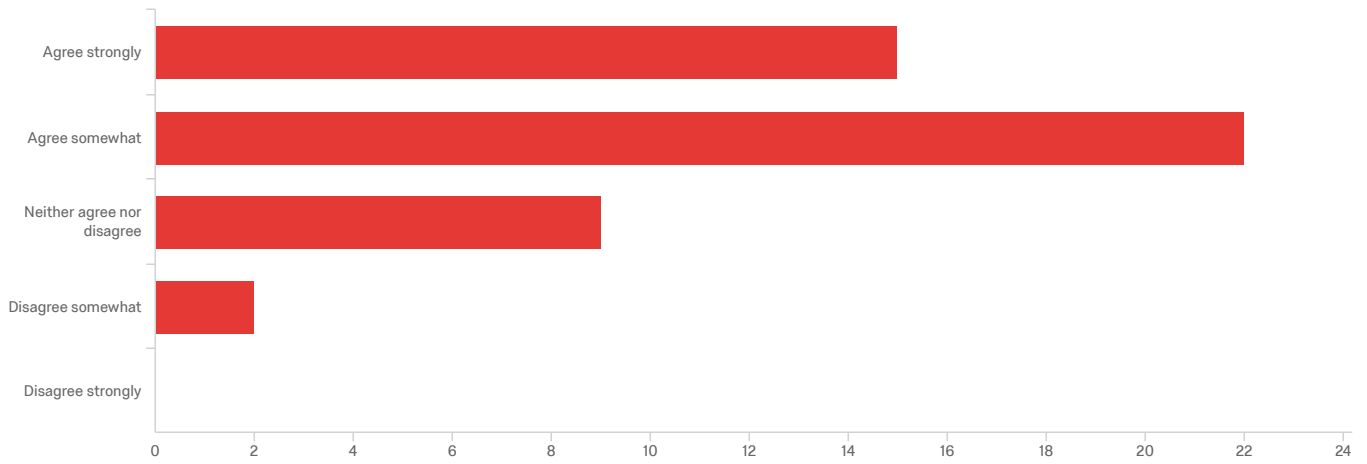
#	Field		Choice Count
1	Agree strongly	31.25%	15
2	Agree somewhat	45.83%	22
3	Neither agree nor disagree	18.75%	9
4	Disagree somewhat	4.17%	2
5	Disagree strongly	0.00%	0
			48

Showing Rows: 1 - 6 Of 6

Q34 - How much did your views on how to address gun violence change as a result of these presentations?
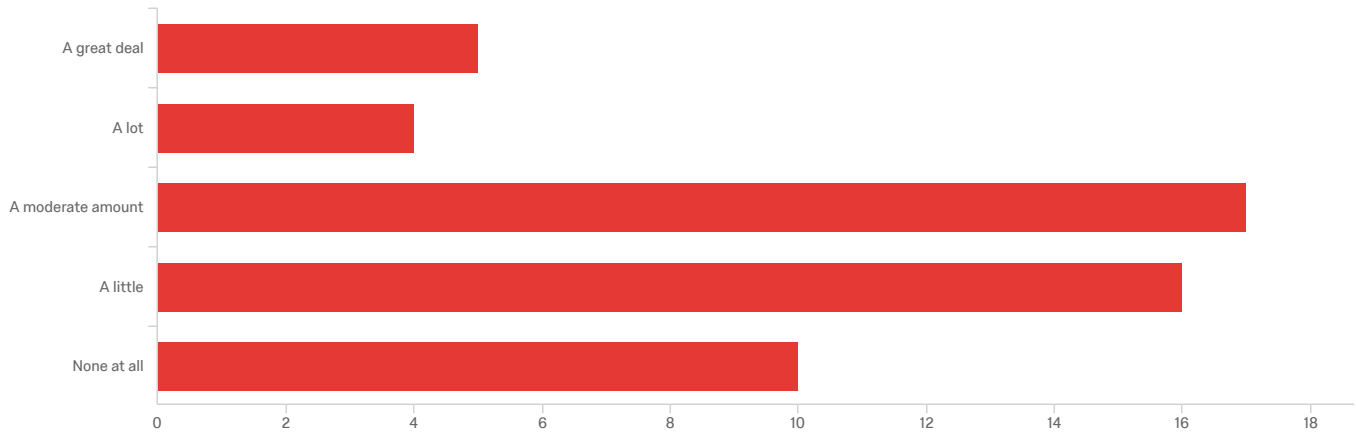
#	Field	Choice Count	
1	A great deal	9.62%	5
2	A lot	7.69%	4
3	A moderate amount	32.69%	17
4	A little	30.77%	16
5	None at all	19.23%	10
			52

Showing Rows: 1 - 6 Of 6

Q35 - The quality of the keynote speaker's presentation was:
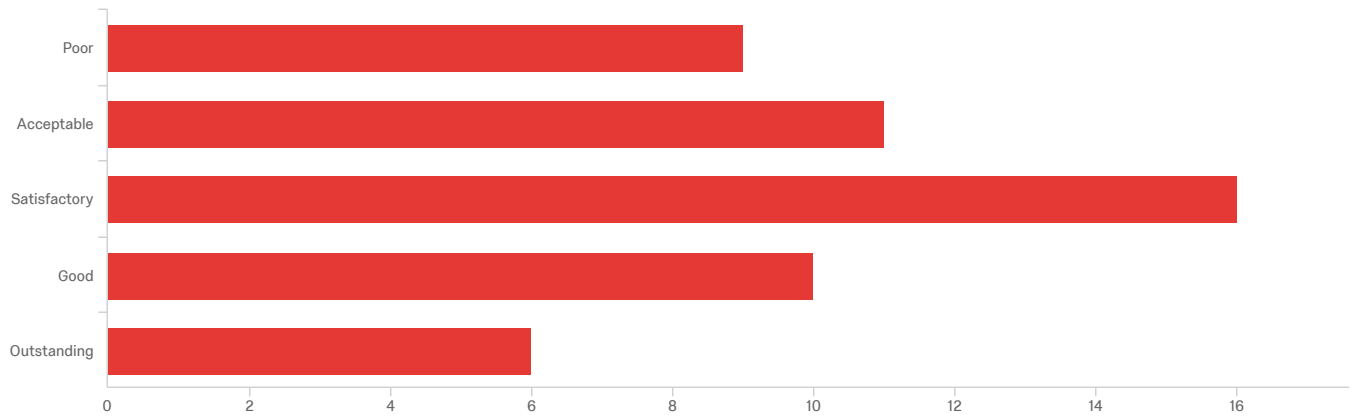
#	Field		Choice Count
1	Poor	17.31%	9
2	Acceptable	21.15%	11
3	Satisfactory	30.77%	16
4	Good	19.23%	10
5	Outstanding	11.54%	6
			52

Showing Rows: 1 - 6 Of 6

Q36 - The organization of the convocation was:
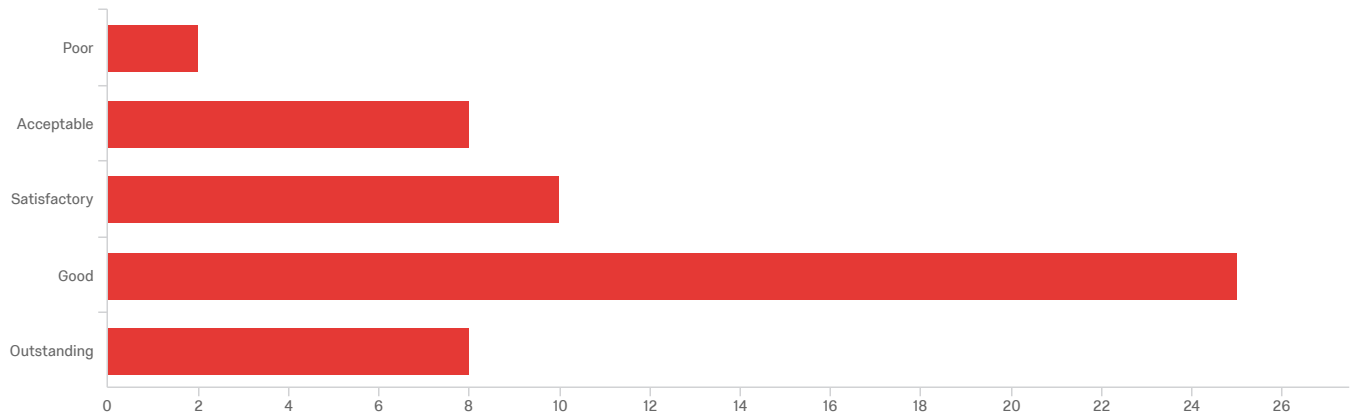
#	Field		Choice Count
1	Poor	3.77%	2
2	Acceptable	15.09%	8
3	Satisfactory	18.87%	10
4	Good	47.17%	25
5	Outstanding	15.09%	8
			53

Showing Rows: 1 - 6 Of 6

Q37 - The quality of the panelists' presentations were:
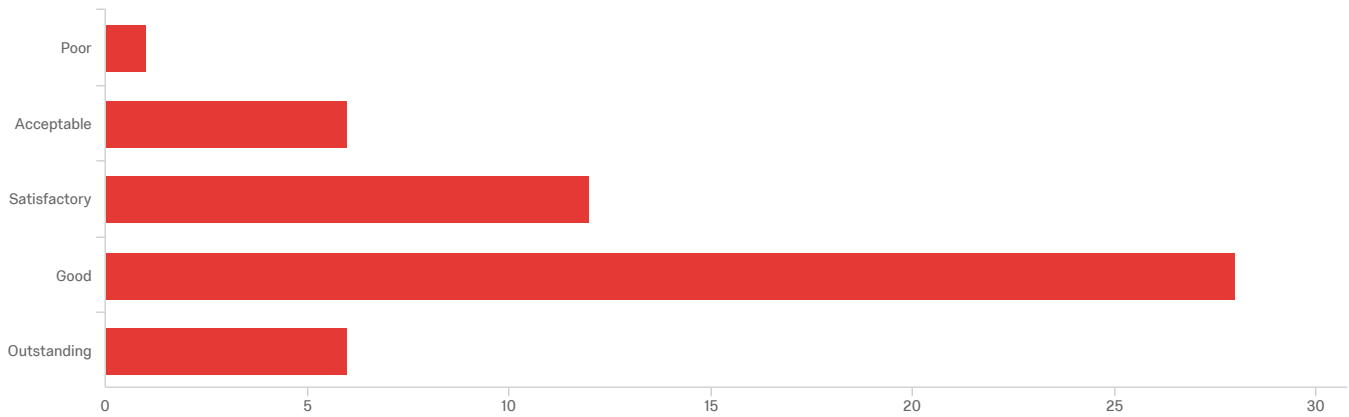
#	Field		Choice Count
1	Poor	1.89%	1
2	Acceptable	11.32%	6
3	Satisfactory	22.64%	12
4	Good	52.83%	28
5	Outstanding	11.32%	6
			53

Showing Rows: 1 - 6 Of 6

Q38a - I looked at the poster presentation at the back of the room.
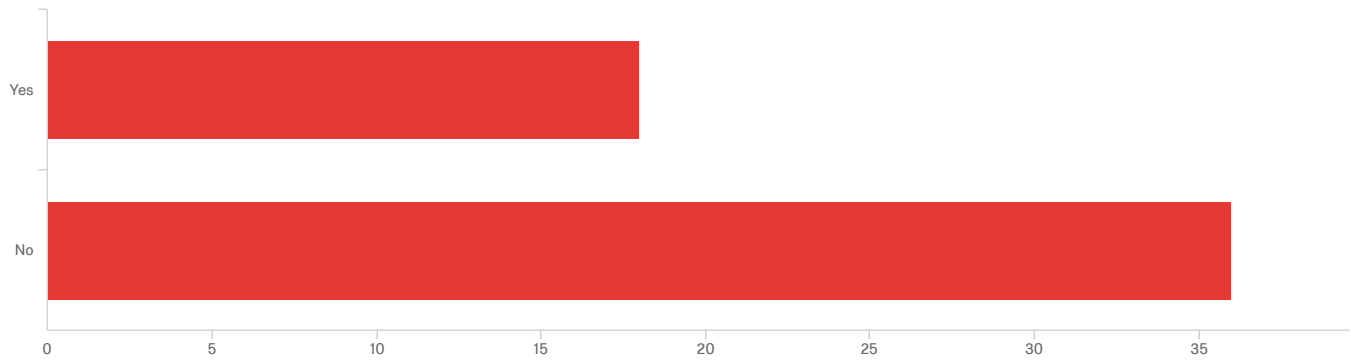
#	Field		Choice Count
1	Yes	33.33%	18
2	No	66.67%	36
			54

Showing Rows: 1 - 3 Of 3

Q38b - I enjoyed the poster presentation at the back of the room.
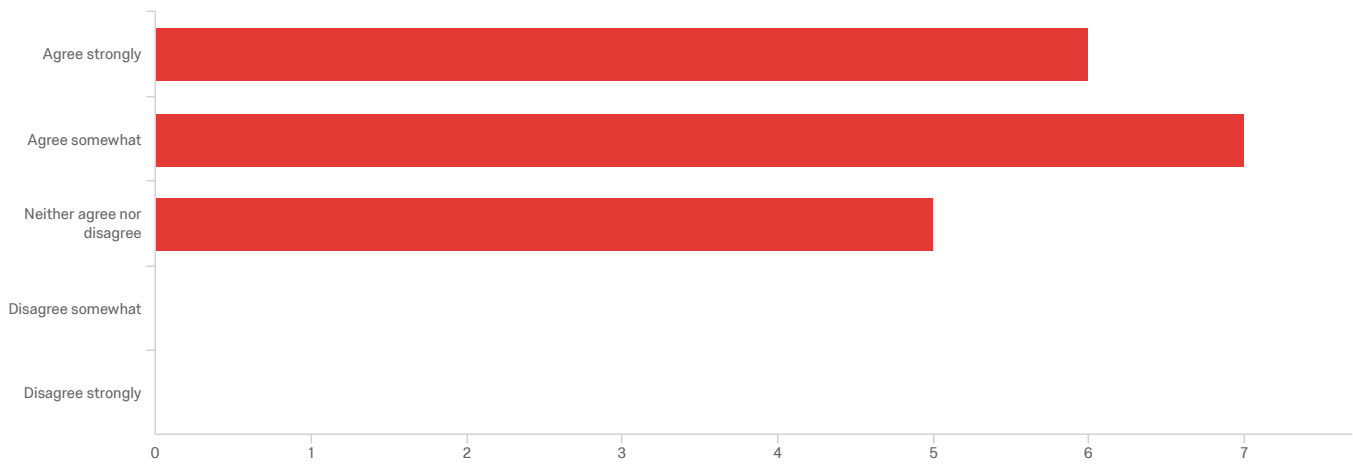
#	Field		Choice Count
1	Agree strongly	33.33%	6
2	Agree somewhat	38.89%	7
3	Neither agree nor disagree	27.78%	5
4	Disagree somewhat	0.00%	0
5	Disagree strongly	0.00%	0
			18

Showing Rows: 1 - 6 Of 6

Q39 - What topics would you like to hear about at future convocations? (400 characters)

What topics would you like to hear about at future convocations? (400 chara...

Why we as Americans need guns why we need to abolish gun free zones in America and how this will lead to a safer society.

Violence as a cultural problem in lower income areas. Not by blaming guns, drugs, or anything else.

Tough drug laws. Legalization of drugs.

Stock Market and how it is affected by the private prison systems.

Security measures

School to prison pipeline. Prison reform (effects of restorative justice/being too soft on criminals/deterrence/etc.) How law enforcement can better community relations.

Racial situations, gun control, gun rights.

Racial profiling in the United States

Prison vs.schools

Prison reformation. How to communicate with police and build better interactions as to prevent police brutality from resisting arrest or not knowing how to act when stopped or whatever.

Police interactions with the public, not specific to any group. How trust between thr public and law enforcement has been impacted by current events and things like social media. Also what steps we can take as law enforcement professionals and society in order to built a better relationship

Police corruption.

police brutality

Police brutality

People pulled over by cops or Rape or sexual abuse.

Opinions of different groups on gun violence.

Not sure

No comment. Maybe get more panelists and alot more time for commentary to get a better discussion.

Mass incarceration, racism in the CRJ system, experiences of pople of color in the CRJ system (officers & convicted), how the system already sets up people for failure

Marijuana use in law enforcement

Law Enforcement use of Deadly Force: from the perspective of the officer and community members

Juvenile Delinquency prevention

Immigrantion or Corrections

I would like to hear more about violence and to get that under control more than about and item

I would like to hear about domestic terrorism and policy change within criminal justice

Human trafficking in the Sacramento Area

How to transition people in jail and prisons to self sustaining satisfied contributing members of the community.

How the immensely growing population of the United States is going to affect crime rates

Having just a panel with brief PPTs and be dynamic. Not static.

Gun control solutions

Gangs

Gangs

Futuristic research conducted by CSUS CJ faculty - a range of topics covered would be fine. Life long learning approaches engaged in by modern justice professionals. Current research on trauma informed approaches for community AND justice professionals.

Full drug decriminilization

From the vast majority of mass shootings that the United States has witnessed over the past few years, starting with the Colombus high school shooting in the 1990's, how many of those shooters have been mentall ill? Should mentally ill individuals be able to purchase guns?

Ending the War on Drugs: Addressing Drugs as a Medical Issue

Domestic violence or youth depression leading to death

Death penalty, early release of felons and recidivism.

Community policing, homelessness help, ways to keep police engaged with their community

Addressing illegal gun rings and how there playing into the gun violence issue.

-Immigration policies -Targeting threat groups on a small-bigger scale -Cyber security

Showing Records: 1 - 41 Of 41

Q1b - Are you a CSUS Division of Criminal Justice alumni?
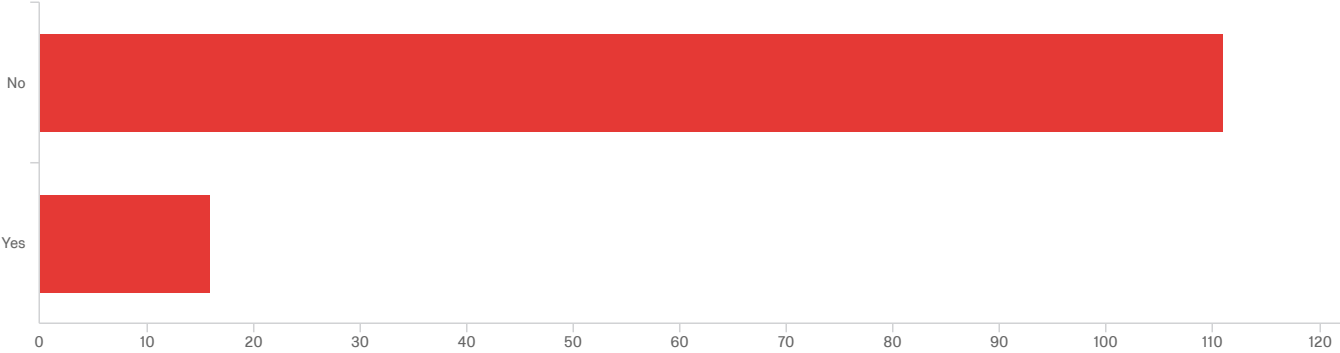
#	Field		Choice Count
1	No	87.40%	111
2	Yes	12.60%	16
			127

Showing Rows: 1 - 3 Of 3

Q14 - Please rank your second choice regarding which element of the speaker's argument had the greatest impact on your view of this topic.
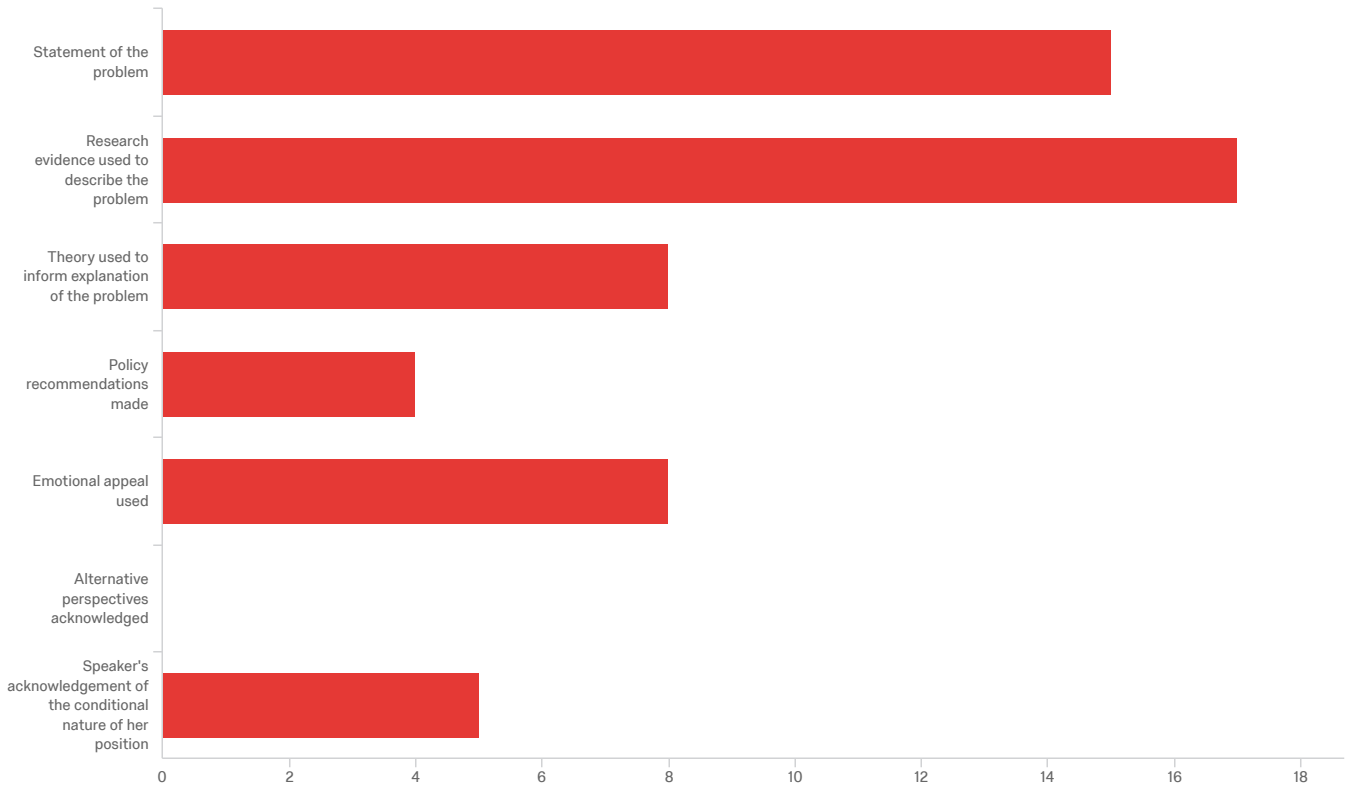
#	Field	Choice Count	
1	Statement of the problem	26.32%	15
2	Research evidence used to describe the problem	29.82%	17
3	Theory used to inform explanation of the problem	14.04%	8
4	Policy recommendations made	7.02%	4
5	Emotional appeal used	14.04%	8
6	Alternative perspectives acknowledged	0.00%	0
7	Speaker's acknowledgement of the conditional nature of her position	8.77%	5
			57

Showing Rows: 1 - 8 Of 8

End of Report

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Division of Criminal Justice

6th Annual Criminal Justice Division Convocation
Special Topic: "Guns, Violence & Public Health"

Structure of Event:
    The convocation will include one keynote speaker and three panelists who have been asked to examine the complex dynamics surrounding "guns and violence." The keynote speaker will make a case for examining gun violence from a public health perspective. Then each panelist will take a stance on the value of examining gun violence from a public health perspective and argue their position. At the end 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 significant 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 and consequences of gun violence, as well as the potential value of socially responding to this form of harm from a public health perspective.
- Allow you to 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 likely to have valuable insights on this important topic. So, as you listen to the speakers, ask yourself the following (you can use the space for your notes):

- What are the one or two *things I consider* the most important points presented by these speakers?

- How do these points *relate to what I've already learned* on the topic through my coursework and/or personal experiences?

- What was missing? After hearing all the speakers w*hat do you believe* is a central aspect of the topic that was not (adequately) discussed?

II. Number of Perspectives Addressed? (Use to analyze keynote speaker's talk)

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 individuals AND groups.*

"Outside" or "exteriors" refer 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 reality 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 come from an Integral Justice worldview argue that it's generally necessary to address – or at least mention the existence and potential value of – all four of these 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)

DIRECTIONS:
1. Using the above definitions, identify the number of times the speaker mentioned each of the different perspectives during her talk? (Put a check in the right hand column for each time this perspective was mentioned.)

PERSPECTIVE	"√" for EACH TIME MENTIONED
Social systems and structures	
Individual behaviors	
Cultural factors	
Individual mindsets	

2. Write an essay (2-3 page, single-spaced) that includes the following:
   a. Your initial position on the value of addressing gun violence from a public health perspective.
   b. The extent to which the speaker's talk drew from each of the four perspectives. (Use examples from the talk to illustrate your points.)

c. The extent to which the number of perspectives recognized by the speaker, and the evidence she presented, influenced your views on the topic.

DRAFT
Proposed Methodological for CRJ Division Five-Year Assessment Plan: A choice between 3 options
CRJ Division's Assessment & Program Development Committee

The goal: To collect a sample of student data (on CRJ content and/or critical skill) each year in a classroom setting using the same materials and methods so that we can look at and respond to longitudinal growth of students in our program.

Option 1: We choose to pay for a reliable, valid, normed and standardized test.

Assessment instruments to choose from that best fits our needs:

1. **ETS Major field tests**: Focuses on content and problem-solving skills. Several scores are given back to the professors, including group reports. (Sac State departments are already using this and have bought the reports that would then be free to us). ($24/student)

Potential Advantages:
- Normed, standardized, valid and reliable
- Lowest cost for test of this kind ($24)
- Easy to administer and score through a link
- Easy to compare students over time and to other student populations in other programs as this test was developed by several faculty members in respected criminal justice departments across the U.S.
- Has both content as well as "problem solving" skills that approximate our critical thinking concept
- Used by three other departments at CSUS so we get free reports
- The reports can be used in our annual assessment reports and for future self-studies.
- We can get very strong longitudinal data.
- There are 150 questions that do not vary, thus keeping the test questions unknown is important for norming and comparing to other CRJ programs in the nation.

Potential Disadvantages:
It costs $24/student so we would need to get funding.

2. **Peregrine test in Criminal Justice:** A reliable and valid assessment that has 10 broad content areas on criminal justice. The assessment is approximately $38 per student, with options for a variety of reports.

Potential Advantages:
- Reliable and valid
- Has 10 areas of criminal justice information that are tested
- Stephanie M. has worked closely with this company in developing assessment workshops and they have done a great job - very attentive to faculty needs and interests.

- There a variety of free reports that we can get from the company
- The reports can be used in our annual assessment reports and for future self-studies.
- We can get very strong longitudinal data
- Reports can also show types of errors across cohorts and over-time such as factual errors, application errors, concept errors, etc.
- Reports can also provide comparisons between our assessment results overtime with those of similar programs at other universities.
- There are many questions, and each test taker has a unique grouping of questions. Peregrine spent several years building the content based on significant faculty input from programs across the country.
- Questions can be developed to address skills such as critical thinking and ethics as well as foundational content
- Survey options can be used to assess student writing
- We can give to both 102 (for benchmark) as well as to 190 (final score).

Potential Disadvantages:
- It costs $38/per student, at a higher cost than ETS.
- This test is not standardized and cannot be compared to other programs across the US

Methodology for Standardized Testing Instrument:
I.   Who is Assessed, When and Where:
   a. Approximately 120 juniors will be assessed in the first month of FALL semester when they take CRJ 102, which will be their benchmark (3 sections of course)
   b. Approximately 120 seniors will be assessed in the first month of SPRING semester when they take the Capstone course, CRJ 190 (4 sections)
II.   Administration of Assessments:
   a. The test will be administered online; students can access it via a link.
   b. Participating professors will agree to assign a pass/fall grade for successfully completing exam and give course credit (committee recommends 10% of final grade).

Option 2: We choose a free method of evaluating content and/or same skill each year.
1. CRJ Content Exam (needs to be updated), and/or
2. CRJ Critical Argument rubric (not standardized, normed, so don't know about reliability; do have results from using this instrument in previous year [2015-16]).
3. See attachments for examples of CRJ Content Exam and Critical Argument materials.

Potential Advantages of CRJ Content Exam:
- It is free.
- We could administer it online for ease.

Potential Disadvantages of CRJ Content Exam:
- It is know nothing about its validity or reliability since it hasn't been standardized or normed.
- We would have to do quite a bit of work as a faculty to revise the CRJ Content Exam.

- We would have to analyze our own data in aggregate for the annual assessment report/next self-study

Potential Advantages of CRJ Critical Argument Rubric:
- We have used it before, so have some data from 2015-16 to compare
- It is free

Potential Disadvantages of CRJ Critical Argument Rubric:
- It is not reliable or valid.
- It is intensive workload for the APD committee (creation of an assignment/grading numerous assignments/figuring out inter-rater reliability/creation of an aggregate report for the annual assessment or future self-study
- It relies on class time as opposed to an online link.

Methodology for "In-House" Instrument:
I. Who is Assessed, When and Where:
   a. Approximately 120 seniors will be assessed in the first month of SPRING semester when they take the Capstone course, CRJ 190 (4 sections)
II. Administration of Assessments:
   a. The CRJ Content Exam can be administered online or in class. The assignment can be given as a take-home exam to students.
   b. Professors can either give a copy of the assignment to the APD committee for scoring or students can send via Canvas directly to committee.
   c. Participating professors will agree to assign (pass/fail) credit for successfully completing the content exam or a grade on Critical Argument assignment (committee recommends 10% of final grade).

Option 3: Use a combination of paid, standardized and normed instrument and CRJ Critical Argument rubric.
I. Alternate Instruments by Year:
   a. ETS Field Test or Peregrine for Years 1, 3 and 5 (or CRJ Content exam)
   b. CRJ Critical Argument/Writing Test for Years 2 and 4
II. Use "off years" to systematically respond to findings
   a. APD delivers formal presentation of findings to faculty
   b. Cohorts meet, review findings, make adjustments at course level

Potential Advantages of Alternating Years:
- We would have both content and a skill (Critical Argument) that were assessed over the next 5 years.

Potential Disadvantages of Alternating Years:
- It would lose the longitudinal information on content on years 2 and 4, and we won't collect critical thinking information years 1/3/5 unless we use ETS problem solving.

Methodology for Alternating Years:
    I.   Who is Assessed, When and Where:
        a. Approximately 120 Seniors will be assessed in the first month of SPRING semester when they take the Capstone course, CRJ 190 (4 sections)
    II.   Administration of Assessments:
        a. The ETS assessment can be given on years 1, 3, and 5. Administration is online and can be accessed through a link.
        b. The Critical Argument assignment can be given years 2 and 4 as a take-home exam to students. Professor gives a copy of the assignment to the APD committee for scoring (or students can submit directly to committee via Canvas).
        c. Participating professors will agree to assign (pass/fall) credit for successful completion of the ETS Field Exam, and potentially a grade for the Critical Argument assignment (committee recommends 10% of final grade).

For all thee options:

- <u>Standardization:</u> Having all students take the same exam (either each year or every other year), and all professors use the same wording to introduce and administer the content exam and/or skill assessment will provide easily comparable data. Each year's assessment report will provide new layers of information on program performance.

- <u>Responding to findings:</u> By keeping the "target" (i.e., content and/or skill assessed) constant, it will be easier the APD Committee to do their work and faculty to orient quickly to findings. Each spring the APD Committee will prepare and deliver a formal presentation to faculty. Full faculty (in group meeting) can discuss meaning of findings and cohorts can take steps to make programmatic adjustments as needed at the course level.

- <u>Follow-up/alumni surveys:</u> APD Committee will give graduating seniors (in 190 cohorts taking the assessment) an option of signing a release so we can contact them after graduation for a follow-up survey. The same alumni can be surveyed (by division) periodically over time.

Division of Criminal Justice Curriculum Map
(Spring 2018)

e Criminal Justice Courses/ ccalaureate & 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
J 1: Intro to CJ & Society	+	+	+	+	
J 2: Law of Crimes	+	+	+	+	
J 4: General Investigation Techniques	+	+	+	+	
J 5: Communities & the CJS	+	+	+	+	
J 100: Research Methods	++	++	++	++	+
J 102: Crime & Punishment	++	++	++	++	+
J 121: Structure & Function of U.S. Courts	++	++	++	++	++
J 123: Law of Arrest, Search & Seizure	++	++	++	++	++
J 130: Fundamentals of Corrections	++	++	++	++	++
J 141: Police & Society	++	++	++	++	++
J 160: Justice & Public Safety Admin.	++	++	++	++	++
J 190: Contemporary Issues in CJ	+++	+++	+++	+++	+++
J 200 series = Beginning Graduate Courses	+++	+++	+++	+++	+++
J 500 series = Advanced Graduate Courses	++++	++++	++++	++++	++++

CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Division of Criminal Justice

Program Review Self-Study

(conducted from 8/17-5/18)
Submitted May, 2018
by
Dr. Ernest Uwazie, Chair

Prepared in collaboration with the
Assessment & Program Development Committee:
Dr. Lynette Lee, Co-Chair & Self-Study Coordinator
Dr. Jennie Singer, Co-Chair
Dr. Stephanie Mizrahi
Dr. Mercedes Valadez
Dr. Marlyn Jones
Prof. Stephanie Karas
Dr. Tim Croisdale (CCE Program Coordinator/Committee Liaison)

Table of Contents

Self-Study Section #1: General Information

1. General information about the academic unit and its degree programs

Here we address information on the Division's:
- Traditional/on-site BS Program
- CCE Online Degree Completion BS Program
- Graduate MS Program
- General Education and service courses

a. *Summary overview of degree programs - to provide members of campus community clear understanding of unit's:*
   i. *Mission and scope*
   ii. *Data on faculty, staff, facilities, and enrollment*
      1. *Drawn from university catalog, website, Fact Book, and most recent Alumni Survey Report*

b. *Analysis of program curriculum (we will describe and reflect on):*
   i. *Adequacy and currency of curriculum for each degree program*
   ii. *Recent changes and perceived areas of focus for continuous improvement*

c. *Analysis of student data to include:*
   i. *Graduation and retention rates*
   ii. *An overview of academic advising policies and procedures*
   iii. *Areas of concern and possible steps to address/overcome perceived challenges*

d. *Summary of responses to previous recommendations*

e. *Extent to which each program is achieving its learning outcomes*

MISSION & SCOPE

The Division generally orients around the definition of Criminal Justice education as identified by the Academy of Criminal Justice Sciences that states: *Criminal Justice education entails the study of the causes, consequences, and societal responses to crime and its interrelatedness to other areas of inquiry.*

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

Division 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.

The program offers the BS degree in the traditional on-site format and online degree completion platform through the College of Continuing Education (CCE), plus the MS degree through the traditional on-site format. Included in the 60-unit major requirement is a capstone course required for graduation. The graduate students have historically had the option of a thesis, project or comprehensive exam for graduation. Further, the program offers five GE-Area D courses.

The Sacramento State Criminal Justice Program began in the 1950s as a Department of Police Science and Administration. The first BS degrees were conferred in Spring of 1969. As a regional comprehensive University Division, undergraduate and graduate students come primarily from throughout the northern California region. Its multi-disciplinary curriculum and diverse faculty, comprising approximately 45 full-time and part-time faculty, are responsible for graduating a total of 2,220 undergraduates during the period of review, an average of approximately 445 students per year (Fall 2017 Fact Book). Many Criminal Justice undergraduate majors transfer from regional community colleges. (Approximately 40% of those who applied for Fall 2016 or Fall 2017 semester admission into the Criminal Justice undergraduate program transferred from community colleges greater than 20 miles outside the center of Sacramento.)

In contrast, the BS Online Degree Completion Program is designed for working professionals from outside the immediate region who have already completed their lower division GE and pre-major coursework. These students tend to come from around the state. "The CCE program was designed for students who had some university units toward a degree and had the desire to complete a criminal justice degree but were unable to attend classes on a campus. The program serves students throughout California as 100% online learners. The program offers students an access to education and the opportunity to complete a degree they otherwise would not have" (CCE Coordinator's 3-2018 Self-Study Report).

The MS degree in Criminal Justice was established in 1971. It is a relatively small program which requires 30 units of coursework and is taught exclusively by full-time faculty. The program has recently been taught on a "part-time model" to accommodate students who work or volunteer in the community (although there have been exceptions for some students to attend full time). Students progress through the program as a cohort. They attend weekly evening classes part-time, completing 6 units each semester. During their first year, students complete 12 units of core classes. In their second year, they complete 12 units of selective/elective courses. There are four "selective" courses, two of which are offered in rotation each year. Students must take two of these courses. Two electives are offered each year. In their third year, they complete their culminating experience, which is usually a thesis or a project (although a comprehensive exam option is available, very few students select it).

Generally, four graduate courses are offered each semester (excluding the culminating experience courses). The majority of students interviewed in the Spring of 2018 (all 17 currently enrolled students) were quite satisfied with the program and commented that the faculty "were great mentors and were exceedingly generous with their times." They indicated that critical thinking and writing were strongly emphasized and that the faculty provided valuable assistance in the transition from undergraduate to graduate studies. Theses and projects represent a significant and uncompensated burden on the faculty. The core faculty who regularly volunteer to teach graduate courses tend to be the ones who also assume the majority of the responsibility for thesis and project supervision. In the Spring of 2018 the current members of the Graduate Committee expressed to the full faculty what they perceived as the unsustainable nature of this approach and proposed suspending admissions for one year to provide time to reassess the program's structure, operations, student enrollment and faculty participation. Although faculty were told that renewed compensation for thesis and project supervision would resume beginning the Fall 2018 semester, a majority of the full faculty voted on April 6, 2018, to support the Graduate Committee's proposal to suspend admission into the program for Fall 2018. The faculty vote or decision was promptly reported to the Dean of Graduate Studies(OGS) as well as the Dean of the College of Health & Human Services, but the Dean of OGS overruled this decision stating the following in an April 2018 message to the Division Chair:

"..At this point in the semester, the department has already accepted applications for Fall 2018 admissions and prospective students have incurred the costs associated with submitting an application for review. Absent an approved Form B, which has been reviewed by the Faculty Senate, a request to suspend the program cannot be granted."

The decision of the OGS Dean was promptly brought back to the Graduate Program Committee for its re-consideration. The committee decided to accept the decision of the OGS, and this was reported to the full faculty and treated as consent item, without objection. Therefore, the Division has decided to appoint a Graduate Task Force, at the recommendation of the Graduate Committee and concurrence of the Division of Chair, to examine a range of issues including faculty and student recruitment, curricular offerings, alternative delivery models, relations with community stake-holders, etc. Additional factors that suggest the potential for "revitalizing" the program include: The appointment of a Graduate Coordinator with extensive experience in department, university and system-wide graduate education (she previously coordinated the Division's graduate program and has been worked most recently with the Sacramento State's Office of Graduate Studies, as well as the California State University Chancellor's Office on program evaluation projects); the hiring of several new faculty who have expressed an interest in teaching in the program; and most significantly the reinstatement of the Division policy to compensate faculty after 6 successful completion of theses/project supervision.

(Note: Although compensating faculty for thesis supervision was a recommendation delivered to the faculty by the last internal program review team [received Spring 2015], the instability created by a contested transition of graduate program leadership initiated by previous Division leadership in 2016, was undoubtedly a significant factor that contributed to current faculty – and some student - frustration and lack of confidence in the long-term sustainability of the program.)

FACULTY

Undergraduate Program: As of Fall 2016, the traditional undergraduate and graduate programs in the Division had 45 faculty: 33% were identified as "all minority"; 38% female (compared with 47% university wide); 42% of the faculty are tenured and over 50% of the Division's faculty are in non-tenure track positions. In AY 2017-18, we have 23 full-time, tenured or tenure track faculty, including five probationary, and 23 adjunct faculty members.

Graduate Program: All tenure-track faculty are eligible to teach in the Graduate Program. Those who generally apply to teach graduate courses, however, have traditionally been a relatively small group of core of instructors. Although all tenure-track faculty in the division are eligible to serve as thesis or project advisors, it's generally those actively teaching in the program that have assumed the majority of the responsibility for supervising student theses and projects.

CCE Program: Faculty teaching in this program are drawn primarily from the core Division faculty. Exceptions include when Division faculty are not available or qualified to instruct a particular cluster of courses (i.e., upper division course electives); then the adjunct faculty are assigned to teach.

STAFF

Undergraduate and Graduate Program: The Division's administration includes the Division Chair, elected by the full-time faculty for a three-year term, and renewable for another term. S/he is supported by an Administrative Support Coordinator (ASC II), Administrative Support Assistant (ASA II), and the Student Advising Coordinator or Student Services Professional (SSP-III). Occasionally, a student assistant or Instructional Student Assistant is used for student tutoring.

CCE Program: CCE provides 4 units of compensation per academic year for one tenured or tenure-track Division faculty to coordinate this program. The Coordinator solicits faculty interest and schedules the courses for the CCE program in consultation and concurrence with the Division Chair. He/she ensures that the applicants meet the applicable requirements for admission, provides academic advising for the enrolled students, and prepares the program assessment and related reports. In addition, the College of Continuing Education provides support with two key staff members to the program, Program Manager and Sr. Program Coordinator. (All instructional technology needs are provided by the University Academic Technology Services) Services provided by the CCE program staff include application processing, general program advising, enrollment management, administration of the online facility and related services, and facilitation in resolution of student grade appeals or instructional concerns.

FACILITIES

Undergraduate and Graduate Program: The Division's primary physical facility is Alpine Hall, supposedly a temporary structure. This original campus structure houses all of the Division's full-time faculty, Chair and administrative staff. In addition, part-time and FERP

instructors have designated office space in Solano Hall. The bulk of the main instructional classrooms assigned to the Division are on the first floor of Alpine Hall and the second floor of Douglas Hall. Larger lecture halls in both Solano and Riverside Halls are often also assigned for certain lower-division undergraduate courses.

CCE Program: While the College of Continuing Education has dedicated physical facilities on campus that can be used by the Division's *online* degree completion program coordinator and faculty for special needs (e.g., recruiting, special in-person meetings), the primary "facilities" for this program (in terms of faculty office space, computer facilities and instructional support) are the same as the on-campus programs.

ENROLLMENT

Undergraduate Program: During the period of review, student undergraduate enrollment ranged from a high of 1,690 during the Fall 2012 semester (1,029 majors; 661 pre-majors/ Expressed Interest) to a low of 1,473 during the Fall 2014 semester (765 majors; 708 pre-majors) (Fall 2017 Fact Book). According to data reported in the Fall 2017 Fact Book, student enrollment in Fall 2016 was 1,523 (majors and pre-majors). This makes up 23.3% of the total college enrollment. As of Fall 2017, a total of 1503 students were enrolled in the program. It is to be noted that the program became impacted in 2012 as a way to manage student enrollment growth in the era of faculty losses and no new hires, and ensure quality of curriculum as well access to classes. The impaction requires submission of a Supplemental Application within published deadlines and successful completion of 45 credits, including some lower division prerequisites.

As far as student course load, Criminal Justice undergraduates consistently carried higher loads for the period under review (12.9 10-term mean in the division compared with 12.8 in the college and 12.6 university wide). The Division's FTE averages 1,000, semester, and highest in the College.

Average undergraduate class size ranges from the high of 65-70 in lower division core courses to 30 in the capstone course, including 35 in the required research methods course (CRJ 101) and 45 in the required theory course (CRJ 102).

Criminal Justice students, from lower division undergraduate through Masters', consistently had lower grade point averages than either College or University students. The 10-term mean GPA for lower division students was 2.39 (compared with 2.83 for the College and 2.71 for the University); 2.91 for upper division students (compared with 3.23% for the College and 2.99 for the University); 3.6% for graduate students (3.83% College and 3.77% University wide).

Graduate Program: Student enrollment ranged from a high of 33 students (Fall 2012) to a low of 23 majors (Fall 2017). As of Fall 2017, the program had a total of 23 students enrolled in the program.

CCE Program: As of Fall 2017, the program had a total of 109 active students enrolled.

In terms of a few key demographic characteristics, the Division's total enrollment (including BS and MS students) for Fall 2016 were as follows:

- 51.5% were identified as "underrepresented minority students"; and 63% "all minority students" (compared with a College rate of 60.2% and University rate of 56.4%);
- 52% female; 48% male (compared with 81% female and 19% male in the College; and 64.8% and 35.2% in the University);
- 83.3% between the ages of 18-24;
- 52.7% from "low income family"; and
- 31.7% identified as "first generation college student"

ADEQUACY & CURRENCY OF CURRICULUM

Undergraduate Programs (Traditional and CCE): A recent survey of the undergraduate course cohorts revealed that the curriculum fits the current Division strategic plan, requiring no significant changes. Clearly, the curriculum reflects the faculty expertise, responds to the university's priority on student success and timely graduation, and meets the needs of our students for careers or graduate studies. The variety of course offerings, including the GE and supportive electives, and the faculty pedagogies support the Program Learning Goals/Outcomes as well as the Baccalaureate Goals, especially in the areas of Critical Thinking, Ethical Reasoning, Communication, and Knowledge Integration/Application.

Each course or cohort has the Division-approved common learning objectives, aimed at both knowledge or content acquisition and skill application. Day classes and a limited number of evening classes are offered each semester through the traditional, hybrid, and online formats, plus select courses in summer. It is safe to say that we schedule sufficient courses for a full-time student to graduate in four years for the freshman or two years for the community college or associate degree transfer student. The faculty review process ensures that faculty maintain currency in their field and teaching, and regular workshops on teaching effectiveness are offered through the Center for Teaching and Learning (CTL), including the various Faculty Learning Communities and online facilities. CCE keeps track of student academic progress and determines their future course needs for scheduling each semester.

Graduate Program: A review of the current schedule will show that there is a sufficient number of the required and elective courses for graduate students to complete their program in 2-3 years of continuous enrollment of 6-9 units per semester. There was, however, a period of time when it took students longer to complete the program due to limits on the number of total units they could take per semester. About 4-5 courses are offered each semester, by competent interdisciplinary full-time faculty. The Graduate Committee is always seeking innovative ways to maintain program quality and student support in their theses and projects; this includes recent changes to add a course work option for the culminating experience in lieu of the thesis/project, and use of a writing prompt in lieu of the GRE for admission. A new statistical research design course will be required for students, effective Fall 2018.

In Spring 2016, in response to the 2015-16 new University policy on Graduate Program Learning, the Division's Graduate Program Committee examined and revised the Division's graduate program learning outcomes as follows:

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

In an effort to construct a curriculum map that includes the Division's new program learning objectives (which are now reflective of the institution's graduate learning goals), the Graduate Committee reviewed learning objectives for all courses in the graduate program. During the current academic year, the Graduate Committee has proposed reviewing the Division's Graduate Program Learning Outcome #3: *Effectively communicate criminal justice topics on regional, national, and global levels*, which corresponds to the University's Baccalaureate Learning Goal #2: *Communication*: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts. The Graduate Committee plans to assess this direct line of inquiry at the Spring 2018 Thesis/Project Oral Defenses, during which seven-nine students will present their findings to live audiences.

Effective Fall 2018, faculty will be compensated after successful completion or supervision of six theses or projects; this should resolve the recurring workload concerns expressed by faculty, and ideally increase overall faculty involvement in the graduate program.

RECENT CURRICULA CHANGES AND PERCEIVED AREAS OF FOCUS FOR CONTINUOUS IMPROVEMENT

Undergraduate Programs (Traditional and CCE): Recent changes with the introduction of the Smart Planner and Analytics programs are expected, over time, to increase student timely graduation and a serve as reliable predictor of student course needs and scheduling. Of course, new tenure track faculty hires will improve the quality of the curriculum, preferably increasing to a 70-75% full time /tenure faculty rate.

Further, between 2013 and 2018, we revived dormant electives or created new electives (CRJ 109, Media, Crime, and Criminal Justice, CRJ 111, Women and the CRJ System, and CRJ 105, Delinquency Prevention and Control), CRJ 172, Comparative Analysis of Criminal Justice System). 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 Research Methods (CRJ 101), Crime and Punishment (CRJ 102), and Contemporary Issues in Criminal Justice (CRJ 190). 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 requested 2 new faculty hires in the next AY (2018-19), plus subsequent new hires (of at least 2 plus any replacement) to meet demands and terminate impaction.

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 adaptations 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.

The perceived areas of focus for continuous improvement include the review or revision of the course cohorts and learning objectives for better alignment among and between clusters and possible course groupings for criminal justice concentration or emphasis; course prerequisites and concurrent enrollments in the capstone and research method courses; and infusion of international/global perspectives or modules in select courses. A Curriculum Review Work Group will be created in Fall 2018 to address the above the stated areas, plus propose new courses based on faculty interests, certificate program(s) to meet certain student needs or community interest, and pathways for internationalizing the curriculum.

Graduate Program: The main area of focus for continuous improvement will be attracting more and quality students into the graduate program, integration of online modules, creation of more interdisciplinary course electives, and development of a more effective mechanism for student advising. Further, a review of the curriculum for possible rebranding or renaming for contemporary demands, targeted online certificate program for select criminal justice professionals, and continuous efforts to increase more faculty involvement.

Other programs of note in, or closely connected with the Division include the Law Enforcement Candidate Scholars and Mentoring in Law Enforcement programs (both designed to mentor aspiring law enforcement officers among our students); the Center for Justice and Policy Research (CJPR) that conducts critical evaluations for key criminal justice agencies; the Pre-Law Advising program that prepares prospective students for law school; the Center for African Peace & Conflict Resolution which hosts an annual international conference on peace and

conflict resolution at Sacramento State with faculty and student involvement as well as renowned international guest speakers and local community participation.

STUDENT GRADUATION & RETENTION RATES

Undergraduate & Graduate Programs: During the five years under review, the University conferred a total of 2,220 Criminal Justice BS degrees (ranging from a low of 423 to a high of 461 per year) and 34 MS degrees in Criminal Justice (with a range of 3-13 degrees per year). The median years to graduation for both first-time freshman (4.8) and transfer students (2.3) was the same as college and university rates. Due to the recent part-time structure of the graduate program, however, the median years to Master's Degree was 3.3 for Criminal Justice students, compared with 1.8 for the college and 2.3 for the university. The median number of units for BS students was 126 for CRJ majors, compared with 131 for the College and 133 University-wide.

There are several extra-curricular programs and activities within or affiliated with the Division programs, with the objectives of strengthening the curriculum and broadening the educational experience of our students. These include: Traditional and specialized internship opportunities (e.g., the Judicial Internship for both preparation for law studies and field exposure to the courts); local chapters of three active student pre-professional organizations (the National Criminal Justice Honor Society, the American Criminal Justice Association, and the Phi Alpha Delta Pre-Law Society); the Law Enforcement Candidate Scholars (LECS) Program (a law enforcement certificate preparation program for those interested in pursuing law enforcement careers in partnership with the Sacramento City Police Department and California Highway Patrol); the Center for Justice and Policy Research (provides opportunities for faculty and student research and program evaluations); the Center for African Peace & Conflict Resolution (offers faculty and student professional development activities, student scholarships, and international experiences); the Mentoring in Law Enforcement (MILE) program (offers workshops in candidate application and interview preparations by select law enforcement agencies program).

CCE Program: 59.1% of all students enrolling in the CCE program complete requirements and graduate.

OVERVIEW OF ACADEMIC ADVISING POLICIES & PROCEDURES

Undergraduate Program: As of 2005, the Division adopted a cohort model for advising undergraduate students, given the size of the undergraduate student body and the need to provide more direct assistance for student course planning. Three or four faculty members are designated by the Division Chair to serve as faculty cohort advisors, with three units of release time per year, alternating among faculty advising cohort. Each major student is assigned a faculty advisor by the student advising coordinator, including making appointments for the students with their faculty advisor.

The Advising Coordinator is the initial point of contact for student advising, and a liaison with the faculty cohort advisors. Summer and winter orientations are held for incoming students, for both Expressed Interest and majors. Information sessions are held on campus and at area community colleges for prospective students under the coordination of the student advising coordinator.

Although there is no formal advising manual or policy, there are procedures and a list of duties for the advising coordinator. A meeting with the Division advising faculty and staff in Fall 2017 was instrumental in identifying a need for more formal policy or manual to aid both staff and faculty advisors and facilitate any transition process.

Graduate Program: Graduate admission and course advising are conducted by the graduate program coordinator, with the assistance of the Division's ASC II. The *Graduate Program Handbook* lays out the policies and advising procedures, and links to these materials are included on the Division's website.

CCE Program: The advising of students in the CCE program is conducted on an as needed basis, similar to the on-campus students, with the exception that all advising is done via email or telephone. The CCE Program Manager does some advising for enrolled students and the Division's CCE Coordinator is the advisor of record for all students enrolled in the CCE program; in the current semester, 69 students are assigned to the CCE Coordinator as advisor. Students contact the Coordinator with their questions and the Coordinator responds. The CCE Coordinator also evaluates all CCE student graduation applications once students apply for graduation. Many student questions are received, and responded to, by the CCE Program Manager and staff. The CCE staff provides students with exceptional administrative and programmatic information and this may account for the high rates of retention and graduation. (Taken from CCE Coordinator's 3-2018 Self-Study Report.)

AREAS OF CONCERN & RECOMMENDATIONS FOR HOW TO ADDRESS

Undergraduate Programs:

Faculty, Staff, Facilities and Enrollment:

- Faculty: Need to increase number of full-time faculty. Already stated in the 2017 Impaction request and subsequent approval of two new faculty hires, plus any replacement. In AY 2018-19, we received one new generalist faculty, although we requested for two. We plan to request two new faculty hires for AY 2019-20.
- Staff: Need to hire another ASA II, to meet administrative demands of the program, including administrative and clerical support for the advising coordinator, graduate coordinator, and several faculty-led programs (LECS, and Division-affiliated centers and programs).
- Facilities: Make sure resources are dedicated to upgrading and maintaining instructional, meeting and office facilities (e.g., smart classrooms and meeting rooms, faculty office space and computer resources, crime scene lab, etc.). It will be good to have both the full-

time and adjunct faculty in same building, space permitting. It's worth repeating that the Alpine building has remained as a temporary structure since the inception of the program.

Adequacy and Currency of Curriculum:

- Creation of a Curriculum Review Work Group, as earlier described; there will be need for some compensation for the anticipated summer work.

Graduation and Retention Rates:

- Hire more full-time faculty to increase graduation and retention rates and meet the expectations of the University's timely graduation initiatives.
- We'll also develop forums for student–faculty out-of-class engagement and discussion of concerns; e.g. semester town halls, suggestion box, etc.

Advising Policy & Procedures:

- The main area of concern for undergraduate advising that has surfaced is the lack of formal advising policy and procedures. One of the long-term faculty advisors is in the process of preparing an advising handbook. This document can be used to help orient and train new staff and faculty on their respective roles as advisors, and hence increase the professionalism and effectiveness of the advising process.

  Graduate Program:

Faculty, Staff, Facilities and Enrollment:

- Faculty
    o Greater participation in program
    o Consistent compensation for thesis or project supervision
    o Hiring those with skills in needed areas

- Staff:
    o Graduate Teaching/Research Associate to help with some level of mentorship of students, especially in research and writing skills.
    o Relieve the Graduate Coordinator some of the administrative tasks with the additional ASA II staff position, e.g. marketing/publicity, orientations, etc.
    o Consider Graduate Coordinator compensation in line with the assessment and report preparation obligations and under the provisions of the Division Policies and Procedures

- Facilities: Conducive, conference room-style space for seminars.

Enrollment:

- Increase in quality and quantity
- Develop plan for diversity outreach/recruitment, including international students
- Review admission and selection criteria

Adequacy and Currency of Curriculum:

- Review course objectives and graduate learning objectives
- Consider development of certificate program for criminal justice leadership development
- Review curriculum for online modules
- Develop internship opportunities
- Track student course needs and schedule accordingly, possibly via Smart Planner
- Implement the course option as culminating experience
- Develop plan for internationalization of the graduate curriculum

Graduation and Retention Rates:

- Create opportunities for faculty-student research, publication, and conferences
- Offer select online/hybrid or blended options
- Recruit graduate student research associates
- Provide appropriate academic advising, mentorship for professional careers or doctoral studies

Advising Policy & Procedures:

- Provide and maintain current, comprehensive, relevant, and timely information on the website and graduate handbook
- Provide students with graduation road map upon admission
- Provide more structured/formal orientation of new students
- Educate students on other available and competent faculty outside of the "graduate faculty" for advising, and refer them accordingly

CCE Program:

Faculty, Staff, Facilities and Enrollment:

- Faculty:
    - Increase diversity; review areas of support for teaching effectiveness based on best practices, and regular review of performance
- Staff:
    - Review staffing support
- Facilities:
    - The online facilities are same as the University's traditional program

- Enrollment:
  - Adequate

Adequacy and Currency of Curriculum:

- This should be the same as undergraduate program, although this area may be impacted by limited offerings/instructor availability or preparedness
- Review the curriculum or courses for their level of adaptability to the online platform and student learning styles

Graduation and Retention Rates:

- Review current graduation and retention and develop plan for possible increase
- Track/document how long it takes a student to graduate after admission
- Include as part of the assessment and annual report to the faculty
- More clear guidelines on student advising

Advising Policy & Procedures:
- Advise students upon first enrollment about access to faculty advisor, in addition to the CCE Program Manager and coordinator
- Encourage students to contact the advisor any time they have questions or concerns
- Develop an early warning system and proper early response

RESPONSES TO INTERNAL REVIEW RECOMMENDATIONS
(delivered to Division Spring 2015)

1. *Provide part time faculty continued support for teaching and learning:* There are several workshops provided by the CTL and available to part time faculty; they receive detailed feedback during annual or periodic evaluations by the chair and personnel committee with specific suggestions for areas of improvement and referral to campus resources. The Chair's semester meetings with the part- time faculty include discussions of their successful teaching strategies, any challenges and how to address them, as well as resources available. There is a representative of the part time faculty on the Chair's Advisory Council to share insights and recommendations regarding the part time faculty needs or concerns. The part time faculty are always invited to the general faculty meeting, where some of the general issues of teaching and learning are discussed, including exchanges of faculty innovative teaching strategies.

2. *Reduce enrollment caps in 152, 153, & 154:* The enrollment cap has been maintained at 60, based on faculty collective decision to keep the current 3x3 workload while maintaining the FTEs, and given the limited classroom space for some of the practical aspects of the teaching.

3. *Compensation for thesis supervision*: The Division policy is to provide a 3-unit course release to a faculty member after successful completion of 6 theses or project supervision;

this policy was suspended due to severe budget constraints, but the current Chair has secured the permission of the Dean of CHHS to reinstate this policy in Fall 2018.

4. *Recommendation to the Dean of Health and Human Services: Consider providing additional support to the faculty in the graduate program*: Already addressed above, with the provision of 3 units of released time after 6 theses or project supervision as well as 6 units of released time, each year, for the graduate coordinator.

5. *Poll the part time faculty in innovative techniques and needs for support of professional development: Done in spring 2018*--via Qualtrics.

RESPONSES TO EXTERNAL REVIEW RECOMMENDATIONS
(2013 Program Review Document)

1. *Perhaps consideration of a Criminal Justice Advisory Board might formalize the relationship between the faculty and the wider criminal justice community and lead to providing more possibilities for faculty and students:* This was considered at the Chair's Advisory Council meeting in May 2018, with a recommendation for faculty input and involvement in the formation of such board. If approved by the faculty, as expected, a formal call will be issued in fall 2018, and new members announced at the CJ 50th anniversary gala in spring 2019.

2. *Core faculty and fiscal resources are needed to maintain the program's high standards. More resources are necessary to continue to carry out the program's mission and goals now and in the future:* The need for more core tenure track faculty has been addressed above, emphasizing the need for more new faculty hires. Although, we are managing with the allocated budget for operating expenses, there is need for more resources for faculty professional development.

3. *Because of an inadequate number of Criminal Justice core faculty, faculty are limited to teaching core Criminal Justice courses. Therefore, specialized electives are going untaught or taught occasionally by part-time faculty. This situation prevents many students from taking specialized electives during their time at CSU, Sacramento:* The situation has improved somewhat, but the need remains. The nature of our curriculum reflects the need for part time faculty with certain field or technical expertise to teach some of our specialized electives, especially in law, law enforcement and corrections courses.

4. *Ways need to be explored to make the student/faculty teaching ratio more manageable:* With more faculty hires we should be able to accomplish this goal.

5. *The program can benefit from having more faculty involved in university-level service work:* This has improved significantly and is being monitored as part of the RTP review process. About 10 of our faculty members are involved in significant leadership roles at the university level, and some have released time for their university service. (It should

also be noted that given the size of the Division, there is a significant demand for Division level service on personnel-related committees – i.e., RTP, Personnel, hiring, Assessment committees, etc.)

6. *The program can benefit from having more faculty involved in community connection and engagement with criminal justice agencies:* This is being done, including media interviews on criminal justice critical issues, use of part time faculty with extensive criminal justice experience or involvement; we'll continue to explore ways of collaboration for research or other service projects, and guest presentations.

7. *Offering more fully online courses could provide more flexibility for students and faculty:* We are offering more fully web-based online classes, and recently reviewed our e-learning policy to facilitate more efficient online teaching without adverse impact on the traditional curriculum.

8. *With only three fully online courses offered by the Division's core faculty there is a concern about the ability to offer a quality and timely College of Continuing Education online BS in Criminal Justice. Criminal Justice needs to take steps to assess its online BS in CJ:* The Division's assessment of the online CCE program has not kept pace with the traditional BS program. In the current academic year however, the Division assessment committee and the CCE Coordinator are working together to improve assessment activities for the online program and create a multi-year plan for annual assessment of that program.

9. *Although it was indicated that students did not have trouble getting internship placements with Criminal Justice agencies on their own, more formalized internship placement relationships with Criminal Justice agencies and private sector agencies might be helpful to students:* This is being done, with formal MOU between the university and each internship site, under the guidance of the University's office of Risk Management.

10. *The program might benefit from discussions about making internships available to students before their senior year:* This requirement is regularly discussed and monitored for possible changes as more sites become available and in compliance with recent strict university internship policies. Changes will be made when feasible. However, our students have other options for career exploration in the criminal justice field, including police ride-alongs, site visits to courts and prisons, and service learning activities.

11. *Continued support for adjunct learning and teaching is needed:* This is being done by reinstating regular meetings with part-time instructors and regular opportunities for cross-faculty exchanges.

12. *There was an expressed need for more graduate offerings:* Pending curriculum review and anticipated program changes.

13. *Ways must be found to continue to teach critical thinking and offer students more written and oral communication opportunities if numbers of students in the classroom increase:*

One of the ways this is being done is by exploring the use of standardized, developmentally-informed formative assessment instruments that provide tailored feedback to students on current levels of performance, and ways to advance to next stage of critical thinking/reflective judgment.

14. *Development of a plan to evaluate required courses taught in disciplines other than Criminal Justice might yield data that can be used to further enhance the program:* We no longer have any required courses taught outside of the criminal justice program.

15. *It might be important for the program to gather data on alumni, develop an alumni directory, and/or form an alumni group. Alumni may be helpful in future activities such as fundraising, providing career information, and opening up new internship placement opportunities for students:* This has been implemented.

Overall Recommendation: "CSUS BS in CJ program fulfilling its mission, is maintaining overall high quality, and has processes in place that assure continuous improvement."

EXTENT TO WHICH PROGRAMS ARE ACHIEVING LEARNING OUTCOMES

Undergraduate Program: For each of the six years under review the Division has dedicated considerable time and attention to planning for and executing assessment of the program learning goals defined in the previous long-term assessment plan. In addition, for the purpose of this self-study, members of the Division's Assessment and Program Development (APD) Committee conducted a thorough review of past assessment studies, findings, reports, and formal feedback received from the Sacramento State Office of Academic Program Assessment.

In December of 2017, at the division's first "Critical Faculty Dialogue" session, the co-chairs of the APD Committee provided division faculty with a formal overview of past assessment practices and findings. The purpose of this talk was to engage colleagues in a discussion about what we've learned to date through our extensive and focused program assessment efforts, and how we can use this information for program development purposes, as well as the creation of our next long-term assessment plan.

One of the key findings that came out of our review of past program assessments is the weaknesses of the standard assessment methodology. Specifically, we concluded that due to the limited duration of focus on each learning outcome (one academic year), combined with the lack of validity and reliability of the rubrics employed (primarily modified versions of the AAC&U VALUE rubrics), we were unable to draw any meaningful conclusions from these very labor-intensive efforts regarding the extent to which our undergraduate program is meeting critical learning outcomes. Available evidence does suggest, however, the majority of undergraduate students assessed are meeting basic program expectations for all learning outcomes assessed.

Graduate Program: The primary means of assessing the extent to which the graduate program is meeting student learning objectives is through an analysis of students' culminating projects (i.e., theses or special projects). Core learning goals for graduate programs across campus have been determined by the Faculty Senate. For the six years under review for this self-

study/program review process results for graduate program annual assessments existed for five of these years. A formal analysis of these assessments, as well as regular feedback from the Office of Academic Program Assessment, suggests that the program consistently makes satisfactory progress toward its clearly defined Program Learning Goals. It's difficult, however, to arrive at a more detailed conclusion given the program's turnover in leadership, in the past 2 years, which has likely contributed to the sporadic nature of the program's capacity to reflect on patterns established via formal assessments of this program. *With the recent appointment of an experienced and former graduate coordinator and the new Graduate Program Taskforce, there is reasonable expectation of program stability and development of long-term assessment plans.*

CCE Program: Based on the anecdotal evidence gained through over 11 years of experience teaching in the online program coupled with other instructor input over many years, and based on student performance, there is some confidence that the program is achieving learning outcomes. Through proper annual assessment activities moving forward it is expected that measurement will indicate that students are in fact achieving desired learning outcomes. While graduation rates are high (59.1%), we are not yet able to make statements about student success without proper assessment.

The program has a good graduation rate, however, areas of improvement for the program may be in student recruitment and increasing the graduation rate. Bringing in more students will enable more courses to be offered each semester, provide full-time faculty with teaching experience in an online system, provide students with more access to education, and hopefully encourage faculty to increase their online teaching pedagogy and use of technology. (From CCE Coordinator's 3-2018 Self-Study Report.)

Self-Study Section #2: Learning Outcomes

2. **Assessment efforts since Spring 2012, when the Division adopted its current assessment plan, including:**

   a. A summary of student learning outcomes for each of CRJ's three degree programs
   b. Methods used to assess these outcomes
   c. Results of assessment efforts to date

SUMMARIES OF ASSESSMENT SINCE PREVIOUS PROGRAM REVIEW

Overview of assessment practices and findings over the past six years of review have been summarized in assigned table formats and can be located in Appendix A under on the following pages:

- *Undergraduate Program:*
    o Table 2.1 (page 45)
    o Table 2.2A (Traditional BS) (page 46)

- *CCE Program:*
    o Table 2.1 (same PLO's as traditional undergraduate program) (page 45)
    o Table 2.2B (CCE BS) (page 47)

- *Graduate Program:*
    o Table 2.1 (same as above) (page 45)
    o Table 2.2C (MS) (page 48)

COMPREHENSIVE ASSESSMENT PLAN FOR NEXT REVIEW CYCLE

- *Undergraduate Programs (Traditional and CCE):*
    o Table 2.3A (page 49)
    o Table 2.4A (page 51)
    o Table 2.5 (page 53)

- *Graduate Program:*
    o Table 2.3B (page 50)
    o Table 2.4B (page 52)
    o Table 2.5 (page 53)

INTRODUCTION

Undergraduate Programs (Traditional & CCE): The Division's undergraduate Program Learning Goals (PLGs) and Program Learning Outcomes (PLOs) are directly linked to those stated in the mission and goals of the university, specifically the University's Baccalaureate Learning Goals. (See Table 2.4 above for detail.) The Division's PLG's and PLO's have been directly aligned with the University's PLG's and PLO's for four of the broad areas of learning to include: Competency in the Discipline, Intellectual and Practical Skills, Personal and Social Responsibility and Integrative Learning. For example, the development of students' capacity for critical thought and analysis is listed as a primary mission of the University and embodied within the vision of the Division. This skill is also identified as both a main PLG under the "Intellectual and Practical Skill" category of the University's Baccalaureate Learning Goals, as well as University, College and Division's strategic plans. This is the case with both of the PLG's set forth in the Division's undergraduate programs.

As the Division's curriculum continues to evolve, this provides us with an opportunity to further align its learning goals and objectives with those of the University. For example, the Division has recently adopted an initiative to internationalize the curriculum. In order to include specific PLOs that we'd like this new curriculum emphasis to address we've added two new PLO's under the PLG "Values: Personal & Social Responsibility." These two new values include asking students to demonstrate an understanding for the importance of:

- Cultural/global awareness, sensitivity and respect for diversity
- Community citizenship, civic-mindedness and social responsibility

Graduate Program: During this period of review, the graduate program continued to define their PLOs, and align these objectives with the institutional level graduate learning goals. Annually each graduate program submits a Graduate Learning Goals report identifying their assessment efforts for the year. (This document is due 5/30/2018 and will be delivered to the Office of Graduate Studies.)

SUMMARY OF METHODS AND TOOLS USED TO ASSESS PROGRAMS

Undergraduate Program (Traditional BS): The Division has submitted a formal University Assessment report for each year under this review cycle, so details can be found in these reports. In summary, the methods used have included a range of direct methods to assess student learning such as having samples of seniors enrolled in various sections of our capstone courses complete signature program assignments. The tools have generally been modified versions of the American Association of Colleges & University's VALUE rubrics.

The signature assignments were designed to assess main PLOs including critical thinking, ethical reasoning and written and oral communication. Professors who agreed to participate in these formal program assessment efforts either build these assignments into their regular course curriculum (for regular credit) or offered students extra-credit opportunities for successful completion of the assignments.

Two less traditional experiments have included student responses to a one-on-one "exit-type" interview (an indirect measure of program effectiveness), and the most recent attempt to have students demonstrate their ability to *integrate and apply* key disciplinary concepts in a "real time" setting. (In this instance students were asked to evaluate the extent to which three speakers' presentations at the Division's annual convocation addressed key *elements of an argument* – a combination of Inquiry and Critical Analysis skills. The assessment committee used an online survey platform [Qualtrics] and breaks were built into the program to provide students with time to access and respond to the survey through their phones or other devices.)

CCE Program: Although this program has not conducted formal program assessments, there were some efforts to gather indirect measures of student, faculty and alumni satisfaction with the program, as well as administrative staff views on adequacy of program resources and processes. (See Appendix E for the *CCE Assessment Report: AY 2016-17*.)

Graduate Program: Formal assessments have been conducted for four of the past five years. The primary method used to assess PLO effectiveness was a review of theses and projects. The program coordinates its assessment efforts with the Office of Graduate Studies and has made steady progress toward adopting formal PLO's that align with Institutional Learning Goals (ILG).

RESULTS

Undergraduate Program: Results from the assessment of five different PLO's over the past six years are published in annual assessment reports and summarized in Table 2.7 (page 54). In essence, we have generally found that our student score "average" on the VALUE rubrics. Although the Office of Academic Program Assessment has generally provided very thoughtful feedback each year, the value of this information is often lost or over-looked in the next year's need to design and administer an assessment of a new PLO. Division faculty have discovered that changing the PLO assessed each year does not provide the type of information we need and desire in order to make meaningful programmatic and course changes.

CCE Program: Although this program has not regularly conducted formal assessments of the undergraduate PLOs defined in the Division's past long-term (undergraduate) assessment plan, various less formal assessments have been conducted on alumni, staff and student experiences. These results, however, did not provide the necessary information to determine the extent to which the program is meeting the Division's defined PLOs. Therefore, there has been a focused effort in this past year to align CCE's long-term assessment plan with that of the traditional program. Going forward the CCE Coordinator plans to serve as a member of the APD Committee. And although both programs will be measuring the same PLO (Criminal Justice core content), given that the CCE program is delivered fully on-line, there are a few unique assessment needs and conditions that this program coordinator will be responsible for addressing.

Graduate Program: Results from previous assessments showed that graduate students are meeting or exceeding expectations in both Written Communication and Information Literacy.

DISCUSSION AND CONCLUSIONS

Undergraduate Programs: There are significant changes that we plan to adopt for this next program review cycle. The main changes will include focusing on assessment of the same broad learning outcome (CRJ core content) over time, use of a standardized assessment instrument, regular data collection in the fall semesters and concentration of time dedicated in spring semesters for full faculty to reflect on, discuss and then respond to findings from the previous years (i.e., "closing the loop").

Use of a standardized assessment instrument, for multiple years in a row, will allow for us to compare student/program performance over time which significantly strengthens the value of the findings. It will also provide much desired external benchmarks since we'll be able to compare our students with those in other similar Criminal Justice programs across the country. We also anticipate that providing individual students with these types of in and cross-program comparisons of their performance will have positive effects on student motivation and agency employment insights.

More specifically, the planned changes include:

- Given the strong Division faculty desire for a longitudinal assessment of student learning, we plan to examine the same cluster of PLOs each year for the next review cycle
- We plan to use a discipline-specific standardized instrument to collect and analyze annual assessment data on core Criminal Justice *content*
- The Assessment and Program Development Committee will prepare a brief summary report (fact sheet) of the main assessment findings for dissemination to full faculty
- At a mid-spring semester faculty meeting (March or April), assessment findings can be presented to the full faculty (by APD Committee) and time provided – in the same meeting - for faculty to reflect on and discuss specific ways to respond to the findings during the next academic year
- We can post assessment findings on our Division's website for public review
- We can create a membership-based Canvas page for all Division faculty that can serve as a repository for key signature assignments (and rubrics) designed to build key Division and University PLOs
- We can encourage faculty to access Open Education Resources to locate useful instructional materials designed to build department and university PLOs
- We'll discuss modifying our Class Cohort model of program review to include a systematic response to the results of these findings at course, cluster and program levels
- One outcome of our regular analysis of course clusters will be to create a formal Evidence Map (where we match specific assignments in various courses to key course and division PLOs)
- Encourage faculty to include information to illustrate how they've responded to assessment findings in their personnel/RTP files
- New program initiatives should address how the initiative advances key learning outcomes (and is responsive to past assessment data)

- Given the Division's current focus on internationalizing the curriculum, we are discussing the addition of two Program Learning Outcome (Cultural/Global Awareness and Civic-Mindedness and Social Responsibility – PLO's III c. and d.)
- Contracting with an external vendor to administer a standardized assessment would require budgetary changes at the Division, College and/or University levels
- Assess special pedagogical practices utilized by some faculty (i.e., use of verbal final exam versus a written exam, use of professionally constructed formative assessment tool, use of standardized writing and critical thinking rubrics)

Longer-term impact of student learning: Findings from alumni surveys suggest that graduates of all three programs are quite satisfied with their experiences at Sacramento State and found their degrees instrumental in gaining post-graduate employment and/or further educational opportunities. We are, however, very interested in continuing to improve the overall educational effectiveness across all three programs, and through this process of reflection feel well-positioned to begin more systematic explorations into the next phases of our development as a division.

In conclusion, given the Division's early entry into formal academic program assessment we're now to a point where most faculty have a good understanding for the value and importance of this central element of program development. As a faculty we've used this self-study process as an opportunity to systematically review past evaluation practices and findings, and really focus on what we want to do for this next review cycle. Based on this analysis, we've concluded that the practice of assessing a new PLO each year, while providing called for data on student performance of a particular PLO, has restricted our ability to gather the type of data needed to make informed and meaningful decisions regarding adjustments that could be made to instructional and program/curricular practices.

As a result of this collective conclusion, the Assessment & Program Development Committee was tasked with exploring alternative approaches upon which to build our next long-term assessment plan. Based on an extensive review of a range of alternative methods we could use to systematically assess core PLOs (content, skills and values), methods that would provide us with the level of validity and reliability desired to make evidence-informed adjustments, we've decided to dedicate this next assessment cycle to concentrating on the examination of core disciplinary content.

Given the extent to which the full faculty have either participated in or have been regularly updated on the pros and cons of a range of long-term assessment options, the final faculty decision to assessment core content over time has increased knowledge of, commitment to, and sincere interest in, discovering how our majors performance compares within the program over time, as well as with student in other programs across the country. It seems likely that this degree of collective reflection and informed decision-making has, and will continue to play a significant role in shifting faculty culture. This should increase the likelihood that we'll spend more dedicated time each year to consider and make decision for how to use assessment findings to systematically advance student and program performance.

Section 3: Focused Inquiry

3. This focused inquiry addresses an area of particular interest/concern to the Division of Criminal Justice, in the context of what is currently important to the College and University.

Area of Focused Inquiry: In order to facilitate the implementation of the Division's newly adopted strategic plan we've used this portion of the self-study to explore four specific program activities: new faculty hires, update of curriculum, improved alumni relations and internationalization of curriculum. The key question used to focus this inquiry was… *"How can we use these four specific activities to help us more fully embody and more closely align with the Division's vision, values and goals?"*

Brief Background: Coordination of the current self- study was assigned to the Division's Assessment and Program Development Committee (APD), and appointed the Self Study Coordinator with some assigned time for Fall 2017 and Spring 2018. At the Fall 2017 division retreat, the Division Chair arranged for the self-study coordinator to provide faulty with an overview of the self-study and program review processes. After a review of the processes faculty were explicitly invited to consider the "focused inquiry" portion of the self-study. *Based on University, College and Division values and goals as identified in their respective strategic plans, the faculty decided to use the "focused inquiry" aspect of the self-study to begin realigning program activities and practices so they more closely reflect these clearly articulated values and goals.*

After securing formal approval from the Program Review Committee for our self-study proposal, the Division Chair and Self Study Coordinator identified several methods to secure faculty input into the data collection and review process.   The two main methods initially employed to gathered information for Section 3 of the self-study, the "focused inquiry," were:

1. Members of the Chair's Advisory Council was solicited for input in their respective areas of program concentration, and;
2. Key program coordinators (Graduate and CCE), committee chairs and center directors were asked to respond to specific questions about the extent to which activities of that committee or center aligned with and aimed to advance the four goals in the Criminal Justice Division Strategic Plan.
3. Finally, the full faculty were actively engaged to build collaborative content (for both the "curriculum review" and "benchmarking" portions of the focused inquiry) and provide feedback from early report drafts.

We're providing this overview of Section 3 to facilitate the reviewers' orientation to this tailored portion of the self-report.

Section 3 Outline

1) Program progress to date:
   a. Review what we have done in each of the four goal areas of our strategic plan in response to the recommendations contained in the last program review.
   b. Assess effectiveness of our current efforts in each of these four areas.
   c.
2) Develop plans for how to engage in ongoing program development in a way that will help us more closely align our special program activities with identified program vision, goals and values, to include:
   a. Identify priorities for **implementation of the strategic plan**, with emphasis on:
      i. Internationalization of the curriculum
      ii. Curriculum review, including the role of co-curricular activities
      iii. Increase faculty hires
      iv. Advancing alumni relations
   b. Creation of **benchmarks** to help define and evaluate implementation effectiveness, and;
   c. Identification of **resource availability**

The Division's values, vision and goals include:

Division 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.

Goals:
- Goal #1: Prepare students as critical thinkers and problem solvers in a diverse, dynamic community and global society;
- Goal #2: Enhance faculty opportunities for scholarly and creative activities to better assist the teaching and outreach mission of the division;
- Goal #3: Encourage and enhance faculty engagement to serve the University and their professional communities;
- Goal #4: Encourage and enhance visibility and impact.

Part 1 A & B: DIVISION PROGRESS TO DATE (IN RESPONSE TO PREVIOUS RECOMMENDATIONS) & EFFECTIVENESS

RECOMMENDATIONS FROM INTERNAL REVIEW (Spring 2015)	GOALS				NOTES
	#1	#2	#3	#4	
1. *Provide Part time faculty continued support for teaching and learning:* There are several workshops provided by the CTL and available to part time faculty; they receive detailed feedback from the Chair and Personnel Committee during annual or periodic evaluations by the chair and personnel committee with specific suggestions for areas of improvement and referral to campus resources. The Chair's semester meetings with the part- time faculty include discussions of their successful teaching strategies, any challenges and how to address them, as well as resources available. There is a representative of the part time faculty on the Chair's Advisory Council to share insights and recommendations regarding the part time faculty needs or concerns. The part time faculty are always invited to the general faculty meeting, where some of the general issues of teaching and learning are discussed, including exchanges of faculty innovative teaching strategies.		X			
2. *Reduce enrollment caps in 152, 153, & 154:* The enrollment cap has been maintained at 60, based on faculty collective decision to keep the current 3x3 workload while maintaining the FTEs, and given the limited classroom space for some of the practical aspects of the teaching.	X				
3. *Compensation for thesis supervision*: The division policy is to provide a 3-unit course release to a faculty member after successful completion of 6 theses or project supervision; this policy was suspended due to severe budget constraints, but the current Chair has secured the permission of the dean to reinstate this policy in fall 2018.		X			
4. *Poll the part time faculty in innovative techniques and needs for support of professional development:* Yes—via Qualtrics.		X			
FROM EXTERNAL REVIEW (Spring 2013)					
1. *Perhaps consideration of a Criminal Justice Advisory Board might formalize the relationship between the faculty and the wider criminal justice community and lead to providing more possibilities for faculty and students:* This was considered at the Chair's Advisory Council meeting in May 2018, with a recommendation for faculty input and involvement in the formation of such board. If approved by the faculty, as expected, a formal call will be issued in fall 2018, and new members announced at the CJ 50th anniversary gala in spring 2019.			X	X	

#						
2.	*Core faculty and fiscal resources are needed to maintain the program's high standards. More resources are necessary to continue to carry out the program's mission and goals now and in the future:* The need for more core tenure track faculty has been addressed above, emphasizing the need for more new faculty hires. Although, we are managing with the allocated budget for operating expenses, there is need for more resources for faculty professional development.	X	X	X		
3.	*Because of an inadequate number of Criminal Justice core faculty, faculty are limited to teaching core Criminal Justice courses. Therefore, specialized electives are going untaught or taught occasionally by part-time faculty. This situation prevents many students from taking specialized electives during their time at CSU, Sacramento:* The situation has improved somewhat, but the need remains. The nature of our curriculum reflects the need for part time faculty with certain field or technical expertise to teach some of our specialized electives, especially in law, law enforcement and corrections courses.		X			
4.	*Ways need to be explored to make the student/faculty teaching ratio more manageable:* With more faculty hires, we'll be able to accomplish this goal.	X	X			
5.	*The program can benefit from having more faculty involved in university-level service work:* This has improved significantly and is being monitored as part of the RTP review process. About 10 of our faculty members are involved in significant leadership roles at the university level, and some have released time for their university service.			X		
6.	*The program can benefit from having more faculty involved in community connection and engagement with criminal justice agencies:* This is being done, including media interviews on criminal justice critical issues, use of part time faculty with extensive criminal justice experience or involvement; we'll continue to explore ways of collaboration for research or other service projects, and guest presentations.		X	X	X	
7.	*Offering more fully online courses could provide more flexibility for students and faculty:* We are offering more fully/web online classes, and currently reviewing our e-learning policy to facilitate more efficient online teaching without adverse impact on the traditional curriculum.	X				
8.	*With only three fully online courses offered by the Division's core faculty there is a concern about the ability to offer a quality and timely College of Continuing Education online BS in Criminal Justice. Criminal Justice needs to take steps to assess its online BS in CJ:* The Division's assessment of the online CCE program has not kept pace with the traditional BS program. In the current academic year however, the Division assessment committee and the CCE Coordinator are working together to improve assessment activities for the online				X	

program and create a multi-year plan for annual assessment of that program.					
9. *Although it was indicated that students did not have trouble getting internship placements with Criminal Justice agencies on their own, more formalized internship placement relationships with Criminal Justice agencies and private sector agencies might be helpful to students:* This is being done, with formal MOU between the university and each internship site, under the guidance of the University's office of Risk Management.			X	X	
10. T*he program might benefit from discussions about making internships available to students before their senior year:* This requirement is regularly discussed and monitored for possible changes as more sites become available and in compliance with recent strict university internship policies. Changes will be made when feasible. However, our students have other options for career exploration in the criminal justice field, including police ride-alongs, site visits to courts and prisons, and service learning activities.			X	X	
11. *Continued support for adjunct learning and teaching is needed:* Being done!		X			
12. T*here was an expressed need for more graduate offerings:* Pending curriculum review and anticipated program changes.					NA
13. *Ways must be found to continue to teach critical thinking and offer students more written and oral communication opportunities if numbers of students in the classroom increase:* This is being done!	X				
14. *Development of a plan to evaluate required courses taught in disciplines other than Criminal Justice might yield data that can be used to further enhance the program:* We no longer have any required courses taught outside of the criminal justice program.					NA
15. *It might be important for the program to gather data on alumni, develop an alumni directory, and/or form an alumni group. Alumni may be helpful in future activities such as fundraising, providing career information, and opening up new internship placement opportunities for students:* Done				X	

Part 2A: PRIORITIES FOR IMPLEMENTATION OF STRATEGIC PLAN

Listed below are the four primary special activities we plan to engage in that should allow us to more fully embody, and more closely align the work that takes place within the Division of Criminal Justice with the goals set forth in the strategic plan. Again, the four specific activities are: Increase faculty hires, review and update the curriculum, advance alumni relations and internationalize the curriculum.

1. Increase Faculty Hires (Top priority at the time)

Our criminal justice program remains focused on educating the next generation of leaders for service, with ethical reasoning, critical thinking, and evidence-informed decision making—at local, national and international levels. The Division of Criminal Justice new faculty hires will be guided by curriculum demands, as well as achieve our program impaction plan and advance our division Strategic Plan. In our reapplication in spring 2017 for program impaction and later approved by the CSU, we proposed to get out of impaction if we are able to hire 2 new tenure-track faculty each year for the next 4 years, plus any replacements during each AY period. In the current (18-19) AY, we received approval and hired one T-T faculty; one short of the impaction goal. We estimate 2-4 retirements in the next 2-3 years. With comparable new faculty hires and de-impaction, we estimate our major to increase by 7-10% of course offerings of FTEs.

The mid-term goal is to reduce impaction with comparable faculty hires, until its termination upon hiring 7-8 future/new faculty members by 2021, plus any faculty replacements. The new faculty will help also in the needs for service on the 15 standing department committees, and 6 college level committees, in addition to the multiple university committees.

Overall, the faculty will continue to maintain a healthy balance of theory and practice between the full time and part time faculty members. Specifically, new full time/permanent faculty hires will aim to:

- Increase current tenure density from 50% to 70-75%, as long-term goal as supported by Assembly Concurrent Resolution No. 73 (2001) and AB No. 1464 (February 2017)
- Reach a comparable University's student faculty ration of 25, with target 1,000 FTEs from the current rate of 31.4.

   Note: We project additional sections of three of our upper division core courses: CRJ 101 (Introduction to Research Method), 102 (Crime & Punishment), and the capstone and writing intensive course, 190 (Contemporary Issues in Criminal Justice).

   Note: 3 of 7 sections of CJ 101 and 4 of 6 sections of 102 are taught by the full-time faculty. Only 2 of the 19 sections of our lower division courses (CRJ 1, 2, 4, & 5) are taught by the full-time faculty, and we could add 1 new section, each, in 4 and 5.

- Achieve the University's 4 and 2-year graduate rate projections of 30% & 38% by 2025, respectively; compared to our current rate of 12% and 35 %, respectively
- Increase our course electives and new GE areas, with new faculty expertise and interest
- Hire faculty who have interest, and ideally expertise in graduate level teaching and research guidance
- Create certificate options (e.g., program evaluation, mediation and conflict resolution, victimology, etc.)
- Increase diversity of faculty in line with the University/campus priorities
- Hire some faculty with experience or expertise in working with international students and study abroad programs

*Accordingly, we expect a combination of new **Generalist** faculty positions and specialists in our concentrations in Law Enforcement, Law & Courts, and Corrections, including those with a focus on inter- and trans-disciplinary, as well as international perspectives on crime and justice.*

2. Review and Update the Curriculum Review (Including the Role of Co-Curricular Activities)

Beginning Summer 2018, we plan to begin a formal review of our current undergraduate and graduate courses and produce recommendation for how to revise and update our curriculum. We anticipate that some new courses will be developed, and existing course revised that include more explicit attention to international, as well as inter-disciplinary and trans-disciplinary perspectives on crime and justice.

Below are two early curriculum reports. The first was compiled Spring 2018 by the Division Curriculum Committee and is based on a full-faculty review of the curriculum by course cohorts for the purpose of program development. The second was compiled in Spring 2018 by the International Education Committee, and specifically addresses how current undergraduate and graduate courses can be updated to include more comparative, international and global, as well as inter- and trans-disciplinary content, perspectives and exercises on crime and justice.

Report #1: From CRJ Division Curriculum Committee Report on Ways to Enhance Alignment with Strategic Plan (3/18):

Overall, the cohorts felt strongly that the courses and the Learning Objectives (LOs) for those courses fit well with the Division's Strategic Plan, and that no significant changes were needed. This suggests that, when created, the Strategic Plan fit well with, and reflected, what we as a Division are teaching our students as a natural part of utilizing the varied and interdisciplinary expertise of our faculty.

However, many cohorts found it difficult to address the courses within their cohort as a cohort rather than as individual courses. This suggests that perhaps a number of our cohorts (although not all) are "catch-all" cohorts of courses that are somewhat similar, diminishing the effectives of the cohort model in developing and updating LOs and sharing best practices and experiences across courses in a cohort.

The Committee recommends that the cohort groupings be reviewed and adjusted to better reflect relevance among and between cohort courses -- perhaps as part of an effort to move the Curriculum as a whole to a Cohort Model where students would move together through most if not all their core courses and could use elective cohorts (we need to find a better name for those -- perhaps Course Groupings) to create concentrations or an emphasis on different aspects of the criminal justice discipline if they desired.

Several additional specific suggestions or issues were identified by individual cohorts in answer to this question:
*   The Investigations cohort (CRJ 4, 152, 153, 154, 156) noted that classes were too large for capable instruction for practical hands-on learning within the crime lab and that

another, larger space be acquired if classes of 50+ were expected to engage in experiential/tactile learning.

- The Police Administration Cohort (CRJ 160, 163, 165) will continue to clean up the overlapping learning objectives and incorporate the key issues such as critical thinking, global perspective/vision, current and controversial issues in the LOs in alignment with the Strategic Plan.
- For the cohort containing CRJ 102, 106, 108, 109, and 114, there was some agreement that while most instructors are incorporating global perspectives as a natural part of the material covered, perhaps the LOs of some of these courses could be adjusted to reflect already existing practices in this area. (A similar comment was found in the responses from those who teach 190. There was also a plea to make sure that CRJ 102 continues to be taught as a criminological and penological theory class and not as an introduction to criminology.
- The Law cohort (CRJ 2, 121, 123, 125, 126, 127, 128, 196B) felt that the law courses fit well with the goals of the new strategic plan across the course list. The one exception is the goal of incorporating international perspectives in current courses. The cohort felt that it is difficult to address global issues because of the nature of classes that are based on a case-based Socratic Method using U.S. statutes and case law and that such an approach should not be changed. Instead the global perspective could be addressed with a new course in comparative legal systems and institutions.

Prerequisite Courses: Based on the responses from the cohorts, the major concern regarding prerequisites center on CRJ 101 and CRJ 102. The following were listed as concerns:

- Enough sections of CRJ 101 and 102 need to be offered so students can get into the prerequisite entry level upper division courses during the first (or at least second) semester of their junior year.
- Individuals expressed the problematic nature of teaching CRJ 190 with a number of students taking CRJ 101 and/or 102 simultaneously.
- Overall, the cohorts agreed that the prerequisites are necessary but the solution requires opening up more sections of CRJ 101 and CRJ 102.

Report #2: Curriculum Revision Suggestions from Division International CJ Committee (3/18)

This portion of the report focused on identifying courses that can be updated or revised to include more explicit comparative, international or global content and perspectives.

- CRJ 112.   Gangs and Threat Groups in America. 3 Units (This course could expand to include transnational Organized crime or create a new course: Globalization of Crime and Transnational Organized Crime)
- CRJ 115.   Violence and Terrorism. 3 Units (This course could contain international perspective on terrorism)
- CRJ 116.   Restorative Justice and Conflict Resolution. 3 Units (This course has international components)

- CRJ 118.   Drug Abuse and Criminal Behavior. 3 Units (This course could have international components)
- CRJ 134.   Community-Based Corrections. 3 Units (This course should consider diverse models of community corrections in the world)
- CRJ 141.   Police and Society. 3 Units (This course could consider diverse models of police and community in the world)
- CRJ 144.   Contemporary Issues in Police Administration. 3 Units (Global challenges in international collaboration in enforcement of law and criminal investigation could be considered in the future)
- CRJ 151.   White Collar Crime. 3 Units (this course could expand to include financial fraud via cyber and wireless network, money laundering)
- CRJ 163.   Leadership in Criminal Justice and Public Safety. 3 Units (this course should consider possible international components.)
- CRJ 170.   Human Trafficking and Slavery. 3 Units (This course already has international components)
- CRJ 172.   Comparative Criminal Justice Systems. 3 Units (already has International components)

Grad program curriculum

- CRJ 250.   Comparative Analysis of the Criminal Justice System. 3 Units (International components)
- CRJ 251.   White-Collar Crime. 3 Units (Globalization of crime and cyber/wireless financial fraud)

3. Advancing alumni relations

Even though there was an active Criminal Justice chapter of the California State University, Sacramento Alumni Association for many years during the 1990s and 2000s, this chapter slowly became less active after the passing of a key alumni member (who was also a part-time Criminal Justice instructor). Upon investigation, we found that officers of the chapter mentioned the lack of responsiveness and cooperation from the alumni association staff itself as one of the primary obstacles for holding timely elections and communicating with members, which made it difficult to generate participation at planned events.

Since the past program review, a few of Criminal Justice faculty have taken an active interest in working with the CJ chapter members. Unfortunately, the officers who had been in place for a number of years were no longer interested or able to remain active themselves, so it was evident that some type of transition needed to take place.

In the Summer of 2017, the Division Chair and senior faculty member were invited to meet with an Associate Dean regarding the Dean's strong interest in (re)activating all the departments' alumni chapters. With this additional encouragement and support, Division faculty reached out to potential alumni to consider running for a position in the Criminal Justice chapter of the Alumni Association. In addition, the Division Chair and a senior faculty member also met with

Alumni Association staff to learn more about the workings of the organization and to facilitate the election of a new board.

Eventually the Alumni Association disseminated an official call for nominations for members of the board and then conducted an election. A new board of officers was installed in the Fall of 2017. One tenured Criminal Justice faculty member was elected to serve as president of the chapter, which we hope will help both revitalize the chapter and renew and enhance connections between the Division and our alumni.

In addition, there have been two additional Criminal Justice program activities adopted in the past year that we anticipate should play a major role in helping us advance our relations with alumni – an official newsletter and a formal reception held each semester (beginning Fall 2017) for graduating seniors. Providing Criminal Justice alumni and current students with regular program updates through the newsletter (in addition to other forms of social media), and hosting an event explicitly designed to recognize and honor graduating seniors, should be instrumental in helping us rebuild and maintain our active alumni contact.

Faculty within the Division feel strongly about the importance of maintaining ongoing relations with our graduates, and have developed several ideas for collaborative projects that we'd like to pursue, including:

- Have alumni serve as guest speakers in current classes
- Develop alumni support for and involvement in the local chapters of the CJ student organizations
- Establish service-learning and internship placements in alumni professional agencies
- Facilitate sharing of employment and professional association opportunities for current students in alumni agencies and organizations
- Provide alumni with opportunities to help support special program initiatives such as scholarships for out-of-state internships and study abroad, faculty development
- Dedicate a section of the newsletter for an "alumni profile"
- Engage in collaborate research and service projects with our alumni
- Form formal relations between our Center for Justice Policy Studies and in-service alumni for the purpose of conducting program evaluations, policy studies, special training
- Recruit undergraduate alumni for participation in graduate studies
- Ask alumni to speak at graduating senior receptions and other special events
- Recognition of distinguished alumni on the CJ "Wall of Fame;" see Appendix G
- And more…

Given findings collected in the most recent alumni survey (Summer 2017), it appears we do have an interested and supportive base of alumni from which to draw. The findings also suggest a level of alumni satisfaction with knowledge and skills they successfully developed in the program that provides valuable program feedback. One of the highlights of this report was that 93% of the respondents indicated being "satisfied" or "very satisfied" with their overall experience in the major. In addition, the numbers who reported the CJ curriculum as either "sufficiently" or "considerably" helpful in the development of the following knowledge and skills include:

- Critical thinking: 93%
- Ethical reasoning: 92%
- Problem solving: 84%
- Intercultural knowledge: 76%
- Integral learning: 91%

As we improve our ability to keep track of our alumni over time, we'd like to conduct ongoing assessments of views on how well their educations prepare them to meet current challenges in their professional, as well as family and civic lives. We can also solicit ongoing recommendations for how to more closely align the knowledge, skills and values emphasized in the program with the demands they are facing in these complex modern environments.

4. <u>Internationalization of the Curriculum</u>

During the 2016-17 academic year the faculty engaged in a series of discussions around the potentials for prioritizing the internationalization of the curriculum within our undergraduate and graduate programs. Given early support from the majority of the faculty, a committee was formed and tasked to draft a proposal for how to systematically include comparative, international and global content, perspectives, exercises into our curriculum, as well as ways to advance opportunities for study abroad, visiting scholar and international student relations. Below is a recommended timeframe, prepared by the International Education Committee, for the implementation of international perspectives and activities into our program.

a. **Short Term Plan**
   - Establish a Standing Committee of International Education (Done)
   - Develop annual international colloquium series
     - First Colloquium was held in the Spring 2017
     - Second in series was done in the Spring 2018)
   - Enhance current course offering with international components
     - Identify courses with international and comparative focus
     - Identify courses that have potential to add international components (See highlighted courses with specific notes in attached document)
   - Offering a Summer Overseas Study Course(s) in the summer 2019
     - Faculty and student surveys were done
     - Identifying courses, faculty instructor(s) and foreign institution, city/country is pending

b. **Middle term plan**
   - Develop new courses in response to global emerging crimes and criminal justice strategies. The possible courses for consideration may include:
     - Forensic accounting, cyber security, forensic computer technology
     - Investigation of transnational crimes
     - International laws, human right law, extraterritorial jurisdiction and collaborating mechanism in criminal investigation
     - Restorative justice model

- o Victimology
- o Forensic psychology and police investigation, courts and corrections.
  - Develop a certification program on Victim Advocacy and Assistance.
  - In collaboration with other units on this campus, create a certificate program "International Leadership in Justice and Legal Studies"
- Explore alternative structure, mechanism and venue other than CCE to carry out these activities
- Identify resources or sponsorship to fund faculty/students trip to abroad as part of international CJ education program
- Establish partnership with UN (ICC, ICP, Interpol, Europol, UNODC), EU, ASPEC or other INGOs affiliated agencies for student internship opportunity
- Establish educational partnership with International educational organizations such as Inter-University Consortium, Academic Council of the United Nations System etc. to allow our students take regular or summer courses with transferable credits
  - Establish a Center/Institute for International Leadership in Justice and Legal Studies (need faculty approval)
  - Recruitment of international students
  - Increase recruitment for visiting international scholars

c. Long Term Plan
- Develop online undergraduate and graduate degree in CJ and Legal studies.
- Establish a scholarship for international internship
- Explore the possible development of doctoral program in victimology (with partnership with victimology faculty at Fresno State University), and/or explore the possible development of an inter-disciplinary, "justice focused" doctoral program in Integral Justice & Global Studies (in collaboration with interested CSUS faculty from departments such as psychology, sociology, social work, education, government, public policy and administration, etc.)
- Explore and develop joint undergraduate/graduate degree programs in Criminal Justice or administration of CJ with foreign universities for English immersion education (lower division courses in native language and upper division program in English)

Part 2B: CREATE BENCHMARKS TO EVALUATE IMPLEMENTATION EFFECTIVENESS

Below are four tables containing ideas provided via a full-faculty collaborative exercise to identify indicators and measures of success for special program initiatives.

Success Indicators & Measures: How will we know, as we begin to implement these four initiatives, if they are moving us closer toward the goals we've identified in our strategic plan?

- • = Activity to look for to reflect success (indicators)
- ✓ = How to access impact of activity (measures)

Increase faculty hires: Here are some ways we will know if, and methods we can use to assess the extent to which new faculty hires help us:

Goal #1 …*prepare students as critical thinkers and problem-solvers*	• If the new hires help reduce class size then we could look for more advanced critical thinking exercises ✓ See if Division's course learning objectives call for demonstration of higher order thinking skills (check syllabi) • If new hires have knowledge of and commitment to building higher order thinking skills ✓ Build standardized question into job candidate interviews
Goal #2 …*enhance faculty opportunities for scholarly and creative activity*	• Increased number, as well as cultural and disciplinary diversity of new faculty should lead to increased opportunities for collaborative scholarship & creative activity ✓ Survey faculty, review vitae to determine if there's an increase in number of collaborative, inter-disciplinary projects ✓ Develop and maintain running list of faculty areas of expertise (compare before and after new hires)
Goal #3 …*support faculty service to university and professional communities*	• Greater number of tenure-track faculty should produce greater representation on committees and in prof. communities • More faculty will be eligible for program committee service which may free-up other faculty to be more involved in University and professional community service and projects ✓ Survey faculty, review vitae, compare committee list
Goal #4 …*improve program visibility and impact*	• New tenure-track faculty will likely be eager to engage in university and community research, projects and service; this should increase impact ✓ Survey faculty and community collaborators, review vitae, keep track of media citations of faculty as local/national/international experts

Update our curriculum: Here are some ways we will know if, and methods we can use to assess the extent to which an updated curriculum should help us:

Goal #1 …*prepare students as critical thinkers and problem-solvers*	• Create new courses that intentionally provide students more opportunities to learn and practice CT and PS • Build in opportunities for students to practice a few consistent models of skill building (evaluated with same rubrics) throughout program (from freshman to senior through graduate students) ✓ Review course descriptions & syllabi to see if greater # of course learning objectives call for demonstration of higher order thinking skills ✓ Examine program assessment scores for improvements in CT & PS skills
Goal #2 …*enhance faculty opportunities for scholarly and creative activity*	• Revised/updated curriculum may provide opportunities for faculty to experiment with new pedagogical practices & engage in scholarship on teaching and learning • Should see an increase opportunity for faculty to teach in their areas of expertise and deepen own knowledge which could lead to more scholarship and creative activity in their areas ✓ Survey faculty for input, review vitae
Goal #3 …*support faculty service to university and professional communities*	• Providing updated curriculum offerings improves the quality and value of our educational services ✓ Track student enrollment into program overall, and "revised" or "new" course offerings specifically ✓ Survey faculty to see if there's an increased representation on committees, community boards and prof. organizations that address emerging issues in the field
Goal #4 …*improve program visibility and impact*	• If curricular revisions include more service-learning courses and internships, this should produce greater regional visibility & impact • New courses could attract more international and out-of-state students ✓ Review syllabi for s-l exercises, survey internship coordinator and agency supervisors, student and faculty participants ✓ Track geographic location of students over time

Advance Alumni Relations: Here are some ways we will know if, and methods we can use to assess the extent to which improved alumni relations should help us:

Goal #1 …*prepare students as critical thinkers and problem-solvers*	• See if successful alum come back and encourage current students to put in the hard work that it takes to build higher order learning skills • Gather case studies from alumni that can explain how their advance CT & PS skills have helped them secure & succeed in professional (as well as civic and personal) life ✓ Assess effective mentoring relations between alumni and current students ✓ Alumni, student and faculty surveys

Goal #2 ...*enhance faculty opportunities for scholarly and creative activity*	• Increased research and creative activity collaborations with in-service alumni & agencies • Better relations with alumni should allow us to conduct more extensive alumni surveys for research (and program development) purposes ✓ Survey faculty, alumni, community partners
Goal #3 ...*support faculty service to university and professional communities*	• Better relations with alumni can assist faculty serve current students' needs for internships, career exploration and employment opportunities ✓ Survey faculty, alumni, current students to see if sharing knowledge and expertise ✓ See if current students find alumni assessment of agencies professionalism useful for own job search
Goal #4 ...*improve program visibility and impact*	• Increased knowledge of alumni activities will help us share their successes – increasing our visibility & impact • Greater faculty, student & alumni collaborations should produce greater activity within community ✓ Include "visibility & impact" questions in alumni and community surveys

Internationalize the Curriculum: Here are some ways we will know if, and methods we can use to assess the extent to which internationalization of our curriculum should help us:

Goal #1 ...*prepare students as critical thinkers and problem-solvers*	• Increased exposure to other cultures, international & global practices & worldviews should significantly help build students' perspective-taking, CT & PS skills ✓ Measure impact via program assessment of critical thinking skills
Goal #2 ...*enhance faculty opportunities for scholarly and creative activity*	• Increased faculty involvement in cross-border travel, study and projects should increase the # of international publications, grants, professional connections ✓ Review faculty publication records/survey faculty to assess degree of international work
Goal #3 ...*support faculty service to university and professional communities*	• Increase international & global work & collaborations should provide increased avenues & opportunities for service & professional associations ✓ Survey faculty ✓ Greater representation of CSUS CJ faculty membership in international sections and associations
Goal #4 ...*improve program visibility and impact*	• Expanded audience to address with research, writing, collaborative projects should improve visibility & impact • Program can host more international events, faculty can engage in more cross-border research and service and create formal relations with international colleagues, universities, institutes ✓ Survey faculty to see if called on more frequently for expertise on comparative and international issues by media, public and private agencies ✓ Assess number of formal relations with international universities and institutes

In addition to an assessment of the extent to which more traditional department practices are helping us address specific program goals, so are our two Division centers and special programs. For example, here are just a few ways of how the activities of the Center for African Peace & Conflict Resolution, the Center for Justice Policy Research and the Law Enforcement Candidate Scholars program is helping us align with all four Division goals:

- All three programs add value in terms of faculty-student engagements, student co-curricular activities via the respective program conferences, seminars, and workshops, increasing the visibility of our programs, additional resources via grants and other sources of funding, and faculty professional development activities
- The programs were the vision and creations of CJ faculty members. Further, CAPCR contributes to the division's goal to internationalize the curriculum via its annual spring Africa conference and fall Distinguished Lecture series; these programs are free/open to the campus community, and several CJ faculty members require or encourage their students' participation and submission of reflection papers for attending
- Many of our recent faculty candidates referenced CAPCR or CJPR as having elevated their interests to apply to our program
- CJPR has received many grants with students participating as paid research assistants, or being placed in agencies for internships or class projects
- LECS students are guaranteed employment with the Sacramento Police Department or California Highway Patrol upon successful graduation from the program

Overall, these programs promote student success and enrich their learning, support faculty professional development, and increase Division as well as University profiles in the community.

Assessment Information from International Education Committee:

Several resources presently exist to assist with assessing global learning outcomes. For example, the American Association of Universities and Colleges have two specific VALUE rubrics that are recommended for this use by the Sacramento State Global Engagement Handbook (12/2016 draft). Both of these rubrics fall under the "personal and social responsibility" section of general educational outcomes, and are quite consistent with Division learning goals discussed above. The two recommended rubrics cover:

- Intercultural Knowledge and Competence
- Global Learning

If, for example, the Division of Criminal Justice wanted to assess the learning experience of a student study abroad aspect of our international education program, we could draw from and adapt the "global learning" rubric to help define learning goals, expected outcomes and assessment approaches that would be most appropriate for our students and program learning goals. Based on the AAC&U "Global Learning" VALUE rubric, an adaptation to our Criminal Justice program could look something like:

- Learning goal:

- To generate new knowledge about justice systems and processes within the United States and at least one other country
- Expected outcomes:
  - Students can demonstrate a deeper knowledge of the historical, political, scientific, cultural and socioeconomic interconnections between the United States and another country's (or countries) justice system(s)
  - Students can describe some of the contested assumptions and intellectual debates relevant to some aspect of criminal justice policy and/or practice in the U.S. and the other country they studied
  - Students can describe how the foreign country's justice system compares with the justice system in the United States
  - Students can pose critical questions about power relations and dynamics of a current, internationally relevant justice-related challenge
- Assessment Approaches:
  - Pre-/post-test essays, as well as other types of assessments could be used to assess mastery of defined learning outcomes
  - Exams and assignments could require students to:
    - Compare and contrast critical issues and elements of the U.S. an international justice system
    - Evaluate the relative strengths of a justice policy or practice from the two countries according to Integral Justice criteria (i.e., to what extent does the policy or practice address changing *mindsets, behaviors, culture and systems?)*
    - Prepare a critical, evidence-informed argument that defends the relative strengths of one country's justice policy or program over the other's
    - Assess the extent to which one country's crime/justice policy is informed by current theory and evidence
  - Portfolios could be used to document learning throughout the duration of students' course of justice studies (from freshman through senior years).
  - Focus group and/or in-class discussions could be captured and content-analyzed to determine changes in students':
    - Content knowledge: Understanding of key theories, concepts, principles, research and practices covered within their criminal justice coursework.
    - Skills: Mastery of key writing skills (e.g., basic essay, legal brief, critical argument), critical thinking and reflective judgment, ethical reasoning, applied problem-solving, leadership.
    - Values: Understanding and appreciation for the importance of practices such as perspective-taking, evidence-informed decision-making, life-long learning, personal and professional growth development, etc.

Part 2C: IDENTIFY RESOURCE AVAILABILITY

Internationalization of Criminal Justice Curriculum on Funding Opportunities:

- CCE generated funding
- HHS professional development funding
- The 50th anniversary fundraising for international scholarship
- Campus funding sources for student academic activities
- External funding sources
- Create a fellowship for international/transnational research and teaching activities
- Additional funding sources: See Sacramento State's Draft Global Engagement Handbook to a wide range of funding avenues to explore.

Others Funding Opportunities

Four additional areas we plan to pursue to secure resource availability for the special activities identified include:

1. More faculty grants and more return of indirect to the Division; this promotes faculty professional development and provides a source of additional revenue to the Division
2. Fundraisers/donation: Increase the donations to scholarships, general revenue and other program/faculty developments needs via alumni giving, support from partner publishers, campus fundraising/capital campaign, and other solicitations. Special fundraising campaign planned for the Criminal Justice 50th anniversary.
3. Program fees: The annual Law Forum vendor registration, and exploration of new certificate program via CCE and for fee.
4. Business Sponsorships of the annual Criminal Justice Convocation and CJ newsletter

Focusing our attention on these four areas is helping us develop and implement specific strategies designed to advance the goals identified in the Division's strategic plan. This, in turn, should allow us to more effectively align all of our program activities with the values, vision and goals of the Division, as well as those set forth by the College and University.

CONCLUSION

As we reflect on what we've already learned from this process, we'd highlight the following programmatic strengths:
- We have a robust inter-disciplinary faculty body coming from a wide range of both traditional disciplinary as well as applied fields of study and practice (i.e., Criminology, Political Science, Psychology, Sociology, Criminal Justice, Mediation and Conflict Resolution, etc.), who regularly demonstrate outstanding performance in the areas of educational effectiveness, research and scholarly activities and service
- We have a strong curriculum that covers core Criminal Justice content, and includes a valuable focus on community-oriented programs, practices and perspectives

- Our undergraduate advising is quite solid, efficient, and prepared to advance
- Students have a wide range of extra-curricular opportunities available, including pre-professional organizations, internships and scholarships
- The Division's two centers (CAPCR and CJRP), in addition to special programs and activities (i.e., LECS, MILE, annual convocation, senior reception, Critical Faculty Dialogue series, etc.) afford students and faculty a wide range of valuable research, service and community collaborative opportunities
- The Division is very efficient, contributing a significant share of FTE to the College and University

Other lessons which have been reinforced through this process include:
- The critical role of assessment for curriculum development and pedagogical practices
- The importance of having clearly articulated goals, as well as indicators of effectiveness in our strategic planning document
- The value of taking the extra time to make this self-study process extremely "participatory"
- The need to focus additional attention on the development of our graduate program and provide the necessary support to faculty committed to providing students with these advanced learning experiences

Some of the main ways we plan to address future needs include the creation of:
- An undergraduate Curriculum Review Work Group
- A Graduate Program Task Force
- A Criminal Justice Advisory Committee/Board
- Engage the new Strategic Plan and Policies Committee
- Continuous hiring of new faculty as needed
- Recognition of distinguished Alumni

In conclusion, given that the Division has used this self-study to conduct a very collaborative, broad and deep analysis of the effectiveness of past and current program practices, we now seem well-positioned to begin the next phase of addressing identified weakness and building on our strengths. We feel confident that we've managed to provide a level of detail, as well as honest self-critiques, to allow the external and internal review teams to get a good sense of our past performance, current status and future plans, that will justify positive recommendations of our programs. Ideally information contained in this document will provide other reviewers a solid foundation upon which to initiate their own analyses. We look forward to receiving their findings and unique insights, knowing the value these recommendations offer for continuous program improvement.

APPENDIX A

ASSESSMENT TABLES

Table 2.1: Summary of Program Assessment in the Current Program Review Cycle

Academic degree programs	Developed assessment plan?	Updated the assessment plan?	Developed PLOs?	Developed standard for PLOs?	Explicitly assessed formal PLOs?	Collected program data?	Used data for improvement?	Previous fall enrollment? (Fall 2017)	External accreditation?
B.S. Degree Programs:* **-** **Traditional & -Online degree completion (CCE)**	Yes, PLO to assess by year & when to respond to findings	Yes, although not as strategically as plan to for this next round	Yes, these were in place early & have remained fairly consistent	No, didn't have baseline data to determine (in process for next cycle)	Trad: Yes, for each year of review CCE: No, not formal Division PLOs (Did look at other indicators in some years)	Yes, for some years	Trad: Yes, to some degree; got better over time (& still major area for future improvement) CCE: NA	Trad: 1,503 CCE: 109	No
M.S. Degree Program	Yes, general plan of PLOs to assess	Yes, as received more guidance/ direction from CSUS Office of Grad Studies	Yes, aligned with other graduate programs across campus	Yes, for some years	Yes, for AY 2017-18 & 2013-14	Yes, for some years	Yes	23	No

Info in table completed by:
Undergraduate information: 2017-18 APD Committee Members (Drs. L. Lee and J. Singer co-chairs)
Graduate information: APD co-chair (Lee) from info provided by current, past and in-coming grad program coordinators (Drs. Sue Escobar and Yvette Farmer)

Table 2.2A: Inventory of *CRJ TRADITIONAL Undergraduate Programs*
Educational Effectiveness Indicators for Program Learning Outcomes

Year of assessment	PLO assessed?	What data used to grant degree (other than GPA)?	Criteria for assessing PLOs?	Findings?	% of students meeting expectations	Who interpreted evidence?	How were findings sometimes used?	Data of last program review?
2017-18	Integration & Application; Self-study report	Successful completion of all course requirements	Program-designed rubric	Analysis still in process	NA (no baseline data to determine standard)	Will be used by APD committee members, division chair, faculty	To help understand program performance & conduct self-study	2011-12
2016-17	Program efficiency indicators	Same as above	NA	Variable/ evidence of efficiency throughout	Same as above	Same as above	To improve efficiency of components of program	
2015-16	Communication (oral & written)	Same as above	AAC&U VALUE rubric +	2.5 (out of 4.0)	Same as above	Same as above	To understand program performance & make changes	
2014-15	Ethical reasoning	Same as above	Same as above	2.5 (out of 4.0)	Same as above	Same as above	Same as above	
2013-14	Ethical reasoning	Same as above	Same as above	2.5 (out of 4.0)	Same as above	Same as above	Same as above	
2012-13	Critical thinking	Same as above	Same as above	2.6 (out of 4.0)	Same as above	Same as above	Same as above	

Info in table completed by:
2017-18 Assessment and Program Committee Co-Chair (L. Lee) & Members

Table 2.2B: Inventory of *CRJ CCE B.S. Online Degree Completion Program's*
Educational Effectiveness Indicators for Program Learning Outcomes

Year of assessment	PLO assessed?	What data used to grant degree (other than GPA)?	Criteria for assessing PLOs?	Findings?	% of students meeting expectations	Who interpreted evidence?	How were findings sometimes used?	Data of last program review?
2017-18	Working on comprehensive assessment plan	None	NA	NA	NA	NA	NA	Never, first formal review?
2016-17	Data collected from alumni & administrative personnel	None	NA	NA (Alumni data briefly reported on in CCE template for this year – discussed in report)	NA	NA	NA	
2015-16	Faculty and student surveys	None	NA	NA (same as above)	NA	NA	NA	
2014-15	None	None	NA	NA	NA	NA	NA	
2013-14	None	None	NA	NA	NA	NA	NA	
2012-13	None	None	NA	NA	NA	NA	NA	

Info in table completed by:
2017-18 Assessment and Program Development Committee Co-Chair (L. Lee) and reviewed by CCE Program Coordinator (T. Croisdale)

Table 2.2C: Inventory of *CRJ **Graduate Program*** Educational Effectiveness Indicators for Program Learning Outcomes

Year of assessment	PLO assessed?	What data used to grant degree (other than GPA)?	Criteria for assessing PLOs?	Findings?	% of students meeting expectations	Who interpreted evidence?	How were findings sometimes used?	Data of last program review?
2017-18	PLO #3= Oral communication skills	Successful completion of coursework + thesis or project	Oral defense of theses (AAC&U VALUE rubric)	Not yet available	NA	Grad committee	NA	2011-12
2016-17	Grad committee discussed program revisions & surveyed students	Same as above	NA	NA	NA	NA	NA	
2015-16	Grad committee revised CRJ Division's graduate PLOs & developed curriculum map	Same as above	NA	NA	NA	NA	NA	
2014-15	PLO assessed unclear	Same as above	NA	NA	NA	NA	NA	
2013-14	PLOs #2 & #6 = Integrate and apply research & CRJ field knowledge	Same as above	Review of 5 grad student theses	Info not available	Info not available	Grad committee?	Info not available	
2012-13	Reviewed and adopted new grad program PLGs & PLOs; aligned with Title 5	Same as above	NA	NA	NA	NA	NA	

Info in table completed by:
2017-18 Assessment and Program Development Committee Co-Chair (L. Lee) from information provided by Grad Program Coordinator (S. Escobar)

Table 2.3A: Comprehensive Assessment Plan for Division of Criminal Justice Undergraduate Programs

Overarching Program Learning Goal	PLOs?	Which courses assessed?	Which years & how often?	How data collected?	Data collection tools?	How & by whom data collected?	How will data be reported & standard of performance	Who will analyze data?	Who will use the data for what?
Competency across the discipline	Comprehensive core CRJ content exam: **-** Justice processes **-** Crime and justice theory **-** Law enforcement **-** Law adjudication **-** Corrections **-** Research methods	Senior capstone (CRJ 190) to begin with; possibly add lower division course (CRJ 101 or CRJ 102)	Each year; once per academic year in the fall semester	Course-based objective exam (5% of course credit for successful completion) (web-based administration)	Standardized criminal justice field exam (for valid and reliable internal and external benchmarks)	Course-based; students directed to online link; Division's APD Committee oversees	Aggregated for program assessment; disaggregated for student and instructor use; compare within program and with others in discipline	Exam administrator & Division's APD Committee	Division faculty for course & program development; Students for standardized feedback on academic progress within and across CRJ programs & for personal & professional growth

Info in table completed by:
Undergraduate information: 2017-18 APD Committee Members (L. Lee & J. Singer co-chairs)

Table 2.3B: Comprehensive Assessment Plan for Division of Criminal Justice Graduate Program (DRAFT/Proposed)

Overarching Program Learning Goal	PLOs?	Which courses assessed?	Which years & how often?	How data collected?	Data collection tools?	How & by whom data collected?	How will data be reported & standard of performance	Who will analyze data?	Who will use the data for what?
Competency in the discipline	Disciplinary Knowledge Communication Critical Thinking/Analysis Information Literacy Professionalism Intercultural/Global Perspectives	NA	Each year; once per academic year	Graduate theses and oral defenses, student papers, etc.	Modified or full VALUE rubrics	Graduate Coordinator & Grad Committee members will develop strategy for assessing each PLO	Aggregated for program assessment; disaggregated for student and instructor use; compare within program and with others in discipline	Grad Coordinator & Grad Committee Members	Division faculty for course & program development

Info in table completed by:

2017-18 APD Committee Members (L. Lee & J. Singer co-chairs) based on general discussions and information provided by past, current and in-coming grad coordinators (S. Escobar and Y. Farmer)

Table 2.4A **DIVISION 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.

Undergraduate Program Learning Goals (and Outcomes)	Baccalaureate Learning Goals

I.   Competency in the Discipline
Criminal justice majors will develop and demonstrate competency by examining the causes, consequences and societal responses to crime and disorder. Based on the guidelines contained in our discipline's major professional body (The Academy of Criminal Justice Sciences), the curriculum content to which students are exposed includes the following areas:
  A. Criminal justice and juvenile justice processes (law, crime, and the administration of justice)
  B. Criminology (the causes of crime, social responses to crime, typologies, offenders, and victims)
  C. Law enforcement (police administration, crime investigation, leadership, problem-oriented policing, community policing, police and community relations, planning, ethics, and the legal use of discretion)
  D. Law adjudication (criminal law, prosecution, defenses to crimes, evidence, legal procedure, court procedure, alternative dispute resolution)
  E. Corrections (incarceration, treatment and legal rights of offenders, community-based corrections, restorative justice)
  F. Research and analytic methods (quantitative, qualitative, and mixed-methods research)
II.   Intellectual and Practical Skills
  A. The criminal justice major at Sacramento State will be expected to *think critically*.
  B. The criminal justice major at Sacramento State 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 Sacramento State will be expected to demonstrate the capacity for *ethical reasoning*.
  B. The criminal justice major at Sacramento State will be expected to understand the importance of, and have a plan for various methods they can use to engage in *lifelong learning*.
  C. The criminal justice major at Sacramento State will be expected to demonstrate an understanding for the importance of cultural/global awareness, sensitivity and respect for diversity.
  D. The criminal justice major at Sacramento State will be expected to understand the importance of community citizenship, civic-mindeness and social responsibility.
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 Sacramento State general education and major curricula by doing the following:
Proposing a reasonable approach to *solving a complex contemporary problem* relating to the causes, consequences and/or societal responses to crime and disorder.
	I. Competence in the Disciplines: The ability to demonstrate the competencies and values listed below in *at least one major field of study* and to demonstrate informed understandings of other fields, drawing on the knowledge and skills of disciplines outside the major.
	
	II. Knowledge of Human Cultures and the Physical and Natural World through study in the *sciences and mathematics, social sciences, humanities, histories, languages, and the arts*. Focused by engagement with big questions, contemporary and enduring.
	
	III. Intellectual and Practical Skills, Including: *inquiry and analysis, critical, philosophical, and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving,* practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.
	
	IV. Personal and Social Responsibility, Including: *civic knowledge and engagement—local and global, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning* anchored through active involvement with diverse communities and real-world challenges.
	
	V. Integrative Learning, Including: *synthesis and advanced accomplishment* across general and specialized studies.
	
	All of the above are demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Table 2.4B: Graduate Program Learning Goals & Objectives (Aligned with Title V)

Filled out by APD Committee co-chair (L. Lee)
with information from Grad Program Coordinator (S. Escobar)

Goal/Objective	Outcome (Assessment Components)
Independently apply critical and original analysis to issues and research in the field of Criminal Justice	Demonstrate the ability to critically asses Criminal Justice problems, research and policies
Integrate knowledge to understand and apply research methodology to criminal justice problems and decision making.	Use theoretical and research-related ideas to comprehend Criminal Justice issues and determine appropriate practices
Conduct original independent and/or critical research and evaluations.	Demonstrate the ability to use appropriate scholarly resources and design appropriate scholarly research in order to understand Criminal Justice problems and programs
Demonstrate competency, originality, and critical analysis in writing.	Demonstrate the ability to express Criminal Justice ideas in a scholarly way
Demonstrate the capacity to critically assess and develop innovative approaches in pursuit of a just and effective criminal justice	Demonstrate the ability to incorporate appropriate knowledge in developing strategies to resolve emerging Criminal Justice issues
Demonstrate the capacity to integrate knowledge of the field of Criminal Justice.	Master advanced knowledge in the Criminal Justice field including the ability to identify how key concepts are related to one another

Table 2.5 *Division of Criminal Justice Curriculum Map*

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 series = Beginning Graduate Courses	+++	+++	+++	+++	+++
CRJ 500 series = Advanced Graduate Courses	++++	++++	++++	++++	++++

Table 2.7: Summary of Undergraduate Program Annual Assessments Studies & Results
(AY 2012-13 through 2017-18)

Academic year	What measured	How measured	Results
2012-13	Critical Thinking	Written response to policy scenario w/data ("3 strikes") (Rubric = Adaption of Critical Thinking VALUE Rubric)	Average (2.65 out of 4)
2013-14	Ethical Reasoning	Written responses to ethical dilemma essays (Modified version of Ethical Reasoning VALUE rubric)	"students score well against ethical reasoning rubric"
2014-15	Ethical Reasoning	Written responses to ethical dilemma essays (Modified version of ER VALUE rubric)	Average (2.3 out of 4)
2015-16	Communication • Written	Written argument (marijuana laws) (CJ Critical Argument Rubric)	~68% 2 or > (out of 4)
	Communication • Verbal	Individual interviews (VALUE rubric)	100% scored 2 or > 75% 3 or > (out of 4)
2016-17	Efficiency & Long-Term	Range of program data (e.g., grad rates, advising, etc.)	Satisfactory, but indicators not clearly defined
2017-18	Integration & Application	Ability to apply elements of argument to professional talks via online survey (Adaption of CJ's "Critical Argument" rubric + Integral Justice model); design of next long-term plan	Data analysis still in progress

Center for African Peace and Conflict Resolution (CAPCR)
Input for Division of Criminal Justice Self-Study
March 2018

General Information about the Center's Mission and Scope:

The CAPCR was established in 1996 at California State University, Sacramento, to provide conflict resolution and reconciliation services for agencies, governments, institutions, businesses, civil society and community organizations and other groups through training, education, research, and intervention. CAPCR develops curricular/materials and provides training on mediation, negotiation, arbitration, and other conflict resolution services for governmental and nongovernmental organizations, businesses, community groups, public and private agencies, educational institutions and allied professional associations (in US/Africa).

The Center has an advisory Board. Its current members are:
Dr. Ernest Uwazie, Director & Board Ex-officio, Division of Criminal Justice
Dr. Marlyn Jones, Associate Director, Division of Criminal Justice
Dr. Michael Walker, Secretary, Department of Anthropology
Dr. Sylvester Bowie, Division of Social Work
Dr. Jessie Gaston, Advisory Board, Chair, Department of History
Dr. Data Barata, Department of Anthropology
Dr. Elizabeth Mukiibi, Women Studies

To what extent does CAPCR's mission and activities align with or support the CJ strategic plan goals identified in Section 3 of the Self-Study?

Summary of Activities:
        CAPCR has always been dedicated to both strong campus programming and strategic community (including international) partnerships. CAPCR's signature events are the Annual Africa/Diaspora Conference, Peace Awards Dinner, Distinguished Lecture Series and the summer conflict resolution-training programs. All these events are open, and some are free to students and the wider campus community. It is worth noting that most of the participants at the annual Africa conference and Distinguished Lecture are students, some faculty as well as community members. The mission and activities of CAPCR closely reflect the university, college and division values and goals to "educate 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.
Division's Goal #1: To prepare students as critical thinkers and problem solvers in a diverse and dynamic community and global society.

CAPCR's mission aligns with the global engagement and community outreach of the University and Division, through its annual Africa conference at CSUS, family mediation and cultural adjustment services for African immigrants, and the Summer Conflict Resolution Workshop at CSUS for both community and other participants. Specifically CAPCR' work enhances Goals 1, 2 and 4 of the Division's Strategic Plan. CAPCR is also a co-sponsor of the annual CJ Convocation, as also cosponsors the annual Africa conference and peace awards.

Student Engagements:
        CAPCR also supports student leadership development and support via internship, conflict resolution training, and conference planning opportunities, sponsorship and hosting of international dignitaries and visiting scholars on campus, faculty development activities in/on Africa, outreach to area high schools and community colleges.

Annually, CAPCR provides student scholarship of $1000 to three (3) deserving students. Additionally, each year CAPCR hires a student assistant to assist with event planning and clerical work of the center. Dr. Uwazie, Director, has also introduced a course on conflict resolution to the department's course offerings. CRJ 116, Restorative Justice and Conflict Resolution is a General Education Area/Graduation Requirement: GE AREA D. The course examines concepts, principles, techniques of conflict resolution and restorative justice in contemporary US legal system, global peacebuilding, across cultures, and comparative justice practices. The centerpiece is a classroom simulation that introduces students to theoretic analysis and practical knowledge on resolution of conflicts and crime. It also addresses nonviolent responses to inter/intra state and community conflicts. Topics include negotiation, mediation, victim offender reconciliation, alternative dispute resolution (ADR), circle sentencing, transitional justice, peace treaty, transformative justice, intergroup dialogues, etc. The class draws from global, comparative cases and lessons on response to crime and violence.
Annual International Africa Diaspora Conference and Peace Awards:

CAPCR hosted the 26th annual International Africa & Diaspora Conference from April 27-29, 2017 on the theme of Peace, Power, and Vulnerability: Toward Social Justice in National and International Development". More than 500 students and faculty as well as some community members participated and benefitted from the conference. The Center will host the 27th Annual Africa Diaspora Conference addressing the theme: The African Peace & Security Architecture: Lessons, Challenges, and Opportunities from April 26 – 28, 2018. The conference culminates with the Annual Peace Awards Dinner.

During the Peace Awards, the Center recognizes individuals and/or organizations that have made impact in various aspects of peace and conflict resolution. The event also includes a keynote presentation. The President of the Republic of Ghana, H.E., Nana Akufo-Addo, President of Ghana will present the 2018 Peace Award keynote address.   The 2018 Peace Awardees are Hon. Simon Lalong, Governor of Plateau State, Nigeria; Mallam Yusuf Ali, Senior Advocate of Nigeria; Councilmember Rick Jennings, District 7, City of Sacramento; Rotary International of Greater Sacramento.

For the second time, as part of CAPCR's work on domestic violence education/prevention among African immigrants, the   2017 Peace Awards recognized couples whose communities

consider being exemplars or role models for practicing healthy marriages. Nominations are from and by various African community in Northern California. Of the six (6) couples who received awards in 2017, both members of one couple were CSUS alumni. Two hundred (200) people attended the event.

Fall Distinguished Lecture:
      The Distinguished Speakers Series in the fall brings a scholar or leader to deliver a campus-wide lecture on cutting- edge research or key contemporary policy issue. These lectures are open and free for students and campus community. The Center for African Peace & Conflict Resolution (CAPCR) hosted its 2017 Distinguished Lecture on October 19, 2017, from 1:30-3 p.m. in Ballroom 1. Visiting International Scholar, Professor Ebere Onwudiwe, a Distinguished Fellow of the Center for Democracy and Development-Abuja, and a member of the Board of Economic Advisers delivered the lecture to the Chief Economic Adviser of the President of Nigeria. He spoke on the theme of "The agitations for Biafra and political restructuring in Nigeria: Implications for peace and development." About 150 people, mostly students and some faculty members, attended the lecture.

In addition to the above listed programs and activities, CAPCR hosts international visiting dignitaries, scholars and graduate student researchers interested in the work of the Center. The Center has also published several books from its annual Africa conference, including a recent (2018) publication from its 2016 conference papers on "Peace and Conflict Resolution in Africa: Lessons and Opportunities." Through these opportunities, students are able to engage/interact with persons and attend events that enhance their exposure to global issues.
Briefly describe or identify possible pathways or a general roadmap for how your center can more fully help meet these strategic planning goals.

CAPCR's existing long-term plans dovetail with the strategic objectives of all institutional levels, and primarily, to encourage and enhance visibility and impact and to increase global engagements.

Despite playing an integral role in many contemporary issues, including the issue of terrorism, displaced populations, and ongoing conflicts, the continent of Africa is under-represented in the focus and curriculum of the University. However, CAPCR is recognized internationally and specifically in Western and central Africa where many high level legal professionals have close relationships with the Center. Similarly, several programs, such as in Nigeria, identify its mandate as originating from the training or interactions with the center. Additionally, through CAPCR sponsored programs such as Fulbright Hays, university and high school faculty from across the state have visited countries such as Rwanda, Ghana and Uganda, to build capacity to enhance their curriculum development. More targeted focus on the continent can be useful to develop partnerships. For example, the University of Ghana is among the universities available for students study abroad opportunities. Feedback from these students, indicate the value of such international experiences, as distinct from "travelling to Europe".

Peace Fellows Initiative:
      In the summer of 2017, CAPCR proposed and is developing, a new international program. The new program entitled, "The Africa Peace Fellows," is an advanced conflict

resolution certificate-training program designed to meet existing gaps in capacity building for transformative conflict resolution systems in Africa. Specifically, the Africa Peace Fellows initiative falls in the general context of The United Nations Sustainable Development Goals (SDGs) framework and the African Union Vision 2063. The United Nations intends that the 17 SDGs will transform the world by 2030.   The United Nations recognizes that violent conflicts have increased in recent years, with a few armed conflicts causing large numbers of civilian casualties. Therefore,   SDG 16 seeks to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Africa Union's Agenda 2063 is geared towards the Development of the African continent. The Africa Peace Fellows Initiative will work to build capacity for countries working to fulfill the United Nations Sustainable Development Goals 16 and the Africa Union 2063 development vision. As conceptualized and operationalized, the Africa Peace Fellows Initiative will help to build capacity for the university in general as both faculty and students will benefit, through the development of research opportunities, professional partnerships and exchanges with Peace Fellows as those persons move through the campus during their residential training.

Identify any resource needs that could assist your center meet these goals, as well as possible sources.

Funds from both internal and external sources, campus partnerships and co-sponsorships of programs, grants, fundraisers, fee for service/programs, and donations support CAPCR operations and programs. The CAPCR Director and Board members provide significant in-kind contributions. As stated earlier, CAPCR is exploring the prospects of a $25 million endowment at CSUS for the centers' long-term programming support via its new Africa Peace Fellows initiative. The proposed endowment is expected from contributions from individuals, businesses, corporations, and other fundraisers in both US and Africa as well as Europe. We have requested the assistance of the office of University Advancement for development of the marketing materials and fundraising plan for the endowment, including request to be included in the ongoing university comprehensive campaign.

Summary

In over 22 years, CAPCR has successfully sponsored meaningful and strong trainings and speakers to the university to add to the learning experience of students and to enhance faculty professional development.

CAPCR's emphasis is on training and retraining in intractable and emerging public policy, governance, and commercial disputes. This type of program will be vital to both Sacramento State Students and our African participants, as we will be providing training that will address their needs as they enter into a global community. Several CJ and other campus faculty have participated in CAPCR programs in Africa, including the triennial ADR and Peace Studies summit in Africa, Fulbright Hays-Faculty professional development seminar in Africa, and campus programs. In addition to the further development of the Africa Peace Fellows, CAPCR will continue with its annual Africa/diaspora conference, Africa Peace Awards, student scholarship awards, summer conflict resolution, and the Distinguished Lecture, as well as provide mediation services as needed to our community partners. By so doing, CAPCR contributes to the internationalization initiative of the Division of Criminal Justice, and the

University's One World Initiative geared at producing world citizens. Second, through its engagement with, and support from, high level government agencies, CAPCR raises the status of the university, with for example, visit to the campus of the Rwandan President, the President of Ghana and other dignitaries. These and other opportunities enhance and expand student's learning opportunities. Finally, by hosting visiting scholars and student interns, CAPCR facilitates faculty-to-faculty, student to student, and student/faculty exchanges and capacity building. All these redound to the benefit of the university and its constituents, as well as the wider community.

Center for Justice and Policy Research

With the current level of funding, CJPR can work with many agencies and student researchers to provide the community (campus and local) with program evaluations that will help the Sacramento and surrounding areas to have better quality offender programs. The HHS Dean's office will continue to fund a student to work with the Family Justice Center, and we have a graduating master's student currently providing research analysis services to the FJC. We are also working with other agencies (Sacramento County Probation, Yolo County Probation, Man Alive, Adult Protective Services) to provide program evaluations with graduate student assistance. I also work with other faculty to look for private and smaller foundations as potential funding sources to help work with agencies that do not have funding. Large funding sources such as NIJ and DOJ are not feasible at this time for local program evaluations.

CJPR is currently meeting **Goal #1** by preparing undergraduate and graduate students to be real world researchers. This takes high levels of critical thinking and decision making.

CJPR is currently meeting **Goal #2** by involving several faculty in the college in active research in the community. Several faculty in Criminal Justice and Social Work have worked as PIs on different research studies. CJPR has met Goal #3 by helping to integrate both faculty and students in community research and public service. I routinely help faculty and students to find research projects that they can present in their regional or national professional society (such as ACJS and ASC). CJPR has been diligently working over the last two years to connect to numerous faculty and programs on campus as well as many agencies in surrounding counties and Sacramento county.

These goals could be better met (involve more faculty, students and agencies) with better funding sources. I am working right now to change the structure of CJPR to involve more outside agencies and faculty on being able to serve more of the community and to undertake larger and more important projects. This involves more available funding from the university, more involved faculty, and a pipeline of students who are interested in research. This will involve expanding CJPR's mission to include trainings and workshops. This will allow those faculty and students who are not as focused on research to be involved with CJPR. We can also focus on being able to present hands-on help to agencies in the community. CJPR will look to pair with an international agency or agencies to broaden the scope of work. This is in line with the division and college's strategic plan to internationalize the curriculum. I am currently going to Rome, Italy to present with a panel of colleagues (and my graduate student, Faith Johnston) to a UN conference. I am hopeful that this will allow us a broader and more global avenue of study.

Law Enforcement Candidate Scholars' (LECS) Program

Criminal Justice Self-Study
Focused Inquiry (due Dec. 15, 2018):

1) Develop plans for how to engage in ongoing program development in a way that will help us more closely align our identified goals, vision and values with specific activities to include:

   a. Identify priorities for **implementation of the strategic plan**, with emphasis on:
   ii. ***internationalization of the curriculum***

We live in a nation that is an essential leader in the global community, because collectively we are socially, culturally, economically, politically and technologically dependent upon other nations. For the global community to succeed, greater leadership, diversity, inclusion and innovation are required where these tools often function in higher education platforms. The Law Enforcement Candidate Scholars' (LECS) program at Sacramento State already addresses international issues using learning domain workshops that inculcate leadership, structure, preparedness, responsibility and many other practical and hands on training applications necessary to succeed in a global society.

The LECS curriculum impacts students' preparation as critical thinkers and problem solvers in a global society by providing academic and career readiness learning modules and an Academic Internship/field experience that mirrors the value of interpersonal and intercultural knowledge and competence. In addition, the LECS program speaks to important 21st century issues such as recruitment and hiring from underrepresented communities needed to reflect a diverse and dynamic population. Because strengthening recruitment and hiring in traditional law enforcement agencies builds trust between police and communities to create a more educated and culturally competent law enforcement workforce.

To further internationalize the LECS program and its curriculum, the LECS program proposes to do an international exchange with foreign countries that have similar law enforcement operational procedures found in US policing. The idea of an exchange program gained momentum after Ms. Hanjing Chen, a visiting professor from the Fujian Police School in China came to Sacramento State in 2016 as a guest of Criminal Justice Professor Xin Ren. Soon after, Professor Ren referred Professor Chen to Dr. Shelby Moffatt, Director of the LECS program. Dr. Moffatt shared his vision of the LECS program with Professor Chen, who attended LECS workshops and visited with the partnering police agencies to greater comprehend the LECS experience.

Impressed by the success of the LECS program and the attention it brought to Sacramento State, Prof. Chen expressed real interest in an exchange of students, faculty and staff between Sacramento State and her police college in China. In addition, Professor Chen and Dr. Moffatt discussed how research on the efficacy of the LECS program could improve outcomes for US students along with qualitative first hand perspectives of students to the Fujian Police School in

Fujian Province. This professional development travel opportunity can be used to create a pilot International Career Readiness/Leadership Training summer exchange program for Sacramento State LECS students who can leverage their international experience and perspective when they enter a law enforcement academy and later take on future leadership roles in society.

The expectation of the LECS programs' partnership with the law enforcement agency is to provide innovative opportunities for LECS students to gain both practical law enforcement and international experience. In fact, the concept of exchange in law enforcement has been in existence for some time. For example, members of the California Highway Patrol (CHP) are often selected to travel overseas under partnerships and grants with the United States (U.S.) Department of State to support international law enforcement and anti-crime efforts.

iii.   *curriculum review, including the role of co-curricular programs*

The LECS program conducts an annual review of the program, including the co-curricular learning modules, in coordination with law enforcement agency partners. The Certificate of Academic Achievement in Law Enforcement is also subject to the university curricular and program review processes including the six-year review cycle outlined at http://www.csus.edu/umanual/acadaff/fsa00010.htm.

The curricular review of the LECS program's Academic Internship component (CRJ 195) is in line with the University and Divisional curricular review processes as well. The program also plans to review the CRJ 195 course in light of new University business liability/management processes required as part of the Academic Internship and Service Learning policy including the number of hours and semesters of internship required for students. http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/academic%20internships%20and%20service%20learning%20policy.html

iv.   *increase faculty hires*

Although faculty hiring is out of the scope of the LECS program's goals and objectives, the LECS program still promotes hiring practices that increase diversity and inclusion. Notwithstanding, the LECS program has attracted national attention to Sacramento State and its Division of Criminal Justice. Moreover, the LECS program can help to recruit faculty who have a strong desire to research issues related to diversity and law enforcement. Furthermore, many of the guest speakers for the LECS program are leaders and practitioners in the field of law enforcement and the criminal justice system and may be good potential faculty in the future.

v.   *advancing alumni relations*

Alumni of the LECS program who are employed with law enforcement agencies will be invited to participate in information sessions and orientations as LECS program ambassadors to provide mentoring and share their experiences to support new LECS participants. The program also engages with Sacramento State alumni who are employed in leadership positions at the partnering law enforcement agencies through experiential learning opportunities and invites

alumni to celebrations such as the LECS graduation celebration to further build a sense of community and alumni relations.

In addition to Criminal Justice, LECS students also hail from other majors such as Psychology, Ethnic Studies and Child Development, thus further expanding the number of alumni with an affinity for Criminal Justice. Furthermore, the LECS program will be exposed to alumni outside of the College of Health and Human Services (CHHS); in addition CHHS has made LECS a funding priority through its fundraising campaign and the program is partnering with University Advancement for the Giving Tuesday campaign and other campaigns to solicit funding opportunities in the community. Furthermore, the LECS program will be exposed to alumni outside of the College of Health and Human Services through events such as the College of Business Administration Alumni of the Year celebration, which will honor Chief Hahn and invite LECS students to participate.

   a.   Creation of **benchmarks** to help define and evaluate implementation effectiveness

The LECS program provides various educational and leadership activities for students that address the following internal and external outcomes and initiatives:

- Address Student Success and Completion of Law Enforcement Candidate Scholars
- Increase Career Readiness of Law Enforcement Candidate Scholars
- Enhance Community Engagement/Partnerships
- Increase Inclusion and Diversity in Law Enforcement
- Increase Social and Cultural Competency in Law Enforcement Candidate Scholars
- Obtain Legislative Support and Policy Implementation to Support LECS Program
- Research Effectiveness of Program on Student Success and Diversity in Law Enforcement
- Increase Financial Support for the LECS Program and Students
- Develop Alumni Support
- Develop Volunteer Support

The LECS program can create baselines or benchmarks for these goals and strive to continually measure implementation effectiveness. The LECS program can also pursue external funding to engage in research or participate in a partnership with an advanced research methods course taught by Dr. Ryan Getty to provide students with research opportunities, including longitudinal research on the program's effectiveness.

To assess the long- term effects of the LECS program, data will be collected on LECS student performance from law enforcement academies, along with student recruitment and placement in law enforcement careers. Data can be disaggregated by demographic data and collected in coordination with partnering agencies to determine if the program is helping to enhance inclusion in law enforcement agency staffing.

The results of the program evaluation will be used to measure the effectiveness of the LECS program, services and operations and to make programmatic changes and improvements, if needed. The LECS Director and LECS Advisory Committee will use the results of the

assessments to propose changes consistent with the program's goals, the goals of the Division of Criminal Justice and strategic plan and Sacramento State's policies and procedures. Any proposed program changes take into account evaluations and feedback from multiple sources, including the LECS Advisory Committee.

b. identification of **resource availability**

The LECS program continues to collaborate with local and state law enforcement agencies and community organizations to address graduation and career placement outcomes for students and important 21st century workforce issues in California. Multiple funding streams and resources are being used to support this important academic achievement and career readiness program, including university in-kind support, grant monies and agency sponsorship. The LECS program is seeking other sponsors and funding opportunities in the community in partnership with University Advancement and the Office of Research, Innovation and Economic Development. The LECS program was featured in the College of Health and Human Services' Giving Tuesday efforts this fall. The LECS program is also making headway on the state government level partnering with State Assembly member Jimmy Cooper and State Senator Richard Pan for its policy briefing in February 2018 with state legislators and will be seeking support for resources to expand the LECS program.

Sacramento State's College of Continuing Education

2016 Annual Report

Online Criminal Justice degree completion program,
in partnership with the Division of Criminal Justice

Prepared and Submitted by
Anna Keck, EESI Program Manager

Online Bachelor of Science in Criminal Justice
January 1st, 2016 – December 31st, 2016

I.   <u>Description of Programs</u>

The online Criminal Justice degree (CRJ) program provides flexibility and access to working adult professionals in the criminal justice and public safety fields. All courses are official Sacramento State courses from the catalog, are fully online through SacCT, and are run in an accelerated 8 or 6 week format. The CRJ program allows pursuit of a quality degree at a reasonable cost, with the added benefit of networking opportunities and an accelerated format. By utilizing SacCT and the flexibility of fully online courses, this program is able to reach students across California – even across state lines where authorized – and allow them to earn a degree from California State University, Sacramento without having to relocate to Sacramento or pass up employment opportunities.

The admission process begins with an evaluation of existing coursework. Each applicant's academic transcripts are reviewed by the extended education specialist, and the result of the review is an individualized degree completion plan which outlines specific courses and requirements the student must complete to earn the bachelor's degree. This evaluation also includes a review of the applicant's eligibility for the program based on the admissions criteria. Only applicants who meet all of the following academic admissions criteria will be admitted for the online CRJ program: Completion of all four lower division CRJ courses with a C or better, completion of GE area A2- Written Communication, completion of either GE area A1-Oral Communication, A3-Critical Thinking, or B4-Quantitative Reasoning, 45 or more transferable units, and a 2.6 overall GPA.

If the evaluation shows that the applicant does not meet the admissions criteria, the program coordinator provides specific information to the applicant to help clarify what they need to do or take to meet the criteria in the future. If the evaluation shows that the applicant does meet the

admissions criteria, the applicant must apply online to the university through CSU Mentor and go through the regular admission process to become a matriculated Sac State student. The newly admitted student is then given an orientation packet to inform them about the policies and procedures of the university and the CCE program, and they are then able to enroll in upcoming CCE courses.

Candidates must complete all Sacramento State general education and graduation requirements for the degree. Applicants transfer the lower division coursework for GE and major requirements from another university or community college, and CCE provides the upper division coursework to satisfy major requirements as well as upper division GE and in residence requirements. CCE also provides any coursework needed to satisfy the GWAR for graduation. The CCE registration office place registration restrictions in the CCE courses to ensure that only students coded as CCE are allowed to enroll. Exceptions are made only in instances where the department chair and instructor approve of allowing a main campus student to take an online CCE course (for example, if the course is needed to allow the student to graduate that semester and the student cannot take it elsewhere). In addition, the CCE program coordinator maintains constant surveillance over the individual CCE course rosters to ensure that only eligible students are enrolled. At the end of each course, students are encouraged to fill out an electronic course evaluation, which asks the same questions as the CRJ department's course evaluation. The CCE program coordinator pulls the evaluation results at the end of each semester and sends a copy to the individual instructor, the department chair, and retains a copy in CCE's files.

Upon completing all Sacramento State graduation requirements and all requirements in the major, CCE students are able to participate in the campus commencement ceremony and officially graduate from Sacramento State. They receive the same diploma that main campus students receive and are officially Sacramento State alumni.

II.   Outreach Ventures

The College of Continuing Education has reached out to many state agencies and local departments to spread the word about the two options, in person or online, for obtaining a Bachelor of Science in Criminal Justice through Sacramento State. In the past, the program coordinator and program manager have connected with the Board of Equalization, the Department of Health Care Services, the Department of Forestry and Fire Protection, Sacramento County Sheriff's Department, Sacramento Main Jail, the Employment Development Department, the State Personnel Board (Workforce Planning and HR-Modernization), and various city police departments across California.

In addition, CCE attends an assortment of career and transfer fairs held at a variety of community colleges in northern California and the bay area to help students learn about how they can become a Criminal Justice major at Sacramento State. CCE's program manager and program coordinator maintain relationships with the advisors and counselors at community colleges to better assist students who are interested in transferring to Sacramento State. As not all transfer students are appropriate candidates for the online version of the major, the CCE staff work to provide information about the main campus offerings as well.

III. Student Statistics

Prospective students submit copies of their transcripts and the departmental application to CCE to determine if they are admissible for the upcoming term. The majority of these applicants do not yet meet the admission requirements for the online degree completion programs, and are advised of what they should do to work towards future admission. The common practice at CCE is to advise students to submit their transcripts to CCE as soon as possible, even if students are sure that they do not yet meet the admission criteria. This allows students to get detailed advising of what courses to enroll in for their remaining lower division requirements and helps students to avoid taking unnecessary courses. The students who do meet the admission requirements and submit all required application materials by the application deadline are admitted.

Criminal Justice
  A. 2016 applicants (transcript evaluations completed): 101
  B. Spring 2016 admits: 17
  C. Fall 2016 admits: 28
  D. Number of students who graduated in 2016: 29
  E. Overall number of active students in 2016: 133
  F. Out of state cities of active students in 2016:
  - San Antonio, TX
  - Galveston, TX

  Please Note: Effective 2015, CCE will only admit out of state students from states or territories with reciprocity agreements in place with the CSU System and/or Sac State which grant authorization for their residents to enroll in online classes in California.
  G. California cities of active students in 2016:

- Aliso Viejo
- Alta
- American Canyon
- Antelope
- Auburn
- Bayside
- Brawley
- Brentwood
- Cameron Park
- Carmichael
- Chula Vista
- Citrus Heights
- Corona
- Davis
- Delano
- Dixon
- Duarte
- Dublin
- El Centro
- El Dorado Hills
- El Sobrante
- Elk Grove
- Elverta
- Fair Oaks
- Fairfield
- Folsom
- Fresno
- Garden Valley
- Granite Bay
- Grass Valley
- Hanford
- Hayward
- La Mesa
- Lincoln
- Lindsay
- Los Angeles
- Martinez
- Meadow Vista
- Mission Viejo
- Modesto
- Murrieta
- North Highlands
- Novato
- Oakley
- Olivehurst
- Orangevale
- Pacoima
- Penngrove
- Penryn
- Petaluma
- Pittsburg
- Placerville
- Portola
- Redding
- Riverside
- Rodeo
- Roseville
- Sacramento
- Salinas
- San Diego
- San Francisco
- San Mateo
- San Pablo
- Santa Barbara
- Santa Maria
- Santa Rosa
- Sebastopol
- Stockton
- Susanville
- Truckee
- Twain Harte
- Vacaville
- Vallejo
- Ventura
- Victorville
- Weed
- West Sacramento
- Wilton
- Woodland

IV.   Course Statistics

Spring 2016 courses (16 total)

1. CRJ 101 section 50 – Introduction to Criminal Justice Research Methods
    a. Instructor: Jennie Singer
    b. Class size: 13 students
    c. Description: Introduction to research methodologies used in the social sciences, with a special emphasis on those methods most often used in the study of crime and criminal behavior, police/court systems, and correctional institutions, policies, and programs. Students will acquire the knowledge and skills necessary to understand, critically analyze and assess descriptive and quantitative research studies. Topics include the roles of theory and ethics in research, hypothesis testing, and research design.

2. CRJ 102 section 50 – Crime and Punishment
    a. Instructor: Dimitri Bogazianos
    b. Class size: 21 students
    c. Description: This course provides an overview of the causes, consequences and responses to crime in society, with special emphasis on the use of theory and research to guide criminal justice policy and practice. The course surveys major theories of crime causation, examines consequences of crime on individuals and societies, and explores various perspectives on the appropriate role of criminal sanctions and offender treatment in modern day systems of justice.

3. CRJ 111 section 50 – Women and the Criminal Justice System
    a. Instructor: Kim Schnurbush
    b. Class size: 9 students
    c. Description: Survey of the roles of women as offenders, victims and employees in the criminal justice system. Examines statistics, research and the literature as it relates to female crime. Evaluates current patterns and practices of law enforcement, criminal courts and corrections relative to women as offenders, victims, and employees.

4. CRJ 117 section 50 – American Criminal Justice and Minority Groups
    a. Instructor: Ricky Gutierrez
    b. Class size: 25 students
    c. Description: Course examines the origins of racial/ethnic/gender/sex discrimination and disparities in the US justice system. Additionally, course provides a critical examination of the processes and outcomes of the justice system by reviewing the major theories of crime and number of minorities reported in crime data. Using discussions about various criminal justice policies and their impact on minority groups, the course assesses the changing dynamic of race relations and diversity in society and their influences on justice administration.

5. CRJ 118 section 50 – Drug Abuse and Criminal Behavior
    a. Instructor: Robert Record
    b. Class size: 22 students
    c. Description: Sociogenic review of the case histories and life styles of selected juvenile and adult offenders with a history of drug abuse. An inquiry into the drug scene, "street" drugs, an examination of people who have abused drugs and have been guilty of delinquent or criminal acts for the purpose of determining the known and identified relationships between drug abuse and crime, and probing the many unknown relationships. A sustained and disciplined examination of the main issues and problems by the use of case studies, discussion groups, and student involvement.

6. CRJ 121 section 50 – The Structure and Function of the American Courts
    a. Instructor: Laurie Kubicek
    b. Class size: 15 students
    c. Description: Overview of the Federal and State court structures including jurisdiction, venue, roles of court participants, due process and post arrest procedures employed in adjudication, trial process, appellate review. Constitutional issues such as discretion, indigent rights, right to counsel, discovery, pleas, bail and preventive detention, competency, evidence suppression, double jeopardy, and speedy trial will also be addressed.

7. CRJ 123 section 50 – Law of Arrest, Search and Seizure
    a. Instructor: Stephanie Mizrahi
    b. Class size: 29 students
    c. Description: Current and recent developments relating to arrest, searches, and seizures; study of constitutional rights predominately associated with the Fourth, Fifth, Sixth and Fourteenth Amendments as related to criminal justice and its administration -- warrants, warrantless seizures, exclusionary rule, confession, eye-witness identification, electronic surveillance, entrapment, and state variance with federal rules. Case study method law course.

8. CRJ 128 section 50 – Administrative Law for Public Safety Personnel
    a. Instructor: Matt Kubicek
    b. Class size: 19 students
    c. Description: Administrative law is the study of the adjudicatory and law making processes that take place within administrative agencies of the executive branches of government. Further, it is a study of the legal relationship between those agencies and the legislature, the courts, and private parties. Particular attention will be paid to the Federal Administrative Procedures Act, and the California Administrative Procedure Act.

9. CRJ 130 section 50 – Fundamentals of Corrections
    a. Instructor: Tim Baker
    b. Class size: 15 students
    c. Description: Overview and critical analysis of contemporary correctional theory

and practice. Comparison of mainline American corrections with historical, cross-cultural, philosophical and non-traditional views of corrections. Controversial issues in contemporary corrections, including prisoner rights, victimization, the death penalty, unions, institutional corrections, community corrections, future of corrections, correctional careers, and administration and staffing of correctional programs.

10. CRJ 141 section 50 – Police and Society
    a. Instructor: Ryan Getty
    b. Class size: 12 students
    c. Description: Examination of the origins, philosophy, objectives and priorities of the police service in the U.S. A. holistic analysis of political, social, economic, legal and other factors impacting the relationship between the police and the society they serve. Police use of discretion, police roles, police and minority groups, police and protest groups, police brutality, and police ethics are also studied.

11. CRJ 160 section 50 – Justice and Public Safety Administration
    a. Instructor: Shihlung Huang
    b. Class size: 15 students
    c. Description: Examines the nature and development of public safety and criminal justice organizations in American society with attention to how the unique functions performed by these agencies has shaped and developed their nature. Particular emphasis is placed on understanding the unique problems generated by administration of bureaucratic, public agencies in a highly politicized environment. Examines the influence of social and political factors on justice and public safety organizations.

12. CRJ 172 – Comparative Criminal Justice Systems
    a. Instructor: Marlyn Jones
    b. Class size: 14 students
    c. Description: Examines representative criminal justice systems from a variety of nations with emphasis on the role of history, culture, social and political values and economic institutions in shaping institutions of justice including law, police, courts, corrections, and juvenile justice systems and practice. Attention is paid to conflict and cooperation between criminal justice systems and ideologies that occur when peoples of different cultures and systems are in close proximity.

13. CRJ 190 section 50 – Contemporary Issues in Criminal Justice
    a. Instructor: Tim Croisdale
    b. Class size: 18 students
    c. Description: Examination of current issues in criminal justice with an emphasis on the application of law, management, practice and ethics to analysis of contemporary criminal justice policy. The culminating event for criminal justice majors with an emphasis upon written and oral communication, research and analytical thinking.

14. PSYC 137 section 50 – Stress Management
    a. Instructor: Cindy Long
    b. Class size: 26 students
    c. Description: Examination of the causes and manifested effects of various stressors such as physical, chemical, microbiological, socio-cultural, and psychological. Techniques for recognizing and coping with frustration and stress will be explored. Emphasis on the development of skills to handle commonly encountered stress producing situations.

15. ENGL 109W section 50 – Writing for GWAR Placement
    a. Instructor: Mandy Proctor
    b. Class size: 5 students (mixed CCE majors)
    c. Description: Provides intensive practice in prewriting, drafting, revising, and editing academic writing. Students research, analyse, reflect on, and write about the kinds of writing produced in academic disciplines. Students produce a considerable amount of writing such as informal reading responses, rhetorical analyses, and an extended academic research project: students will submit their writing late in the semester in a GWAR Portfolio, from which they will receive a GWAR Placement.

16. ENGL 109X section 50 – Writing-Intensive Workshop
    a. Instructor: David Toise
    b. Class size: 5 students (mixed CCE majors)
    c. Description: Student-centered group tutorial which will offer supplemental instruction in elements of academic writing taught in writing-intensive upper-division courses; it will provide support to students concurrently enrolled in writing-intensive upper-division courses throughout the writing process, including drafting, revising, and editing, for a variety of papers.

Summer 2016 course (3 total)

1. CRJ 109 section 50 – Media, Crime, and Criminal Justice
    a. Instructor: Timothy Croisdale
    b. Class size: 18 students
    c. Description: Analyzes the social construction of crime by news and entertainment media and introduces criminal justice students to the manner in which the media influences and shapes crime in their own society and in the criminal justice system. Analyzes images of crime and the criminal justice system that are presented through the major mass media within America, including a detailed analysis of media institutions, American pop culture, and the construction of crime and justice. Exposes students to a new way of looking at crime problems and provide them with a deeper understanding of how crime and the criminal justice system are both socially constructed by the news and entertainment media.

2. PHIL 102 section 50 – Professional and Public Service Ethics
   a. Instructor: Christina Bellon
   b. Class size: 13 students
   c. Description: Prepares students planning careers in professional practice or public service to identify, understand, and resolve ethical problems. Includes examinations of (i) ethical theory, rights and duties, virtue ethics, utilitarian ethics, social contract theory, and role morality; (ii) the philosophical underpinnings of professional codes of conduct, regulations, and norms of professional and public service practices; (iii) moral reasoning and argumentation; (iv) the relation between ethical judgment and action; (v) the relation between professional practice, public service, and democratic principles.

3. SOC 155 section 50 – Criminology
   a. Instructor: Bohsiu Wu
   b. Class size: 21 students
   c. Description: Examines social dimensions -- causes and characteristics -- of adult crime and deviant behavior in American society. Makes some international comparisons. Police, courts and prisons are examined. Special attention is given to current issues in crime and deviance.

Fall 2016 courses (13 total)

1. CRJ 101 section 50 – Introduction to Criminal Justice Research Methods
   a. Instructor: Joy Royal
   b. Class size: 19 students
   c. Description: Introduction to research methodologies used in the social sciences, with a special emphasis on those methods most often used in the study of crime and criminal behavior, police/court systems, and correctional institutions, policies, and programs. Students will acquire the knowledge and skills necessary to understand, critically analyze and assess descriptive and quantitative research studies. Topics include the roles of theory and ethics in research, hypothesis testing, and research design.

2. CRJ 102 section 50 – Crime and Punishment
   a. Instructor: Tim Croisdale
   b. Class size: 29 students
   c. Description: This course provides an overview of the causes, consequences and responses to crime in society, with special emphasis on the use of theory and research to guide criminal justice policy and practice. The course surveys major theories of crime causation, examines consequences of crime on individuals and societies, and explores various perspectives on the appropriate role of criminal sanctions and offender treatment in modern day systems of justice.

3. CRJ 112 section 50 – Gang and Threat Groups in America
   a. Instructor: Timothy Albright
   b. Class size: 30 students
   c. Description: Examination of criminal organizations in America. The problems posed by "anti-social groups," their structure and their history in contemporary American society. The spectrum of social sciences is employed in an examination of "illegal groups" and such issues as aggression and group dynamics. Styles such as street gangs, prison gangs and traditional organized crime are defined and studied.

4. CRJ 114 section 50 – Sexual Offenses and Offenders
   a. Instructor: Peter Cress
   b. Class size: 28 students
   c. Description: Exploration of relevant factors and dimensions of sexual offenses and offenders related to the Criminal Justice system, its cliental and practitioners.

5. CRJ 121 section 50 – The Structure and Function of the American Courts
   a. Instructor: Laurie Kubicek
   b. Class size: 18 students
   c. Description: Overview of the Federal and State court structures including jurisdiction, venue, roles of court participants, due process and post arrest procedures employed in adjudication, trial process, appellate review. Constitutional issues such as discretion, indigent rights, right to counsel, discovery, pleas, bail and preventive detention, competency, evidence suppression, double jeopardy, and speedy trial will also be addressed.

6. CRJ 123 section 50 – Law of Arrest, Search and Seizure
   a. Instructor: Stephanie Mizrahi
   b. Class size: 21 students
   c. Description: Current and recent developments relating to arrest, searches, and seizures; study of constitutional rights predominately associated with the Fourth, Fifth, Sixth and Fourteenth Amendments as related to criminal justice and its administration -- warrants, warrantless seizures, exclusionary rule, confession, eye-witness identification, electronic surveillance, entrapment, and state variance with federal rules. Case study method law course.

7. CRJ 130 section 50 – Fundamentals of Corrections
   a. Instructor: Kim Schnurbush
   b. Class size: 12 students
   c. Description: Overview and critical analysis of contemporary correctional theory and practice. Comparison of mainline American corrections with historical, cross-cultural, philosophical and non-traditional views of corrections. Controversial issues in contemporary corrections, including prisoner rights, victimization, the death penalty, unions, institutional corrections, community corrections, future of corrections, correctional careers, and administration and staffing of correctional programs.

8. CRJ 141 section 50 – Police and Society
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   c. Description: Examination of the origins, philosophy, objectives and priorities of the police service in the U.S. A. holistic analysis of political, social, economic, legal and other factors impacting the relationship between the police and the society they serve. Police use of discretion, police roles, police and minority groups, police and protest groups, police brutality, and police ethics are also studied.

9. CRJ 160 section 50 – Justice and Public Safety Administration
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   c. Description: Examines the nature and development of public safety and criminal justice organizations in American society with attention to how the unique functions performed by these agencies has shaped and developed their nature. Particular emphasis is placed on understanding the unique problems generated by administration of bureaucratic, public agencies in a highly politicized environment. Examines the influence of social and political factors on justice and public safety organizations.

10. CRJ 190 section 50 – Contemporary Issues in Criminal Justice
    a. Instructor: Marlyn Jones
    b. Class size: 13 students
    c. Description: Examination of current issues in criminal justice with an emphasis on the application of law, management, practice and ethics to analysis of contemporary criminal justice policy. The culminating event for criminal justice majors with an emphasis upon written and oral communication, research and analytical thinking.

11. ENGL 109W section 50 – Writing for GWAR Placement
    a. Instructor: Carolyn Pickrel
    b. Class size: 9 (mixed CCE majors)
    c. Description: Provides intensive practice in prewriting, drafting, revising, and editing academic writing. Students research, analyze, reflect on, and write about the kinds of writing produced in academic disciplines. Students produce a considerable amount of writing such as informal reading responses, rhetorical analyses, and an extended academic research project: students will submit their writing late in the semester in a GWAR Portfolio, from which they will receive a GWAR Placement.

12. ETHN 100 section 50 – Ethnic America
    a. Instructor: Boatamo Mosupyoe
    b. Class size: 7
    c. Description: Through an interdisciplinary approach, introduces the four major American ethnic groups -Black, American Indian, Chicano, Asian American. Focuses on themes common to all four groups (racism, economic and political oppression) and demonstrates the varied contributions of each culture to American social and economic life.

13. PSYC 108 section 50 – Organizational Psychology
    a. Instructor: Rachel August
    b. Class size: 13 students
    c. Description: Exploration of the dynamics of human behavior in organizations, using the lens of psychological theory. Topics include: personality and attitudes in the work place, leadership, power and politics, organizational communication, and organizational structure. (Emphasis on understanding how to maximize satisfaction and performance at work.)

Course Statistics Summary

A. Average number of courses per term (not including summer): 14
B. Average class size: 18 students (not including ENG 109W and 109X, which are specialized GWAR courses which not all students need to take.
C. Participating Instructors:

1. Timothy Albright
2. Rachel August (PSYC)
3. Tim Baker
4. Dimitri Bogazianos
5. Christina Bellon (PHIL)
6. Timothy Croisdale
7. Peter Cress
8. Ryan Getty
9. Ricky Gutierrez
10. Shihlung Huang
11. Marlyn Jones
12. Laurie Kubicek
13. Matt Kubicek
14. Cindy Long (PSYC)
15. Stephanie Mizrahi
16. Boatamo Mosupyoe (ETHN)
17. Carolyn Pickrel (ENG)
18. Mandy Proctor (ENG)
19. Robert Record
20. Joy Royal
21. Jennie Singer
22. Kim Schnurbush
23. David Toise (ENG)
24. Bohsiu Wu (SOC)

V.   Future Direction and Anticipated Needs

As new faculty join the Division of Criminal Justice who are interested in teaching online the first time (or who would like a refresher or some assistance) we'd like to remind everyone that our office is more than happy to assist instructors with SacCT, building courses, and providing SacCT assistance throughout your course. In addition, we do have a small video lab which we are happy to let you use to record videos and presentations for use in your online classes for CCE – please contact us to reserve time on the video lab calendar.

Assessment Report: AY 2016-2017

Division of Criminal Justice in partnership with the College of Continuing Education

Prepared by:
Tim Croisdale, Ph.D.
Associate Professor & CCE Coordinator
Division of Criminal Justice

INTRODUCTION

At the end of the 2016-2017 academic year (AY), the Criminal Justice online degree completion program collaboration between the Division of Criminal Justice and the College of Continuing Education (CCE) will have completed ten years since its inception in Fall 2007. In that time, 187 students have completed their degree in Criminal Justice and another 93 are currently active in the program. This assessment report covers the history as well as the current AY 2016-2017 and is aligned with the assessment activities carried out this year by the Division's Assessment Committee; collecting and reporting baseline data and conducting an alumni survey.

In the AY 2016-2017, the Division of Criminal Justice is completing year five of the assessment plan developed in AY 2011-2012 and initiated in AY 2012-2013. Since year one of the current assessment plan, the Division's Assessment Committee has collected baseline data and assessed such items as critical thinking, written communication, and ethical reasoning in the different respective years. As mentioned above, for the current AY, the Committee is collecting baseline data and had attempted to replicate the alumni survey distributed in AY 2010-2011. Therefore, to mirror the activities of the Division's Assessment Committee, the assessment activities of the Division's CCE Coordinator collected some baseline data on the program and conducted a survey of alumni of the online degree completion program. The baseline data and alumni survey not only allow for feedback to the Division and CCE, the incorporation of the survey opens a feedback loop with our additional (online) alumni. The activities conducted this year serve three purposes; they initiate an assessment focus by collecting baseline data on the online degree completion program, they incorporate a planned focus on alumni, and they lay the ground work for the assessment activities for the next AY.

The survey assessment of alumni during this AY enhances the assessment activities by informing the Division of more distal student outcomes. This effort will help to understand overall program effect as a method of assessing teaching strategies and effectiveness. This assessment focus examines formative issues that can be used to inform the Division and CCE in an ongoing basis now and in the future.

ACADEMIC YEAR 2016-2017 ASSESSMENT ACTIVITIES

The Assessment Information Loop

The Division has a productive Assessment Committee that routinely engages with the faculty as a whole on issues of student outcome measures, program evaluation and curriculum assessment. The primary and continual goal of the Assessment Committee is quality assurance for the Division. While the Division of Criminal Justice has a large faculty body, information is routinely shared and considered toward the benefit of the Division's program.

The CCE Coordinator will share the information in this assessment report with the full faculty in keeping with the Division's normal operating and communicative procedures as follows. Traditionally, at the Division's annual retreat and during monthly Division faculty meetings, the Division Assessment Committee communicates their activities and results to the entire faculty with the aim of initiating discussion and provoking ideas for improving the program and student outcomes. The information sharing and discussions of the assessment of student and program outcomes is part of the Division's information loop. Included in the loop are information collection, analysis and interpretation, reporting results, and discussion of future goals and processes. Essentially, the assessment information loop informs the Division faculty what was learned over the past year about student and program outcomes and allows the Division to understand how it will or how it did change as a result of the information. For example, as a result of information sharing on teaching methods, a number of Division faculty have reported changes to teaching strategies to improve student learning and learning outcomes.

Through on-going annual assessment reports, the CCE Coordinator will be able to inform the full faculty who are engaged in the information loop process. Discussion with the Division faculty will close some loops and open others to a positive effect – this is the nature of assessment. Faculty discussion and feedback received during and following that discussion is invaluable to the effort of program and student outcome improvement. Decisions from the faculty body that come about through the assessment process are actionable and help improve the program; the same is expected to be true of discussions and decisions regarding the online degree completion program.

Baseline Data

Students

Since the Criminal Justice degree completion program's inception in Fall 2007, 427 individuals have participated as students. Table 1 shows the status of those 427 students.

Table 1
Number of students by participation status.

	Total	Graduated	Currently Active AY 2016-2017	Not Active in CRJ; Completing GE/Supporting	Not Active & Not Graduated
Number of students	427	187	93	7	140

It is encouraging to see that 187 students have received their B.S. in Criminal Justice as a result of the online degree completion program. That number could soon increase by as much as 100 when currently active students and students working on final general education or supporting courses complete their coursework. A full 140 students engaged in the program at some point but have not remained active; perhaps future work could be undertaken to determine the reasons for their inactivity.

Faculty

The 427 students have been served by 53 different faculty over the nine years. Table 2 shows the involvement of faculty from different areas.

Table 2
Number and type of faculty.

	Total	Div. of CRJ Full-Time Faculty	CSUS Faculty; GE & Supporting Courses	Adjunct Faculty; CRJ, GE, & Supporting
Number of faculty	53	17	19	17

In the current AY, there are 26 faculty who were active in teaching at least one course in the online degree completion program (see Table 3).

Table 3
Number and type of faculty, current Academic Year.

	Total	Div. of CRJ Full-Time Faculty	CSUS Faculty; GE & Supporting Courses	Adjunct Faculty; CRJ, GE, & Supporting
Number of faculty AY 2016-2017	26	11	8	7

Alumni Survey

As part of the activities this year, the alumni survey was delivered to collect information on post baccalaureate student outcomes. Understanding student outcomes post-graduation helps understand the effect of the entire program.

The alumni survey was conducted in Spring 2017 and focused on selected outcomes of alumni (See Appendix A). With the cooperation of Anna Keck, Program Manager of the Criminal Justice degree completion program in CCE who identified CRJ alum, an email was sent on behalf of the CCE Coordinator inviting former students to take the short survey. The email message included a link to an online survey provider for alumni choosing to respond.

Results

Year of Graduation

Of the 187 alumni in the population, 186 received the email and a total of 32 (17%) completed the survey. Of those, 15 graduated before in the first four years possible, AY 2008-2009 through AY 2011-2012, and 17 graduated in the period covering AY 2012-2013 through AY 2016-2017 (through Fall 2017 semester). Dependent on their successfully completing requirements, an additional 10 to 14 students are expected to graduate at the end of the current semester, Spring 2017. The additional graduates this semester will increase the total number of graduates of the online degree completion program to 201 overall.

Time to Graduate

Overall, the average amount of time it took CRJ Alumni to graduate with a degree through the online degree completion program was reported as 6.1 years. This is higher than the average 4.83 years reported by traditional program, campus-based CRJ alumni in the 2011 alumni survey however, a longer time is expected for the online students due to their not taking a full load each semester. The high average can also be explained due to three student outliers who reported taking 16, 20 and 30 years each to complete their degrees; obviously all three had long breaks in their education. When these three students are controlled for, the mean time to complete the degree falls to 3.9 years. With the average time to complete the degree as reported by the online program students (3.9 years) being less than the traditional campus students (4.83 in 2011), it raises the question as to whether a number of respondents reported only the amount of time they were enrolled in the CRJ degree completion program through CCE. An examination of the responses does support this notion.

Comparing the mean and median may be of use in this situation. The median amount of time reported for the online students was 4.5 years overall (including all respondents) which is comparable to the traditional CRJ campus-based students. (Of course, the issue as to whether students reported time to entire degree or only time in the degree completion program is a consideration here as well).

Transfer Units

Counting all students, 93.8% (30 of 32 respondents) transferred units from a junior college toward their CRJ degree from Sac State. The remaining two students not transferring units most likely would have started their degrees as Freshmen at Sac State and then transferred to the online degree completion program.

Outcomes

The following tables present data on seven outcome questions on the survey. The questions asked alumni about their perceptions on the impact of graduating with a CRJ degree from the CRJ Division at Sac State. Refer to Appendix A for the actual wording of questions four through ten on the survey as represented in Table 4 through Table 10 respectively.

As indicated in Table 4 (survey question 4), the majority of students reported that their writing skills improved as a result of their coursework while they were a criminal justice major in the online degree completion program in CCE at Sac State.

Table 4
Student perceptions on whether CRJ degree improved writing skills

	Yes	Percent	No	Percent
All Alumni	29	90.6	3	9.4

Another area of the CRJ Division's program commitment has been critical thinking. Many faculty in the Division encourage and challenge students to think critically about information on topics that are covered. Table 5 (survey question 5) shows that over 96% of all alumni surveyed felt that their studies as a criminal justice major in the online degree completion program in CCE improved their critical thinking skills.

Table 5
Student perceptions on whether CRJ degree improved critical thinking skills

	Yes	Percent	No	Percent
All Alumni	31	96.9	1	3.1

Every alumni (100%) reported that their time at Sacramento State prepared them for graduation (Table 6; survey question 6).

Table 6
Student perceptions on whether time at Sacramento State prepared for graduation

	Yes	Percent	No	Percent
All Alumni	32	100.0	0	0

As indicated in Table 7 (survey question 7), over 84% of alumni overall reported that having a CRJ degree from this Division through the CCE online program at Sacramento State has helped them in their career. Given that students are attracted to the online degree completion program due to career commitments, it is interesting, that they report that the degree has helped them to a higher degree (84%) than the 77% reported in the 2011 survey of traditional campus-based students.

Table 7
Student perceptions on whether CRJ degree has helped in career

	Yes	Percent	No	Percent
All Alumni	27	84.4	5	15.6

When asked whether their CRJ degree prepared them for their field of choice, 81% of all alumni indicated it did (see Table 8; survey question 8).

Table 8
Student perceptions on whether CRJ degree has prepared for field of choice

	Yes	Percent	No	Percent
All Alumni	26	81.0	6	19.0

Table 9 (survey question 9) provides the data on perhaps the most pleasing of the outcomes; impact of degree of alumni lives. Overall, 93.8% of alumni reported that their CRJ degree from the Division of CRJ at Sacramento State has positively impacted their quality of life.

Table 9
Student perceptions on whether CRJ degree has positively impacted quality of life

	Yes	Percent	No	Percent
All Alumni	30	93.8	2	6.2

The data in Table 10 (survey question 10) indicates responses when alumni were asked whether their CRJ degree will serve them in their future. Over 93% of alumni overall reported it would.

Table 10
Student perceptions on whether CRJ degree will serve in future

	Yes	Percent	No	Percent
All Alumni	30	93.8	2	6.2

The results of the survey, as shown in Table 4 through Table 10, indicate that alumni of the online degree completion program report very positive outcomes as a result of their coursework during the degree or having the degree for their career or life achievement. Overall, alumni feedback provides evidence that coursework and the CRJ degree itself has a positive impact on students.

FUTURE ASSESSMENTS

While the CCE Coordinator may be able to align future assessment activities with the activities of the Division each AY as appropriate in some years, given the online environment of the degree completion program and the difference in access to students for assessment activities, the assessment activities of the online program may be more pragmatic and useful if focused on online learning, adult learning, and/or other topics related specifically to online learning. Activities over the current AY have created an initial assessment report with baseline data to build on in subsequent years.

While the assessment activities each year may not be exactly the same as the activities the Division's Assessment Committee engages in for the traditional program, there are issues and topics specific to a program made-up entirely of online courses that could be examined. For example, further understanding could be developed as to why students do not complete the program such as the 140 students who are no longer engaged in the program. Additionally, literature and best practices on online learning, pedagogy, and delivery should be reviewed and incorporated as appropriate. Topics in adult learning would be relevant as would recruiting for online and degree completion programs.

The Division has long enjoyed a collegiality that allows for the sharing and discussing of information that among other things, betters our programs. This strength of the Division's faculty can be utilized by the CCE Coordinator through the process of sharing information, inviting discussion, developing recommendations, and making decisions with the involvement of the full faculty of the Division. This practice is in keeping with the Division's annual assessment activities. Further, it supports our formative philosophy and incorporating the 'what we do' approach to assessment of the online degree completion program will allow the Division to better examine information collected and use it to inform overall program improvement.

Appendix A

CCE Alumni Survey 2017

Q1 In what year did you graduate as a criminal justice major from Sac State? (Enter the year in the text box below)

Q2 How much total time in years did it take you to complete your degree? (Enter time in years in the box below. Fractions of years should be entered as decimals).

Q3 Did you transfer units from a junior college that were used toward your degree at Sac State?
○ Yes
○ No

Q4 Do you feel your coursework as a criminal justice major at Sac State improved your writing skills?
○ Yes
○ No

Q5 Do you think your studies as a criminal justice major at Sac State improved your critical thinking skills?
○ Yes
○ No

Q6 Do you feel your time at Sac State prepared you to graduate?
○ Yes
○ No

Q7 Do you feel that your criminal justice degree from Sac State has helped you in your career?
○ Yes
○ No

Q8 Do you feel your criminal justice degree from Sac State prepared you for your field of choice?
○ Yes
○ No

Q9 Do you feel your degree has positively impacted your quality of life?
○ Yes
○ No

Q10 Do you feel that your criminal justice degree from Sac State will serve you in your future?
○ Yes
○ No

Q11 Are you currently employed?

○ Yes
○ No

Q12 If you answered "Yes" to Q11, please type the name of your employer in the box below. If you answered "No" to Q11, please leave blank and move to Q13.

Q13 In which of the following ways would you be interested in connecting and participating with the Division of Criminal Justice at Sac State? (Select all that apply. Hold down the Control/Ctrl key to click multiple selections).
❑ Alumni Events (Social/Professional Exchanges)
❑ Annual Division Convocation
❑ Guest Speaker in class on campus
❑ Mentoring students
❑ Participating in focus groups for the Division
❑ Receive or contribute to Division newsletters
❑ Represent your agency
❑ Not interested
❑ Other (see below)

Q14 If you indicated "Other" in Q15, please explain how you would be interested:

Q15 If you would like the Division of Criminal Justice to share news, information, and events with you in the future, please provide your email address in the box below.

NOTE:
The 2017 CCE Alumni Survey of the Division of Criminal Justice's online degree completion program was delivered and responses collected in Qualtrics in an online HTML format. The above shows the questions in MS Word format.

Protocols for Posting of Photos to the Division of Criminal Justice Distinguished Alumni Wall In Alpine Hall

The Division of Criminal Justice at California State University, Sacramento, values the contributions of its alumni and may recognize select or distinguished alumni through the posting of photos or names on the Distinguished Alumni Wall. The following protocols and factors may be considered and used by the Division Chair in selecting alumni for such recognition or posting.

Eligibility:

1. Criminal Justice: The distinguished alumni should be a student who graduated from a program offered by the Division of Criminal Justice at Sacramento State and may have achievement in any professional or academic field, including but not limited to law enforcement, law, courts, corrections, community, social justice, and/or academics, at local, state, national, or international level.

2. Other Sacramento State majors: The distinguished alumni may have also graduated from a degree program in another major at Sacramento State and has achievement in the criminal justice system or criminal justice/criminology profession.

Criteria for nomination:

1. The distinguished alumni may have risen to notable rank in their professional or academic field.

Or,

2. The distinguished alumni may have made an outstanding contribution in one or more of the following areas:

   1. Exceptional service, accomplishment, or recognition of local, state, national, or international scope.
   2. Exceptional service in support of the advancement of the Division of Criminal Justice, its faculty, or its students.

Selection:

1. Nominations for such distinguished alumni will be reviewed and approved by the Division Chair, upon consultation with the faculty. Such nominee must also consent to the nomination and recognition.

Long-term Assessment Plan 2018

After we did extensive research regarding the best measurements on the market to evaluate university-level criminal justice content (the focus of our next five-year assessment plan), we picked the top three assessments to evaluate. After careful evaluation, we have picked the **Peregrine** assessment of criminal justice content as our chosen vendor.

Assessment 1: Lectica

Description: Lectica is a company that uses the integral justice theory to evaluate critical thinking skills. They do not have criminal justice content at this time. The test takes approximately one hour to complete, the assessment is delivered online, and the test taker types their responses into the program. The answers are qualitative, and they have a rubric they use to grade the tests and to provide information to each test taker regarding their level of critical thinking and what they can focus on next to continue improving their skill set.

Pros: We can evaluate a critical skill using open ended questions.
Test takers get a lot of information back to use.
We would get feedback regarding how to increase our students' critical thinking skills.
The results are both reliable and valid.

Cons: We are trying to assess criminal justice content for the next five years and thus this assessment does not help us meet our goals.

Assessment 2: ETS' Major Field Test/Heighten critical thinking assessment

Description: ETS is a large company that creates and monitors a wide variety of assessment instruments. Their MFT covers a lot of different criminal justice content that fits with our program. The assessment is administered online but would need to be proctored as the questions are the exact same for all students taking the test. We can add our own questions, but we would need to score them ourselves. They also have Heighten, a critical thinking test (only $12 per assessment) but we are not looking for an assessment for critical thinking this next five years. There are many reports available, but the reports cost extra money per year. The reports have basic information included.

Pros: We can evaluate our curriculum using this CRJ Major Field Test.
    The assessment can be taken online.
    We can purchase several reports that will give us basic information.
    We can see how our students did compared to other programs.
    Questions have been analyzed with statistical programs to ensure that the exam is reliable and valid.

Cons: We will need to do our own calculations for some of the variables we want to know about, as the reports are not polished
    nor do the break down all of the information we will need for the annual assessment report.
    Even though the assessments are not expensive ($24/student) the reports cost extra per year (minimum $700).
    We need to proctor all students taking the exam.
    We have no flexibility with the questions (adding or subtracting is difficult to do).

Assessment 3: Peregrine

Description: Peregrine has a criminal justice content test that they can configure to the department's interests/what they teach. Flexible content and questions can be added before (a screening for graduates asking anything we would like), including typed in answers. There are multiple questions for each topic, so the content is different for each test taker, enabling the students to be able to take this assessment unproctored. There are numerous clear and complex reports that are included in the total cost per student ($38/student). All analyses (comparing our group over time, comparing our group to other programs in the U.S.) are completed and are put in a nice package to be able to include as is in our annual assessment report. We also get immediate feedback as to how long each student took taking the assessment, making it easier to weed out those that did not take enough time for completion.

Pros: This assessment has the content we need, flexibility, helpful and complete reports we can use in our annual report.
    We do not need proctors.
    We can compare how our students do over time and to other groups.
    The contacts at Peregrine were exceptionally nice and helpful to us, and past relations have been excellent with this
    company.
    The questions have gone through statistical analyses so that the test is reliable and valid.

Cons: This assessment is costly at $38 per student (but all reports are available as part of this overall cost, making it comparable to
    the other two assessments)

Comprehensive Assessment Plan for Division of Criminal Justice Undergraduate Programs

Overarching Program Learning Goal	PLOs?	Which courses assessed?	Which years & how often?	How data collected?	Data collection tools?	How & by whom data collected?	How will data be reported & standard of performance	Who will analyze data?	Who will use the data for what?
Competency in the discipline	Comprehensive core content exam	CRJ 190 (senior capstone) each fall semester	Each year; once per academic year	Course-based objective exam (5% of course credit for successful completion) (web-based administration)	Peregrine Criminal Justice Assessment	Course-based; students directed to online link; Division's APD committee oversees	Aggregated for program assessment; disaggregated for student and instructor use; compare within program and with others in discipline	Exam administrator & Division's APD committee	Division faculty for course & program development; Students for standardized feedback on academic progress within and across CRJ programs & for personal growth
Intellectual & Practical Skills	Applied Critical Thinking (i.e., Problem Solving)	To the same population taking the comprehensive core exam	At the same time as the regular content questions	Through the administration of problem-solving questions on standardized exam IF ABLE TO	Same as above	Same as above	Same as above	Same as above	Division faculty for course & program development; Students for personal growth

<u>Info in table completed by:</u>
Undergraduate information: 2017-18 APD Committee Members (L. Lee & J. Singer co-chairs)