

Division of Criminal Justice
Graduate Learning Goals Policy Report
Spring 2016

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

A. Graduate Learning Goals/Objectives

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

Institutional Graduate Learning Goals for Masters Programs

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

Additional Goal for Doctoral Programs

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

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

B. Program Learning Outcomes (PLO)

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

PLO 1 - Independently apply knowledge, skills, and analysis at an advanced level.

PLO 2 - Exhibit an advanced understanding of ethical issues.

PLO 3 - Effectively communicate criminal justice topics on regional, national, and global levels.

PLO 4 - Demonstrate creative, analytical, and critical thinking through research.

C. Curriculum Map

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

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

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

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

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

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

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

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

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

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

Course Learning Objectives	PLO 1	PLO 2	PLO 3	PLO 4
CrJ 266 (elective)				
Identify and describe the evolution of historical forces that define current criminal justice-related human resource management systems	X			X
Describe, evaluate, and recommend the processes required to recruit and select a quality workforce	X	X		X
Identify and evaluate the impacts of workplace legislation that addresses: <ul style="list-style-type: none"> a. Fair labor standards b. Affirmative Action (CA Prop 209) c. Equal Employment Opportunity d. Sexual harassment e. Employee discipline f. Americans with Disabilities Act g. Employee rights – privacy, discipline, family, safety, leave, veterans status 	X		X	X
Explain the concepts of job evaluation and job classification as they pertain to the criminal justice workplace	X		X	X
Explain, evaluate, and apply an understanding of contemporary theories of performance appraisal to resolve performance issues discussed in criminal justice case studies	X		X	X
Identify and describe the impacts of employee drug abuse upon the criminal justice workplace and recommend appropriate considerations for human resource-related policy making and analysis	X			X
Recognize and describe ethnocentric biases pertinent to administering personnel in culturally diverse criminal justice environments and recommend appropriate considerations for analysis and policy making	X		X	X
Identify and analyze the trends and impacts of working family issues that significantly affect criminal justice workplace and recommend appropriate considerations for analysis and policy making	X			X
Access library data systems and retrieve information that pertains to criminal justice human resource management issues				X
Propose, design, complete, and present a rigorous research project that thoroughly examines a contemporary human resources management issue or problem	X			X

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

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

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

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

Division of Criminal Justice
Graduate Program Curriculum Map

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

D. Assessment Plan

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

Division of Criminal Justice
Assessment Plan Overview

Institutional Graduate Goal	PLO	Lines of Evidence	
		Direct	Indirect
Disciplinary knowledge	PLO 1,2,3,4	<ol style="list-style-type: none"> 1. Writing Assignments 2. Culminating Experience 	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Communication	PLO 1,2,3,4	<ol style="list-style-type: none"> 1. Course Discussions 2. Writing Assignments 3. Course Presentations 4. Thesis/Project Defenses 	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Critical thinking/analysis	PLO 1,2,3,4	<ol style="list-style-type: none"> 1. Course Discussions 2. Writing Assignments 3. Course Presentations 4. Thesis/Project Defenses 	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Information Literacy	PLO 1,2,3,4	<ol style="list-style-type: none"> 1. Writing Assignments 2. Culminating Experience 	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys

Institutional Graduate Goal	PLO	Lines of Evidence	
		Direct	Indirect
Professionalism	PLO 1,2,3,4	<ol style="list-style-type: none"> 1. Course Presentations 2. Thesis/Project Defenses 	<ol style="list-style-type: none"> 1. End-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Intercultural/Global Perspectives	PLO 1,2,3,4	<ol style="list-style-type: none"> 1. Course Discussions 2. Writing Assignments 	<ol style="list-style-type: none"> 1. Mid-course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys
Research	PLO 1,2,3,4	<ol style="list-style-type: none"> 1. Culminating Experience 2. Thesis/Project Defenses 	<ol style="list-style-type: none"> 1. Mid/End course assessments 2. Informal/Formal Exit Interviews 3. Alumni Surveys

E. Action Plan Based on Assessment Data

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

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