

2020-2025 CJHS Assessment Plan

CJHS Mission Statement

The Department of Criminal Justice and Homeland Security (CJHS) is committed to academic excellence and the improvement of criminal justice and homeland security practices through research, applied learning, and service.

Student Learning Outcomes

1. Describe the historical development and evolution of the criminal justice system in the United States including its modern purpose and functions.
2. Describe and interpret the extent and nature of crime and criminal behavior.
3. Analyze and apply theories of crime causation.
4. Demonstrate an understanding of issues related to crime prevention and rehabilitation.
5. Demonstrate knowledge of the basis of the law and legal system, the social and political context of the legal system, important constitutional issues, and decision making in the criminal justice process.
6. Demonstrate knowledge of the major historical and current events, trends, concepts, theories, perspectives, and research related to crime and criminal justice.
7. Demonstrate knowledge of the various methods of social science research, the sources of crime and criminal justice data, and the link between theory and research.
8. Demonstrate an understanding of the problems and issues facing contemporary criminal justice and possible solutions to the problems.
9. Identify issues of diversity and potential solutions to discrimination across all areas of criminal justice.
10. Analyze the philosophy, theories, policies, practices, processes, and reforms related to crime, punishment, and the criminal justice system.
11. Understand the difference between anecdotal and empirical evidence and the need for evidence-based policies and practices throughout the criminal justice system.

Curriculum Map

See attached document.

Assessment Plan

Academic Year 2020-2021	
Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
#2 (Chris Felts, J305, Fall) #6 (Kelly Fisher, J320, Spring)	
Measure Description	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
Artifacts used to measure the learning outcomes will include one or more of the following, and will be determined by each instructor in advance of or during the semester the course is offered (see above): exams, quizzes, papers, discussions, presentations, reflections, and homework. All students in a given course will be assessed in order to ensure a representative sample.	
Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?
≥ 70% of students who meet expectations is the department's goal, and performance criteria will be determined by each instructor based on the artifact(s) they select to measure a given learning outcome.	

Academic Year 2021-2022	
Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
#3 (Kelly Brown, J201, Spring) #1 (Kelly Fisher, J101, Spring)	
Measure Description	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
Artifacts used to measure the learning outcomes will include one or more of the following, and will be determined by each instructor in advance of or during the semester the course is offered (see above): exams, quizzes, papers, discussions, presentations, reflections, and homework. All students in a given course will be assessed in order to ensure a representative sample.	
Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?

≥ 70% of students who meet expectations is the department’s goal, and performance criteria will be determined by each instructor based on the artifact(s) they select to measure a given learning outcome.

Academic Year 2022-2023	
Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
#5 (Beau Shine, J301, Spring) #9 (Chris Felts, J355, Spring)	
Measure Description	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
Artifacts used to measure the learning outcomes will include one or more of the following, and will be determined by each instructor in advance of or during the semester the course is offered (see above): exams, quizzes, papers, discussions, presentations, reflections, and homework. All students in a given course will be assessed in order to ensure a representative sample.	
Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?
≥ 70% of students who meet expectations is the department’s goal, and performance criteria will be determined by each instructor based on the artifact(s) they select to measure a given learning outcome.	

Academic Year 2023-2024	
Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
#11 (Beau Shine, J440, Fall) #8 (Kelly Fisher, J321, Fall)	
Measure Description	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
Artifacts used to measure the learning outcomes will include one or more of the following, and will be determined by each instructor in advance of or during the semester the course is offered (see above): exams, quizzes, papers, discussions, presentations, reflections, and homework. All students in a given course will be assessed in order to ensure a representative sample.	

Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?
<p>≥ 70% of students who meet expectations is the department’s goal, and performance criteria will be determined by each instructor based on the artifact(s) they select to measure a given learning outcome.</p>	

Academic Year 2024-2025

Student Learning Outcomes	Which outcomes are being assessed this academic year? (All outcomes can be assessed each year.)
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#4 (Beau Shine, J331, Spring)
 #7 (Brown, J480, Fall and/or Spring)
 #10 (Felts, J306, Fall)

Measure Description	What assessment tools will be used? Why these tools? When/where will the assessments take place? How does this time and place align with the outcomes? What students are being assessed? Why these students?
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Artifacts used to measure the learning outcomes will include one or more of the following, and will be determined by each instructor in advance of or during the semester the course is offered (see above): exams, quizzes, papers, discussions, presentations, reflections, and homework. All students in a given course will be assessed in order to ensure a representative sample.

Benchmark/Target	What level of performance will be considered acceptable? What performance criteria is used to determine mastery?
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≥ 70% of students who meet expectations is the department’s goal, and performance criteria will be determined by each instructor based on the artifact(s) they select to measure a given learning outcome.

CJHS Curriculum Map

Goals	101	201	202	260	278	301	302	303	304	305	306	310	320	321
1	X													
2		X								X				
3		X		T										
4				O										
5				P	X	X	X	X	X		X	X	X	X
6	X			I	X						X		X	X
7			X	C										
8	X			S	X	X		X		X		X		X
9			X		X									X
10		X				X	X	X		X	X			
11		X										X	X	X

Goals	322	331	355	370	380	387	439	440	470	480	272	275	388
1		X				X							
2													
3				S					S				
4		X		E				X	E				
5			X	M		X	X		M				X
6				I					I				
7				N	X				N	X			
8	X		X	A		X	X		A		X	X	X
9		X	X	R				X	R				
10	X						X	X			X	X	X
11					X	X		X		X			

Curriculum Map Table

<p>1. Describe the historical development and evolution of the criminal justice system in the United States including its modern purpose and functions.</p>	<p>101, 331 387</p>
<p>2. Describe and interpret the extent and nature of crime and criminal behavior.</p>	<p>201, 305</p>
<p>3. Analyze and apply theories of crime causation.</p>	<p>201</p>
<p>4. Demonstrate an understanding of issues related to crime prevention and rehabilitation.</p>	<p>331, 440</p>
<p>5. Demonstrate knowledge of the basis of the law and legal system, the social and political context of the legal system, important constitutional issues, and decision making in the criminal justice process.</p>	<p>302, 303, 304, 306, 321 278, 301, 310, 320, 355, 387, 388, 439</p>
<p>6. Demonstrate knowledge of the major historical and current events, trends, concepts, theories, perspectives, and research related to crime and criminal justice.</p>	<p>101, 306, 321 278, 320</p>
<p>7. Demonstrate knowledge of the various methods of social science research, the sources of crime and criminal justice data, and</p>	<p>202, 380</p>

the link between theory and research.	
8. Demonstrate an understanding of the problems and issues facing contemporary criminal justice and possible solutions to the problems.	101, 303, 305, 321, 387 272, 275, 278, 301, 310, 322, 355, 387, 388, 439
9. Identify issues of diversity and potential solutions to discrimination across all areas of criminal justice.	202, 321, 331, 440 278, 355
10. Analyze the philosophy, theories, policies, practices, processes, and reforms related to crime, punishment, and the criminal justice system.	302, 303, 305, 306, 440 201, 272, 275, 301, 322, 388, 439
11. Understand the difference between anecdotal and empirical evidence and the need for evidence-based policies and practices throughout the criminal justice system.	321, 380, 440 201, 310, 320, 387 480

Notes:

1. There is an expectation that criminal justice students will demonstrate proficiency in written and verbal communication skills, critical thinking and problem solving skills, professionalism and ethics, and an understanding of diversity and civic engagement.

2. Many CJHS classes include material related to program goals. Not all of these relationships are reflected in the assessment curriculum map. This does not mean that they are not meeting these goals nor does it mean that these connections are not important. The assessment curriculum map is a tool by which the department has decided to narrow the focus of assessment.