

Program Outcomes and Assessment

Degree Program: Criminal Justice

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Program Mission Statement:

The mission of the bachelors of science in Criminal Justice degree program is to capitalize on the diversity of the Clayton State student population and multidisciplinary training of faculty to provide students with a specialized understanding of the criminal justice system and criminal behavior.

Learning Outcomes

Outcome 1: Describe the varying responsibilities and administrative competencies of each component of the criminal justice system.

Outcome 2: Demonstrate the major theoretical perspectives in the criminology and criminal justice fields, as well as identify the social policy implications of these perspectives.

Outcome 3: Illustrate how gender, race, ethnicity, age and social class contribute to varying experiences in the criminal justice system.

Outcome 4: Demonstrate the ability to summarize and discuss in written and oral form academic journal articles.

Outcome 5: Analyze and interpret the kinds of data commonly found in the criminal justice field.

Outcome 6: Critically evaluate existing or proposed criminal justice policies and practices.

Outcome 7: Apply material learned in criminal justice classes to real life experiences gained by working in a criminal justice or related organization.

Assessment Methods/Type of Evidence

Data Collection 1: Standardized exam questions on CRJU 1150 final exam/80% answer each question correctly

Data Collection 2: Criminological theory paper assessed by rubric/ 80% meet or exceed expectations

Data Collection 3: Juvenile justice assignment assessed by rubric/80% meet or exceed expectations

Data Collection 4: Evaluation of journal article assessed by rubric/80% meet or exceed expectations

Data Collection 5: UCR/NCVS data analysis paper assessed by rubric/80% meet or exceed expectations

Data Collection 6: Correctional policy paper assessed by rubric/80% meet or exceed expectations

Data Collection 7: Internship final paper assessed by rubric/80% meet or exceed expectations

Data Collection Overview

Learning Outcome	Assessment Method/Type of Evidence	When/Where will Data Collection Take Place	Who will collect data
Describe responsibilities and administrative competencies of each component of the CJS	Standardized test questions/80% answer each question correctly	Fall & spring semesters during final exam/CRJU 1150	CRJU 1150 instructor(s) or other full time CJ faculty member
Demonstrate the major theoretical perspectives, as well as identify the social policy implications	Criminological theory paper assessed by rubric/ 80% meet or exceed expectations	Fall & spring semesters/CRJU 3100	CRJU 3100 instructor or other full time CJ faculty member
Illustrate how gender, race, ethnicity, age and social class contribute to varying experiences in the CJS	Juvenile justice assignment assessed by rubric/80% meet or exceed expectations	Fall & spring semesters/CRJU 3600	Lisa Holland-Davis or other full-time CJ faculty member
Summarize and discuss in written and oral form academic journal articles	Evaluation of journal article assessed by rubric/80% meet or exceed expectations	Fall & spring semesters/CRJU 3100	CRJU 3100 instructor or other full time CJ faculty member
Analyze and interpret the kinds of data commonly found in the criminal justice field.	UCR/NCVS data analysis paper assessed by rubric/80% meet or exceed expectations	Fall & spring semesters/CRJU 1150	CRJU 1150 instructor(s) or other full time CJ faculty member
Critically evaluate existing or proposed criminal justice policies and practices.	Correctional policy paper assessed by rubric/80% meet or exceed expectations	Fall & spring semesters/CRJU 3300	CRJU 3300 instructor or other full time CJ faculty member
Apply material learned in criminal justice classes to experiences gained by working in a CJ or related organization.	Internship final paper assessed by rubric/80% meet or exceed expectations	Fall & spring semesters/CRJU 4901	Lisa Holland-Davis or other full time CJ faculty member

Discussion of Results and Changes

Learning Outcome 1:

Describe the varying responsibilities and administrative competencies of each component of the criminal justice system.

Results and Changes (listed by year – from 2005 to present):

2006—CRJU 3420 Law Enforcement in the Community was added to explore how law enforcement can work with community members to better prevent and investigate crime.

2007—CRJU 4200 Criminal Justice Ethics was introduced to further explore the administrative duties and responsibilities of practitioners within the criminal justice field.

2008—Based on findings from the Criminal Justice Major Fields test Clayton State University seniors scored above the national average in the areas of corrections (55 versus 48.9) and the court system (61 versus 56.5) and only slightly below average in the area of law enforcement (51 versus 51.3).

2009-- This outcome was modified in Fall 2009 to create a more easily measured outcome. The previous outcome read: “Articulate a comprehensive understanding of the evolution and current operations of the principal components of the criminal justice system (law enforcement, judiciary, corrections, and juvenile justice). “

Learning Outcome 2:

Demonstrate the major theoretical perspectives in the criminology and criminal justice fields, as well as identify the social policy implications of these perspectives.

Results and Changes (listed by year – from 2005 to present):

2008—Based on scores from the Criminal Justice Major Fields Test, Clayton State University seniors scored above the national average on the criminological theory portion of the exam (48 versus 44).

2009—This outcome was formally added in Fall 2009. The criminal justice faculty wants to emphasize the importance of understanding how the causes of criminal behavior help to shape criminal justice policy. In order to further this outcome, an additional class on criminological theory is being proposed to give students an advanced understanding of the major theoretical perspectives introduced in the required CJ courses. This new course will better prepare students for graduate studies in the fields of criminology and criminal justice.

Learning Outcome 3:

Illustrate how gender, race, ethnicity, age and social class contribute to varying experiences in the criminal justice system.

Results and Changes (listed by year – from 2005 to present):

2006-- CRJU 3110 Race & Crime was added to the criminal justice curriculum to further prepare students for working with diverse populations.

2009-- This outcome was modified in Fall 2009. Three former outcomes were combined to reflect the varying experiences of multiple groups and to create a more easily measured outcome. The former outcomes were: 1) Understand how different social groups have been and are treated under the law by the justice system, 2) The ability to understand the disparities in outcomes for different social groups within the criminal justice process and understand how to determine the extent to which disparities are the result of discrimination and 3) Illustrate an understanding of the significant role that race and crime plays in our society. To help to understand that “justice” is a multidimensional concept involving issues of substance and procedure, individuals and groups, and rewards and burdens.

In addition, a proposal for a new course on gender and crime is being prepared to introduce students to the special issues faced by women in the criminal justice system.

Learning Outcome 4:

Demonstrate the ability to summarize and discuss in written and oral form academic journal articles.

Results and Changes (listed by year – from 2005 to present):

2008—Based on the scores from the Criminal Justice Major Fields Test, Clayton State University seniors scored below average on critical thinking skills (50 versus 52).

2009—This outcome was formally added in Fall 2009. In order to address the deficiencies in critical thinking skills and to better prepare students for both careers in the CJ field and further student in graduate programs students will be required to read, summarize and critically evaluate academic articles from the fields of criminology or criminal justice at various points in the CJ curriculum.

Learning Outcome 5:

Analyze and interpret the kinds of data commonly found in the criminal justice field.

Results and Changes (listed by year – from 2005 to present):

2008—Based on scores from the Criminal Justice Major Fields Test, Clayton State University seniors scored above the national average on the research methods portion of the exam (47 versus 44.1).

2009—This outcome was formally added in Fall 2009. The criminal justice faculty recognizes the ability to locate and interpret criminal justice related data is an important skill for both criminal justice practitioners and for those wishing to go to graduate school. To further this outcome, a criminal justice specific research course is being developed to expose students to data and methods unique to the criminal justice field. Changes to the current curriculum would make this a required course. Currently, a course in social science research methods is offered as an elective.

Learning Outcome 6:

Critically evaluate existing or proposed criminal justice policies and practices.

Results and Changes (listed by year – from 2005 to present):

2006—CRJU 3420 Law Enforcement in the Community was added to explore the criminal justice policy of community oriented policing.

2007—CRJU 4410 Comparative Criminal Justice was added to introduce students to criminal justice systems around the world and how these systems compare to the American system of criminal justice.

2009—This outcome was formally added in Fall 2009. The criminal justice faculty wants students to recognize that since the criminal justice system has a political component and as such criminal justice policies must be evaluated from various perspectives. In order to emphasize the importance of this skill, students will be required to complete assignments asking for them to critique and/or propose criminal justice policies.

Learning Outcome 7:

Apply material learned in criminal justice classes to real life experiences gained by working in a criminal justice or related organization.

Results and Changes (listed by year – from 2005 to present):

2005—100% of criminal justice majors enrolled in CRJU 4901 successfully completed an internship with a grade of C or better

2006—90% of criminal justice majors enrolled in CRJU 4901 successfully completed an internship with a grade of C or better.

2007—86% of criminal justice majors enrolled in CRJU 4901 successfully completed an internship with a grade of C or better.

2008—96% of criminal justice majors enrolled in CRJU 4901 successfully completed an internship with a grade of C or better.

Spring 2009—95% of criminal justice majors enrolled in CRJU 4901 successfully completed an internship with a grade of C or better.

Fall 2009-- This outcome was formally added in Fall 2009. The criminal justice faculty wants to emphasize that material learned in the classroom is applicable to the everyday functioning of criminal justice agencies. Assessment of this outcome will be based on a paper submitted by students upon completion of their internship that demonstrates their ability to apply class material to their individual experiences.