ASSESSMENT REPORT
ACADEMIC YEAR 2018 – 2019
REPORT DUE DATE: 11/01/2019

- **Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.**
- **Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections**
- **Undergraduate, Graduate and Certificate Programs must submit separate reports**
- **It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices**
- **Curriculum Map should be submitted along with Assessment Report**

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu

2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu

3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu

4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu

5. Prof. Suparna Chakraborty, AD Academic Effectiveness – schakraborty2@usfca.edu

Academic Effectiveness Annual Assessment Resource Page:

https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment

Email to submit the report: assessment_cas@usfca.edu

Important: Please write the name of your program or department in the subject line.

For example: FineArts_Major (if you decide to submit a separate report for major and minor);

FineArts_Aggregate (when submitting an aggregate report)

I.   LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Robert Elias, eliasr@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Criminal Justice Studies Minor

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?
No Revisions
Map (5 courses required)
Core Courses (2)
Internship Course
Politics Elective Course
Sociology Elective Course

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting <u>an aggregate report, please provide the current mission statements of both the major and the minor program</u>

Mission Statement (Major/Graduate/Certificate):

Mission Statement (Minor):

The Criminal Justice Studies minor looks beyond conventional policies to diagnose why get-tough programs fail, and what might work better. Rather than emphasizing only individual offenders, the minor examines the environment American society provides for

potential criminals. Exploring the possibilities of restorative justice, it focuses on the political and social sources of crime and violence.

The program analyzes a range of criminal behavior — including juvenile delinquency, social deviance, blue- and white-collar crime, and state, political, and corporate crime — assesses the impact of crime on victims, and explores the effects of social inequality on crime.

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

PLOs (Major/Graduate/Certificate):

PLOs (Minor):

Learning Objectives
Students will have the ability to:
(1) Develop and apply the skills and knowledge required to critically analyze the formation of laws, crime causation, and the practice and structures that make up the American criminal justice system.

(2) Demonstrate an understanding of the constitutional powers and limits in enforcing the criminal law, including rights for criminal suspects, defendants, and prisoners

(3) Demonstrate an understanding of the key elements and stages in the criminal process, from lawmaking to law enforcement to prosecution/defense to conviction/punishment, and the political, economic and social factors shaping the incentive system of criminal justice actors. Benefit from insights gained from fieldwork, brought back to the class room.

(4) Demonstrate an understanding of the politics/social choices, and also the pros and cons of key crime policies, such as three strikes you're out laws, mandatory sentencing, drug criminalization, private prisons, and law and order crusades

3. State the particular Program Learning Outcome(s) you assessed for the academic year 2018-2019.

PLO(s) being assessed (Major/Graduate/Certificate):

PLO(s) being assessed (Minor):

(1) Develop and apply the skills and knowledge required to critically analyze the formation of laws, crime causation, and the practice and structures that make up the American criminal justice system.

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, "the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions."

Important Note – WSCUC advises us to use "direct methods" which relate to a direct evaluation of a student work product. "Indirect methods" like exit interviews or student surveys can be used only as additional l complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: Please attach, at the end of this report, a copy of the rubric used for assessment.

Methodology used (Major/Graduate/Certificate):

Methodology used (Minor):

We assign Case Study Projects, comprised of a Case Study Oral Presentation and a Case Study Research Paper

We provide Guidelines for these Projects

We assess the results of these projects by examining the grades assigned

We're focusing this round on the Case Study Research Papers

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

a.   how well students mastered the outcome at the level they were intended to,

b.   any trends noticed over the past few assessment cycles, and

c.   the levels at which students mastered the outcome based on the rubric used.

To address this, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

Results (Major/Graduate/Certificate):

Results (Minor):

Based on the Grades assigned for the Case Study Papers in the core course, Politics 322, Politics of American Justice, here are the results:

Level	Percentage of Students	
Complete Mastery	74%	25/34
Mastered the outcome in most parts	12%	4/34
Mastered some parts of the outcome	12%	4/34
Did Not Master the outcome	2%	1/34

V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Loop (Major/Graduate/Certificate):

Closing the Loop (Minor):

No Modifications planned; learning outcomes via this assignment are being achieved at a high level