ASSESSMENT REPORT REMOTE/DISTANCE LEARNING
ACADEMIC YEAR 2019 - 2020
REPORT DUE DATE: December 4, 2020

This is an alternative template.
Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:
(a) Usual assessment report based on attached template OR
(b) Alternative assessment reflections on distance learning pivot based on this template
Every program/department/major/minor/certificate can choose ONE of the two report formats to submit

Please make sure to fill out Page 1 – Questions 1 and 2

- 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. If you choose to submit a remote learning reflections document, it should also have separate segments for major and minor
- Undergraduate, Graduate and Certificate Programs must submit separate reports. An aggregate report is allowed only for major and minor of the same program
- 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 and Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program.
   Please also indicate which report format are you submitting –Standard Report or Reflections Document
   Minor

3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.
   No changes

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? 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):

No changes

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.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting <u>an aggregate report, please provide the current PLOs for both the major and the minor programs.</u>

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):

<u>No changes</u>
<u>Learning Objectives</u>
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

1. **What elements of the program were adaptable to a remote/distance learning environment?**

All of them.

2. **What elements of the program were not adaptable to a remote/distance learning environment?**

None of them

3. What was the average proportion of synchronous versus asynchronous learning for your program or parts thereof? A rough estimate would suffice.

80% synchronous, 20% asynchronous

4. For what aspects of learning is synchronous instruction effective and for which ones is asynchronous instruction more effective?

Synchronous – for promoting class participation

Asynchronous – for conveying lecture material

5. As remote/distance learning continues in the current environment, what changes has the program instituted based on experiences with remote instruction?

For the internship course requirement, the internship experiences were made remote along with the classes.

OPTIONAL ADDITIONAL MATERIALS

(Any relevant tables, charts and figures, if the program so chooses, could be included here)