CRIMINAL JUSTICE MANAGEMENT (BS)

Program Learning Assessment

2011-2014 Assessment Planning Cycle
Key Findings and Proposed Actions

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Acknowledgments

John Jay College of Criminal Justice
The City University of New York

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Contents

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Mission

The Criminal Justice Management (CJM) major focuses on the development of leadership, supervision and analytic skills of students who aspire to executive positions in criminal justice agencies. The major is designed to introduce students to the American criminal justice system, expose students to management issues and methods, introduce ethical considerations, and provide students with basic academic and management skills.

Learning Goals

1. *Identify core management issues affecting delivery of services by criminal justice agencies.*

2. *Describe the political, economic, legal, and social environments in which criminal justice agencies operate.*

3. *Explain the constitutional and legal challenges of delivering policing, court, and correctional services in a diverse society.*

4. *Synthesize information and use analytical approaches in designing appropriate courses of action for management-related problems in criminal justice agencies.*

5. *Organize and communicate information to a diverse workforce and citizenry by means of oral presentations, written documents, presentation graphics, and online techniques.*

6. *Observe and identify examples of decision-making, leadership and management skills in public, private, or nonprofit criminal justice organizations.*

Assessment Philosophy

The Criminal Justice Management major (formerly Criminal Justice Administration and Planning) was created in 1991 out of a desire by college faculty, students, and administration to develop a major that blended traditional academic study of criminal justice with the study of management sciences. Outcomes assessment has played an important role in the program's history as, over the years, the major underwent at least six self-studies and subsequent curriculum revisions based on stakeholder feedback and analysis of program data. The most recent curriculum revision became effective Fall Semester 2012 and included significant changes to the required curriculum. Over the past twenty years, and going forward, our assessment philosophy has been to generate program feedback loops that enable us to make continuous improvements in the Criminal Justice Management major. Ideally, these feedback loops will give us a clearer picture of current and emerging needs in the field of criminal justice management, students' success in acquiring knowledge and skills essential to the effective administration of criminal justice agencies, and the career trajectory of students graduating with a Bachelor of Science in Criminal Justice Management.

Assessment Cycle Review

From the 2010-11 academic year (AY) to the present, significant progress has been made with respect to improving the assessment process for the undergraduate Criminal Justice Management major. These improvements to the assessment process have helped to restructure course assignments and develop scoring rubrics that assesses the acquisition of analytical skills of students completing the Criminal Justice Management capstone course. Provided below is a summary of the accomplishments for the past four academic years.

Assessment Workshops and Meetings

During the past four years, Criminal Justice Management and Public Administration coordinators hosted a series of assessment workshops with adjunct and full-time faculty members to emphasize the need for assessing student performance and course outcomes. Meetings with faculty who teach courses related to public policy also were held. These workshops and meetings were held to:

- Communicate the importance of assessing student learning and course outcomes;

- Enhance faculty understanding of the assessment process;

- Provide faculty with tools to assess student learning and performance;

- Provide faculty with guidance on how to incorporate the assessment process within their courses;

- Reassess and revise course learning objectives; and,

- Reinforce the need to scaffold course material and themes.

Development of Standard Syllabi and Course Materials

During the 2012-13 AY, full-time faculty were assigned as lead instructors to each of the core and capstone courses. The faculty collaborated with the adjuncts teaching the courses to revise the learning objectives. These groups also worked to develop standard course syllabi, assignments and exams. This was done so that:

- Courses would have standardized leaning objectives and outcomes;

- Students enrolled in different sections of the courses would be exposed to the same material and have similar levels of student performance;

- Students would be evaluated with the same criteria so that measurements of student learning and performance would be similar for each course section.

Development of Assessment Matrices

A number of matrices were developed to help faculty with having learning goals linked logically to course assignments as well as to specify the analytical and technical skills that students should have acquired in courses preceding their courses. For example, the matrices developed for PAD 440 Problems in Public Administration include the following:

- Learning Objectives and Case Study Alignment Matrix. This matrix requires faculty members to illustrate how the cases studies used in the course link/align with the learning objectives contained in the syllabus.

- Learning Objectives and Assignment Alignment Matrix. This matrix requires faculty to illustrate how each course assignment is linked/aligned logically with the course learning objectives.

- Case Analysis Foci and Assignment Alignment Matrix. This matrix requires faculty to illustrate how the analytical techniques presented in the course and in prior courses are link/align with course assignments.

- Analytical and Technical Skills Requirements and Assignment Alignment Matrix. This matrix requires faculty to specify the analytical and technical skills that are necessary to complete each course assignment with a passing grade.

- Analytical and Technical Skills Acquisition. This matrix requires faculty to identify the analytical and technical skills that each student should acquire before and during PAD 440 Problems in Public Administration.

Development of A Scoring Rubric

Over the past four academic years, the scoring rubrics were revised to assess learning objectives and student performance more directly. During the 2011-12 AY, the assessment of PAD 445 Seminar in Justice Administration and Planning found that the scoring rubric used to evaluate student performance against the course learning objectives assessed writing ability and not the successful achievement of the learning objectives. To address this weakness, a new scoring rubric was developed in fall 2012. The new scoring rubric has been used to assess PAD 445 Seminar in Justice Administration and Planning and PAD 348 Justice Planning and Policy Analysis since spring 2013.

Updating the Criminal Justice Management Assessment Plan

The assessment plan for the Criminal Justice Management major was revised at least twice since the 2010-11 AY. The revisions to the initial assessment plan came about due to the following:

- Assessing student learning and performance;

- Developing new scoring rubrics;

- Revising course leaning objectives; and

- Standardizing course syllabi and assignments.

Course Revisions

The course assessment process has helped to revise course materials and assignments. In PAD 445 Seminar in Justice Administration and Planning, the group project was eliminated so that each student could select and analyze a criminal justice-related policy issue. This was done to achieve the following:

- Assess each student's ability to apply course material to each component of the policy analysis process;

- Identify areas where course materials and analytical methods need to be reinforced; and,

- Provide feedback to each student with respect to their progress on the capstone project.

During the past two academic years, the quality of the capstone papers has increased significantly. Two Criminal Justice Management students were successful in having their papers published in John Jay's Finest.

In the 2014-15 AY, PAD 440 Problems in Public Administration was restructured and piloted by a Public Administration faculty member. This course restructuring was prompted by the recommendation made by the external site team to have a single capstone course for the Public Administration and Criminal Justice Management majors.

Outcomes

The implementation of the assessment process for the Criminal Justice Management major had the following outcomes:

- Course improvements and revisions were addressed comprehensively and systematically;

- Courses were linked and aligned to each other to provide for scaffolding so that analytical and technical skills are carried over from one course to another.

- Learning objectives were clarified and revised for each Criminal Justice Management course to ensure that there is a direct linkage among course content and assignments.

- Scoring rubrics for related courses were developed to assess learning objectives more directly in addition to assessing written communication ability and skills.

Next Steps

In spring 2015, the College Council approved the proposed curriculum changes to the Criminal Justice Management major. The approved proposal means that the major's program goals and

learning objectives need to be revised. This, in turn, requires that the assessment instruments be revised and pretest. These revisions to the program goals and learning objectives require the following steps so that a new assessment plan for the Criminal Justice Management major may be created and implemented:

- Assemble a committee composed of Public Administration and Criminal Justice Management faculty to revise the program goals and course learning objectives for each major. These changes will then be formally approved by the Public Administration faculty.

- Once the revised goals and learning objectives are approved by the Public Administration faculty, the Criminal Justice Management coordinator will draft a new 5-year assessment plan.

- The Criminal Justice Management coordinator will revise the assessment rubrics to incorporate the revised program goals and course learning objectives.

- Faculty will incorporate the relevant revised program goals and course learning objectives into their syllabi.

These activities will begin during the 2015-16 AY.

Criminal Justice Management (BS)

Program Learning Assessment. Key findings and proposed actions

(2011-2014)

Program Learning Goals

1. Identify core management issues affecting delivery of services by criminal justice agencies.

2. Describe the political, economic, legal, and social environments in chich criminal justice agencies operate.

3. Explain the constitutional and legal challenges of delivering policing, court, and correctional services in a diverse society.

4. Synthesize information and use of analytical approaches in designing appropriate courses of action for management-related problems in criminal justice agencies.

5. Organize and communicate information to a diverse workforce/citizenry by means of oral presentations, written documents, presentation graphics, online techniques.

6. Observe and identify examples of decision-making, leadership and management skills in public, private, or nonprofit criminal justice organizations.

Outcomes Assessment

Program Learning Goal #	% Meet / Exceed[1]	Key Findings	Proposed Actions (Semester Implemented)	Was action effective?[4] Follow-up assessment Sem.Year	% Meet / Exceed	
2012						
Assessment Context[2] : **Capstone PAD 445 (n=14),** *Tool[3]* : **Paper**						
4	93	Scoring rubric not properly linked to objectives. Assignments not consistent with respect to objectives and not consistent across courses.	Link rubric to learning objectives. Integrate learning objectives within each course syllabus. Develop course asignments that assess each learning objective (2012-13).	2013	100	↑
5	93			2013	100	↑
6	93			2013	100	↑
2013						
Assessment Context : **Capstone PAD 445 (n=8),** *Tool* : **Paper**						
4	100	Discussion of projects with the class established a cooperative learning situation where students helped each other in developing their diverse projects.	Assess individual student performance in PAD 445. Apply scoring rubric to specified policy-related CJM courses in the amended assesment plan (Sp 13).			
5	100					
6	100					
2014						
Assessment Context : **Capstone PAD 445 (n=19),** *Tool* : **Paper**						
4		Overall, 95% met expectations. Discussion of projects with the class established a cooperative learning situation where students helped each other in developing their diverse projects.	Expand the learning objectives that are to be assessed. Create scoring matrix for management and planning-based courses (2014-15).			
5						
6						

(1) Percent represents ratio of students who met or exceeded expectations. Where scores represent mean performance, the mean score and highest scale value are indicated (e.g., 3.3 out of 4). (2) Assessment context may relate to comprehensive program review, specific academic setting (e.g., course #, capstone, internship), class standing (e.g., seniors, transfers, alumni), post-graduation outcomes (e.g., placement, further education, employers ratings of employee skills), or indicators of learning progress. (3) Examples of tools include exams, portfolios, research projects, lab reports, papers, essays, surveys, licensure tests, performances, presentations. (4) Re-assessment of learning follows the implementation of actions to determine their effectivenes in improving learning outcomes.