JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

International Criminal Justice Major Assessment Plan

[Draft – 10 May 2011]

Contents

I. Mission Statement:

The mission of the International Criminal Justice (ICJ) Major is to advance students' knowledge of crime and crime control from a global and comparative perspective. The Major seeks to: (a) prepare undergraduate students with the knowledge, skills and perspectives to compete for careers in the fields of international criminal justice; (b) prepare students for advanced work in graduate and professional schools and; (c) enable students to become both producers and critical consumers of social science research on topics pertaining to the globalization and transnationalization of crime and crime control over time. The Major is interdisciplinary but provides a series of unique, required courses to ensure that students gain the descriptive, analytical and methodological knowledge to fulfill this mission.

II. Assessment Philosophy:

The purpose of outcomes assessment is to enhance the learning experiences of current and future students. The ICJ faculty[1] has developed four learning objectives, described in the following section, that reflect the standard of knowledge and skills among professionals and scholars in the fields of international criminal justice. Our assessment program is designed to generate qualitative and quantitative information that will be used to identify the Major's strengths and weaknesses. That, in turn, allows us to identify areas where improvements to our program might be necessary or desirable. Once implemented, the changes can be examined for effectiveness through future outcomes assessment.

In this respect, this Assessment Plan builds upon the current practice of program examination and curricular revision in the ICJ Major. The program was last evaluated (through a self-study and external review) in 200X. That process highlighted areas for programmatic improvement. In response, the curriculum was revised (in 2007) to give a stronger focus on the unique demands of social science education in this emerging field. In short, the Major was expanded (from 36 to 39 credits) and a new, required course on methods (ICJ310: Foundations of Scholarship in International Criminal Justice) was introduced. The next evaluation is scheduled for the 2011-12 academic year. Of course, that process may – or may not – yield further refinements or revisions to the Major and, as a result, to this Assessment Plan. Either way, this Plan has been developed to contribute to our existing baseline of knowledge as to whether and how the Major is fulfilling its mission and meeting its objectives. In this regard, an interim report on outcomes assessment in the major was completed in Fall 2010 by the outgoing coordinator of the major, Prof. Mangai Natarajan. The recommendations of that report are excerpted at Appendix A.[2] This Plan integrates and advances the approach to outcomes assessment for the Major utilized in that report.

The four learning objectives listed in the following section are assessed across the four courses that comprise the central requirements of the Major.[3] Three of these courses are ICJ-prefix courses, i.e. ICJ101: Introduction to International Criminal Justice, ICJ310: Foundations of Scholarship in International Criminal Justice and ICJ401: Capstone Seminar in International Criminal Justice. The fourth course, which is taught by the Sociology Department (SOC341: International Criminology), is critical in developing students' understanding of the range of theories used by scholars in the fields of international criminal justice. *[The ICJ Major Coordinator will meet with the Sociology Department to develop a common method of assessment for SOC341].* These four courses are taken by all ICJ majors (note that transfer students may get credit for other requirements within the Major, but are unlikely to get credit for these courses) and are indispensable to the fulfillment of the Major's mission. Given that they are

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[1] As an interdisciplinary major, ICJ is administered by a coordinator who chairs a governance committee. That committee comprises the Dean of Undergraduate Studies, as well as representatives from the African American Studies, Criminal Justice, Latino/a Studies, Law, Police Science and Criminal Justice Administration, Political Science and Sociology departments. *[Insert date of committee approval].*

[2] The full report is available by contacting the current coordinator of the program, Prof. Peter Romaniuk (promaniuk@jjay.cuny.edu).

[3] The requirements of the Major are set out in full at http://www.jjay.cuny.edu/academics/645.php.

also distributed across the Major (i.e. one 100-level course, two 300-level courses and a 400-level course) they provide an appropriate range of points to assess learning within the Major. Moreover, as set out in the below table, these courses provide an opportunity to assess the all of the Major's learning objectives (see section III), although different courses are more apt to assess some objectives than others. The learning objectives for the curses are linked to the learning objectives for the Major in the Curriculum Map (Appendix B).

Learning objectives	Courses appropriate for direct assessment
1. Descriptive knowledge	ICJ101, SOC341, ICJ401
2. Analytical skills	ICJ310, SOC341, ICJ401
3. Research skills	ICJ310, ICJ401
4. Communication skills	ICJ310, SOC341, ICJ401

Regarding direct assessment tools, the four learning objectives will be evaluated in different ways across these four central course requirements of the Major. For ICJ101, where the emphasis is on the acquisition of descriptive knowledge, it is most appropriate to utilize a standardized test. For ICJ310, where the focus is on the development of research skills, we propose to utilize a multiple choice test (whereby students identify key terms and concepts) as well as a rubric to evaluate student's research projects. For SOC341 … *[To be inserted. The ICJ Major Coordinator will meet with the Sociology Department to develop a common method of assessment for SOC341].* In ICJ401, where students produce a major piece of original research (the "ICJ mini-thesis," described in greater depth, below), it is most appropriate to use a rubric to evaluate student's research projects. These tools are elaborated in greater depth in part VI of this Plan.

This Plan sets out two indirect assessment tools. These are the *John Jay College Student Evaluation of the Major* survey and student's grades. These are elaborated in greater depth in part VII of the Plan.

III. Learning Objectives:

The ICJ Major has four learning objectives:

1. Students will gain *descriptive knowledge* and will be able to:
   a. define international and transnational crimes;
   b. summarize national, bilateral and multilateral responses to such crimes, and;
   c. describe theories for understanding crime and crime control from a global and comparative perspective.

2. Students will develop *analytical skills* to:
   a. use theory to interpret and explain empirical developments in the fields of international criminal justice, and;
   b. critically evaluate the use of theory and analytical claims advanced by others.

3. Students will develop *research skills* to:
   a. use different social science methods to gather and organize data in the fields of international criminal justice, and;
   b. critically evaluate the use of such methods by others.

4. Students will develop written and oral *communication skills* to elaborate informed opinions about issues and ideas in the fields of international criminal justice.

IV. Assessment Cycle:

Assessment activities in the ICJ major will commence in Spring 2011, when ICJ401 will be assessed using the direct assessment tool contained in Part IV. Subsequently, the Major will be assessed according to a five year cycle, as detailed below. In the first four years (eight semesters) of the cycle, each of the four courses identified above – ICJ101, ICJ310, SOC341 and ICJ401 – will be assessed twice: that is, each semester we will assess one course, in sequential order. This will generate a significant amount of data against all four of the learning objectives. The final year of the cycle, which will coincide with the Major's five year review, will be spent reviewing the data on all learning objectives with an eye towards more substantial curricular changes if needed or desired by the department. Additional information is presented in Sections V through VII.

2010-2011 Academic Year
- Approve Assessment Plan for the major as detailed in this document
- Undertake assessment of ICJ401 using direct assessment tool contained herein (Part IV)
- Finalize direct assessment tools for ICJ101 and ICJ310; draft direct assessment tool for SOC341
- Collect data on indirect assessment measures
- Annual brief to ICJ Governance Committee and Administration on program assessment activities

2011-2012 Academic Year
- Report on the analysis of the assessment of ICJ401 to the ICJ Governance Committee and Administration
- Implement direct assessment tool for ICJ101 (fall) and ICJ310 (spring)
- Finalize direct assessment tool for SOC341 and revise as necessary the direct assessment tool ICJ401
- Collect data on indirect assessment measures
- Annual brief to ICJ Governance Committee and Administration on program assessment activities
- Revise this Plan in accordance with the findings of the program evaluation of the Major, to be undertaken in the fall (self-study) and spring (external evaluation) of 2011-12
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2012-2013 Academic Year
- Report on the analysis of the assessments of ICJ101 and ICJ310 to the ICJ Governance Committee and Administration
- Implement direct assessment tool for SOC341 (fall) and ICJ401 (spring)
- Revise, as necessary, the direct assessment tool for ICJ101 and ICJ310
- Annual brief to ICJ Governance Committee and Administration on program assessment activities

2013-2014 Academic Year

- Report on the analysis of the assessments of SOC341 and ICJ401 to the ICJ Governance Committee and Administration
- Implement direct assessment tool for ICJ101 (fall) and ICJ310 (spring)
- Revise, as necessary, the direct assessment tool for SOC341 and ICJ401
- Annual brief to ICJ Governance Committee and Administration on program assessment activities

2014-2015 Academic Year
- Report on the analysis of the assessments of ICJ101 and ICJ310 to the ICJ Governance Committee and Administration
- Implement direct assessment tool for SOC341 (fall) and ICJ401 (spring)
- Revise, as necessary, the direct assessment tool for ICJ101 and ICJ310
- Annual brief to ICJ Governance Committee and Administration on program assessment activities

2015-2016 Academic Year
- Create the end of cycle assessment report on all four learning objectives including results and recommendations from the prior four years
- Recommend curricular changes to be considered as part of the five year review of the International Criminal Justice Major

V. Assessment Schedule

Direct Assessment

Learning objectives will be assessed directly as described in the following sections using the direct assessment tools identified below.

Semester	Objective	Courses	Direct Assessment Tools
Semester 1: Fall 2011	1. Descriptive knowledge	ICJ101	Assessment tool for ICJ101, which is a multiple choice test given across all sections at the beginning and end of the semester
Semester 2: Spring 2012	2. Analytical skills 3. Research skills 4. Communication skills	ICJ310	Assessment tool for ICJ310, which involves a multiple choice test and a rubric to evaluate students' research papers
Semester 3: Fall 2012	1. Descriptive knowledge 2. Analytical skills 4. Communication skills	SOC341	Assessment tool for SOC341 *[to be inserted following consultation with the Sociology Department]*
Semester 4: Spring 2013	1. Descriptive knowledge 2. Analytical skills 3. Research skills 4. Communication skills	ICJ401	Assessment tool for ICJ401 which involves a rubric to evaluate students' research papers
Semester 5: Fall 2013	1. Descriptive knowledge	ICJ101	Assessment tool for ICJ101, described above (and as amended)
Semester 6: Spring 2014	2. Analytical skills 3. Research skills 4. Communication skills	ICJ310	Assessment tool for ICJ310, described above (and as amended)
Semester 7: Fall 2014	1. Descriptive knowledge 2. Analytical skills 4. Communication skills	SOC341	Assessment tool for SOC341, described above (and as amended)

Semester 8: Spring 2015	1. Descriptive knowledge	ICJ401	Assessment tool for ICJ401 described above (and as amended)
	2. Analytical skills		
	3. Research skills		
	4. Communication skills		
Semesters 9 and 10: Fall and Spring 2015-16	Semesters 9 and 10 (year 5) will be devoted to the creation and discussion of the end of cycle report. Annual reports will be made available at the beginning of each academic year for the objective(s) assessed in the prior year. The end of cycle report will compile these and recommend curricular changes to be discussed during the major's five year review.		

Indirect Assessment

Learning objectives will also be assessed using responses to items in the periodic *National Survey of Student Engagement* and the *John Jay College Student Evaluation of the Major*.

VI. Direct Assessment Instruments

As described above, this Plan entails the sequential assessment of the four courses that comprise the backbone of the ICJ major (ICJ101, ICJ310, SOC341 and ICJ401). In doing so, each of the four learning objectives will be assessed, in line with the table, above (p.3). In this section, the direct assessment tools for each of ICJ101, ICJ310, SOC341 and ICJ401 are outlined.

Direct assessment instrument for ICJ101

For ICJ101, where the emphasis is on the acquisition of descriptive knowledge (learning objective 1), it is most appropriate to utilize a standardized test to assess learning. In the Spring and Fall 2009, such a test was developed and administered in six sections of ICJ101. That test (which is available from the Major Coordinator) utilized twenty questions, covering: major components of the criminal justice system, the complexities in international criminal justice processing, comparative criminology and criminal justice, concepts of international and transnational crime, international crime trends, difficulties in studying transnational and international crime and international criminal justice, relevant bilateral, regional and international legal instruments designed to prevent and control international crime, concept and development of international human rights, International Criminal Court, ad hoc tribunals and transitional justice, including truth commissions.

While this format of the 2009 test (multiple choice) is appropriate in light of learning objective 1, it will be revised prior to its use in the Fall of 2011. In this regard, a new textbook is now used in the course (*International Crime and Justice*, edited by Mangai Natarajan (Cambridge, 2010)). The structure of the test – with 20 multiple choice questions – lends itself to a straightforward assessment of learning objective 1 according to the following scale:

17-20 correct answers	*exceptional*
13-16 correct answers	*satisfactory*
12 or fewer correct answers	*unsatisfactory*

In analyzing the data gathered in administering the test, we will not only assess student learning in line with this scale, but will also determine which substantive topics require more (or less) emphasis among course instructors.

Direct assessment instrument for ICJ310

ICJ310 is the compulsory research methods course for ICJ majors. Learning objectives 2, 3 and 4 will be assessed through this course. Here, where the focus is on the development of research skills, we will utilize a multiple choice test as well as a rubric to evaluate student's research projects. *[Rubric to be finalized and included here].*

Direct assessment instrument for SOC341

SOC341 is a theory course that aims to build students' knowledge of the main concept and analytical frameworks utilized in the study of international criminal justice. Learning objectives 1, 2 and 4 are assessed in this course. *[This section to be completed in consultation with the Sociology Department and relevant faculty members]*.

Direct assessment instrument for ICJ401

ICJ401 serves as the capstone course for the ICJ major. It provides a synthesis of the key issues, trends and topics within the emerging field of international criminal justice. Topics covered include: cross-cultural dimensions of international criminal justice; major theoretical issues and methodological problems in international criminal justice; complexities inherent in processing international and transnational crimes; prevention and control strategies; the evolving jurisprudence of the international tribunals and the International Criminal Court; and ethical and human rights concerns. Essentially, this course returns students, now equipped with extensive knowledge and skills, to the various ICJ topics that were introduced in ICJ 101 and ICJ 310. All four learning objectives for the ICJ major will be assessed in this course.

The main requirement for this course is a research paper, known as a mini thesis. This must be a minimum of 7500 words excluding bibliography and appendices. Detailed instructions are given to students about how to write the research paper. Six weeks are allowed to conduct a literature search on a particular international/transnational crime issue of the student's choice. Students are asked to make a 20-minute presentation of this research to the class at the end of the semester.

ICJ401 will be assessed by using the rubric below (overleaf) to assess students' mini-theses. The rubric is structured around the learning objectives of the major. It generates a score out of 50. In turn, this can be used to evaluate the learning objectives of the course, and of the major as a whole, in accordance with the following scale:

41-50	*exceptional*
31-40	*satisfactory*
30 or less	*unsatisfactory*

This instrument will also enable us to report on which learning objectives require more attention among course instructors. To be specific, assessment reporting will include:

- Distributions of raw scores and the percentage of papers receiving each score will be provided for each subsection of the rubric, each major section of the rubric, and the total score.
- Percentages of papers that are exceptional, satisfactory, and unsatisfactory overall and in each major section will be presented for each learning objective.
- Separate discussions of each of the four learning objectives including the following information:
  – Discussion of the results of direct and indirect assessment;
  – Identification of areas in which student learning is at least satisfactory;
  – Identification of areas in which student learning can be improved;
  – Recommendations for improving student learning.

Rubric for ICJ mini-thesis

Learning objective	1	2*	3	4**	5
Descriptive knowledge					
Define international and transnational crimes	No discussion of criminal activity		One form of criminal activity identified and defined		Crimes identified, defined and contextualized in a comprehensive fashion
Summarize national, bilateral and multilateral responses to such crimes	No discussion of responses to crime		One or two discrete responses to crime identified and summarized		Responses to crime identified, summarized and contextualized in a comprehensive fashion
Describe theories for understanding crime and crime control from a global and comparative perspective	No discussion of theory		One or two discrete theories identified and described		Theories identified, described and contextualized in a comprehensive fashion
Analytical skills					
Use theory to interpret and explain empirical developments in the fields of international criminal justice	No use of theory		Some use of theory but interpretation or explanation is incomplete		Theories used to develop original and complete interpretation or explanation
Critically evaluate the use of theory and analytical claims advanced by others (e.g. through a literature review)	Does not acknowledge other interpretations or explanations		One or two other interpretations or explanations acknowledged and assessed		Compares and contrasts multiple other perspectives and considers implications
Research skills					
Use different social science methods to gather and organize data in the fields of international criminal justice	Lack of understanding of appropriate sources and methods		Basic understanding and use of appropriate sources and methods		Advanced understanding and use of appropriate sources and methods

Critically evaluate the use of such methods by others (e.g. through a literature review)	Does not discuss other scholarship		One or two other studies acknowledged and assessed		Compares and contrasts multiple other studies and considers implications
Communication skills					
Organization	Unstructured; most paragraphs are rambling and unfocused; no clear beginning or ending paragraphs; inappropriate or missing sequence markers		Structured; most paragraphs are focused; discernible beginning and ending paragraphs, some appropriate sequence markers		Well-structured; paragraphs are clearly focused and organized around a central theme; clear beginning and ending paragraphs; appropriate, coherent sequences and sequence markers
Writing style	There are frequent errors of grammar, syntax, style and expression; citations and references are not used correctly		There are several errors of grammar, syntax, style and expression; citations and references are used incorrectly in several places		There are no (or very few) errors of grammar, syntax, style and expression; citations and references are used correctly throughout
Oral presentation	Oral presentation does not effectively summarize the project		Oral presentation partially summarizes the project		Oral presentation comprehensively summarizes the project

* Assign 2 when the paper shows some of 3.

** Assign 4 when the paper shows all of 3 and some of 5.

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VII. Indirect Assessment Instruments

The assessment reports for our learning objectives will also include responses from International Criminal Justice majors to the following items from the *National Survey of Student Engagement* and the *John Jay College Student Evaluation of the Major*. The following table also indicates the learning outcome onto which each item maps. The end of cycle report, written in the fifth year of the assessment cycle, will also compare responses between the first year of the cycle and the fifth year if newer instruments are available.

National Survey of Student Engagement (2008-2009)

Item (Location in Survey)	Learning Outcome			
	1	*2*	*3*	*4*
How often have you done each of the following: (Table 2)				
Made a class presentation				X
Prepared two or more drafts of a paper or assignments…				X
Worked on a paper or project that required integrating ideas … from various sources		X		
Included diverse perspectives in class discussions or writing assignments		X		
Put together ideas or concepts from different courses…		X		
Discussed ideas from your readings or classes with faculty members…				X
How much has your coursework emphasized... (Table 3)				
Analyzing the basic elements of an idea…		X		
Synthesizing and organizing ideas…		X		
Making judgments about the value of information…		X		
Applying theories or concepts…			X	
How much reading and writing have you done: (Table 4)				
Number of books read … for personal enjoyment or academic enrichment	X			
Number of written papers or reports 20 pages or more				X
Number of written papers or reports between 5 and 19 pages				X
Number of written papers or reports fewer than 5 pages				X
Which of the following have you done... (Table 5)				
Examined the strengths and weaknesses of your own views on a topic or issue		X		
Tried to better understand someone else's views…		X		
Learned something that changed the way understood an issue or concept		X		
Work on a research project with a faculty member…		X		
Contributed to your development in the following areas: (Table 9)				
Acquiring a broad general education	X			
Writing clearly and effectively				X
Speaking clearly and effectively				X
Thinking critically and analytically		X		
Analyzing quantitative problems			X	
Solving complex real-world problems		X		

John Jay College Student Evaluation of the Major (Fall 2009)

Item (*Location in Survey*)	Learning Outcome			
	1	*2*	*3*	*4*
To what extent have courses in your major: (Page 90)				
Taught you to write clearly and effectively				X
Helped you to speak clearly and effectively				X
Taught you to think critically and analytically		X		
Helped you to acquire a broad general education	X			
Helped you learn to solve complex real-world problems		X		
Considering the classes… how much writing have you done? (Page 90)				
Number of written papers or reports 20 pages or more				X
Number of written papers or reports between 5 and 19 pages				X
Number of written papers or reports less than 5 pages				X
Comments on the best things about the major where appropriate. (Page 94)				
Comments on the biggest problems in the major where appropriate. (Page 95)				

Appendix A: Recommendations of ICJ Major Outcomes Assessment Report (November 2011) prepared by Prof. Mangai Natarajan

1. The required Foundations of Scholarship (ICJ 310) should be assessed for its coverage of subject matter and how this feeds into ICJ 401.   It is an important skills course which introduces the basics of research design and methods, data collection and the reporting of research results.
2. As in other majors, such as CRJ 101, a common final exam should be prepared for all sections of ICJ 101. Faculty who teach the course could jointly prepare the exam questions. Two meetings of faculty (whether adjunct or full-time) who are scheduled to teach the course should be facilitated, the first so that they can share their syllabi and their proposed requirements and the second in mid-semester to prepare a common final. Because ICJ is so new, new faculty should be given an orientation of what to teach in the course. (The Cambridge University Press edition of International Crime and Justice is planning to provide a website for faculty who teach the course with syllabus, question bank, PowerPoint presentations for 13-14 weeks based on the book).
3. The international criminology (SOC 341) course needs to be assessed for its contribution to the ICJ major.
4. Only when the SOC 341 and ICJ 310 courses are assessed, will a fuller assessment of ICJ goals through ICJ 401 be possible.
5. The thesis component of ICJ 401 needs a much more detailed assessment because it is the backbone of the course. This could be done only when the ICJ 310 and SOC 341 are assessed because these courses cover theory and research, which are vital parts of the research paper required for the course. As for faculty teaching ICJ 401, should meet before the semester to discuss course format and requirements. This would help provide consistent grading criteria for assessment.
6. Because the ICJ is a new and rapidly-developing filed, the major should be re-assessed every four years. Individual course assessments need to be undertaken once in two years and the syllabus of the required courses ought to be regularly reviewed by the coordinator in consultation with expert faculty members in the field.

The new field of ICJ demands a great deal in terms of curriculum and the careful preparation of students for graduate studies and careers in international criminal justice. The existing criminal justice and criminology majors include material about other countries. This means that we need to constantly distinguish the ICJ major from these other majors in order to avoid confusion and redundancy. The College has taken every opportunity to make clear that ICJ is intended to cover criminological and criminal justice issues extending beyond the national level and the content of the major needs to reflect and reinforce this distinction.

Appendix B: Curriculum Map

This curriculum map links the learning objectives of courses to the learning objectives of the major. Specifically, the learning objectives of courses used for program assessment, identified in Section V, are linked to program learning objectives in this map.

Courses	Program Learning Objectives			
	1. Students will gain *descriptive knowledge* of: a. international and transnational crimes; b. national, bilateral and multilateral responses to such crimes, and; c. theories for understanding crime and crime control from a global and comparative perspective.	2. Students will develop *analytical skills* to: a. use theory to interpret and explain empirical developments in the fields of international criminal justice, and; b. critically evaluate the use of theory and analytical claims advanced by others.	3. Students will develop *research skills* to: a. use different social science methods to gather and organize data in the fields of international criminal justice, and; b. critically evaluate the use of such methods by others.	4. Students will develop written and oral *communication skills* to elaborate informed opinions about issues and ideas in the fields of international criminal justice.
	Course Learning Objectives			
ICJ 101: Introduction to International Criminal Justice	Basic knowledge of: – the major components, processes and complexities of the international criminal justice system – comparative criminology & criminal justice – concepts and factors contributing to international and transnational crime – instruments to prevent & control international crime – concepts/development of international human rights – complexities in the development of international criminal law			

ICJ310: Foundations of Scholarship in International Criminal Justice		– Familiarity with research terms, methods, analysis, & ethics – Think critically in linking theory, research and policy	– Evaluate a research proposal – Search and evaluate scholarly publications – Evaluate methods for country specific and comparative international research	– Write an organized, clear, & focused literature review
SOC341: International Criminology	*[To be completed]*	*[To be completed]*		*[To be completed]*
ICJ401: Capstone Seminar in International Criminal Justice	– Analyze cross-cultural / comparative dimensions of crime & criminal justice and acquire detailed knowledge of (a) international & transnational crimes, (b) ICJ processes & criminal justice responses to controlling and preventing crimes, & (c) human rights concerns at a global level	– Evaluate theoretical approaches relevant to ICJ – Comprehend complexities in dealing with internal / transnational crimes & in developing effective prevention strategies	– Use research methodologies and recognize methodological problems in conducting research in ICJ	– Effectively write and present reports on the integration of theory, research, and policy