Assessment Plan for the Undergraduate Criminal Justice Program

Mission Statement: The Saint Peter’s College (SPC) Criminal Justice degree program mission is to develop professionals with specialty knowledge as well as contemporary academic skills who are able to enter a diverse workforce in a multi-cultural service-dominated governmental agency or advance on to graduate level education. The program will serve the criminal justice education needs of our state’s residents, employers, workers and leaders from around the world who value the mission of the college.

GOAL A

To provide quality instruction in undergraduate and graduate level criminal justice studies reflective of the broad range of sociological and procedural subject found within this discipline.

DEPARTMENTAL OBJECTIVES

1. Offer students major courses for a B.A. in Criminal Justice
2. Offer students concentration in corrections, police administration, investigative sciences, criminal research and intelligence analysis, and computer science and crime forensics.
3. Offer criminal justice courses as free electives.
4. Recognize student achievement through induction into Alpha Phi Sigma – the national honor society in criminal justice.
5. Conduct semi-annual meetings with adjunct Criminal Justice faculty and representatives from allied disciplines within the college to ensure current trends and issues within the field are being addressed throughout the curriculum in this interdisciplinary major.

GOAL B

To ensure that students completing the Criminal Justice major or minor degree requirements are able to demonstrate mastery of predominant theories and research methods found within the discipline.

STUDENT OBJECTIVES

1. Demonstrate competency in Criminology and Criminal Justice Research Techniques.
2. Demonstrate competency in statistical functions within the Microsoft Excel application (e.g. Pearson, t-test, Anova, etc.)
3. Demonstrate familiarity with advanced data visualization software applications such as Analyst’s Notebook, Clementine, and NetMap.
4. Demonstrate an understanding of qualitative research techniques such as content analysis, grounded induction, interviewing and historical analysis.
5. Demonstrate the proper employment of the traditional five-part research report format and the use of American Psychological Association (APA) citation format.
GOAL C

To prepare students for graduate-level studies in criminal justice or professions in which criminal logical/legal understanding is a prerequisite.

STUDENT OBJECTIVES

1. Demonstrate competency in courses required for graduate study or employment in law enforcement and investigative positions.
2. Successfully complete the capstone course in Criminal Justice or the ETS Major Field Test in Criminal Justice.
3. Demonstrate critical thinking.
4. Demonstrate clear and effective writing and public speaking.
5. Participate in one or more occupationally based organizations such as the American Correctional Association, the Association of Certified Fraud Examiners, the International Association of Chiefs of Police, the International Association of Law Enforcement Intelligence Analysts, the Academy of Criminal Justice Sciences (ACJS), or American Society of Criminology (ASC).
6. Participate in the Stephen D. Doyle Criminal Justice Symposium on an annual basis thus allowing students to make connections between their academic studies and events occurring in the world around them.

GOAL D

To ensure that students successfully completing the Bachelor of Arts in Criminal Justice from Saint Peter's College are truly men and women for others, worthy of trust confidence.

STUDENT OBJECTIVES

1. Successfully complete a values course.
2. Demonstrate an understanding of ethics related courses such as Corruption, Police Administration, Fundamentals of Criminal Law, Criminal Justice Ethics, and Effective Leadership for Criminal Justice Practitioners.
3. Demonstrate an understanding of the principles of social justice.
4. Demonstrate an understanding of applied criminal justice through an internship, cooperative education, field experience, or service-learning project with a public safety agency or other social support setting.
GOAL E

To ensure that students completing the Criminal Justice major or minor degree requirements are able to demonstrate mastery of specialty knowledge in criminal law, police, corrections, or law enforcement, forensics and criminology.

STUDENT OBJECTIVES

1. Two separate intern experiences working in the students’ choice of work sites.
2. Internships include a paper on the experience and the evaluation by field instructors.

GOAL F

To ensure that students acquire the following skills necessary to serve in modern society; I) the ability to find ethical solutions to complex problems, II) the ability to integrate information technology, and III) understanding, appreciation, and sensitivity when working in a diverse multicultural workforce, and serving a diverse multicultural community.

STUDENT OBJECTIVES

1. Students are expected to conduct independent research and present the research based papers at a public forum.
2. Students will also write about their personal reactions to the outcomes of their research.

METHODS UNDER CONSIDERATION FOR MEASURING THE ATTAINMENT OF OBJECTIVES/OUTCOMES

The following methods for measuring the Attainment of Objectives for the Criminal Justice Majors will be evaluated by the faculty of the Criminal Justice Department during the Fall of 2011 and the Spring of 2012. It has not been decided which methods will be used.

1. Annual survey of recent graduates to ascertain the connections between what graduates actually do and their academic preparation.
2. ETS Major Field Test in Criminal Justice: The test is designed to measure basic knowledge and mastery of concepts and principles expected of senior-level undergraduates completing an academic major. The test evaluates a student’s ability to analyze and solve problems, understand relationships, and interpret specific materials. All majors would take this test during the first or second semester of their senior year.
3. A Criminal Justice Capstone Course (CJ489 – Senior Seminar in Criminal Justice) will review expected outcomes and prepare students for the ETS Major Field Test.
4. A senior research paper based on primary research, 25-50 pages long, is required for the capstone under the direction of a senior faculty member. The topics are approved and an outline is required prior to the first draft.
Fall 2011 and Spring 2012

1. Administer ETS Major Field Test in Criminal Justice to all students in Senior Seminar.
2. Compose and distribute post graduation survey questionnaire.

Summer 2012

1. Evaluate results from the ETS Major Field Test and determine if there were any areas where students showed weakness.
2. Evaluate the results from the post graduation survey.

Fall 2012 and Spring 2013

1. Implement the assessment of the outcomes for Criminal Justice.
2. Distribute the post graduation survey questionnaire.

Summer 2013

1. Prepare major/course improvements based on assessment methods.
2. Evaluate the results from the post graduate survey.

Fall 2013 and Spring 2014

1. Implement major/course improvements and examine assessment process based on assessment results.
2. Distribute the post graduation survey questionnaire.

Summer 2014

1. Evaluate results from the post graduation survey.
Criminal Justice Department
Post Graduation Survey

1. In the space below, discuss the various activities that you have completed this semester in furtherance of your plans to enter the criminal justice profession (e.g. positions applied for, graduate applications completed, etc).

2. Prepare a short statement on your perspective on criminal justice and how it might have changed and evolved during your time at Saint Peter’s College (i.e. are there any theories or classes that were particularly useful to you, positive or negative experiences or world events that have changed you perspective or career plans, etc).

3. In the space below, articulate what recommendations you might have for students at both ends of their academic careers in Criminal Justice at Saint Peter’s College. In other words, what advice might you give incoming freshman? What recommendations might you give to students enrolling in next year’s senior seminar?