

Minnesota State University Moorhead
2006-2007 Assessment Plan Cover Sheet

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)
Note: All programs will complete this form.

Degree Program: Criminal Justice
Department: Sociology and Criminal Justice
College: College of Social and Natural Sciences
Date: 2-13-2007

Is this assessment plan your existing plan, a new assessment plan or a revision of an existing plan?

	Existing	X	New		Revision
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1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Department Assessment Coordinator: Karen Branden
Assessment Committee Members: Mark Hansel (Criminal Justice Program Coordinator) and Joel Powell

2. List of All Student Learning Outcomes. (List and number all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

1. Understand the structure and processes of the criminal justice system.*
2. Understand the underlying theory of Anglo-American criminal law.*
3. Able to apply social science concepts to criminal justice and to social issues
4. Able to think critically
5. Demonstrate understanding of criminal justice and organize ideas, evidence, information and argument
6. Able to use library and other information resources responsibly
7. Able to communicate orally and in writing concerning criminal justice issues

3. Explain how the student learning outcomes are appropriate to department or program goals, as identified in your most recent Quality Improvement Plan. Please note if the program is accredited by an external agency.

Consistent with recommendations by the Sociology and Criminal Justice Department's external examiner's report by Dr. Keating, as discussed in the most recent (Feb, 2006) department retreat, the Criminal Justice faculty provide a broad intellectual foundation for Criminal Justice majors and actively seek one

additional faculty member to address one significant gap in the curriculum. The current assessment plan addresses the factual and intellectual foundation of the Criminal Justice institutions.

4. Signatures

Program Director

Dean

Required Attachments:

1. Assessment Planning Forms
2. Records of department meetings when Assessment Plan was discussed and approved.

Minnesota State University Moorhead 2006-2007 Assessment Planning Form

Academic Program: Criminal Justice

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

Understand the structure and processes of the criminal justice system.

2. Which MSUM mission goals are addressed by this learning outcome?
(check all that apply)

X	Knowledge/content	Information literacy
X	Intellectual development	Lifelong learning
	Talents	Service
X	Critical Thinking	Citizenship
	Oral communication	Responsibility and ethics
	Written communication	Global understanding
	Mathematics	Other:
	Multiculturalism/diversity	Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

CJ 200; CJ 335; CJ 337; CJ 300

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

Diagnostic test given on the first meeting of the required class, CJ 309, Law and Society. The instrument is the **Criminal Justice System Knowledge Test** appended to this packet.

5. Who is assessed? When are they assessed?

All students taking the upper division required CJ 309.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

The instructor of 309 will administer the test. Results will be shared with faculty teaching the relevant classes, discussed in regular meetings of the Criminal Justice Committee Advisor, and introduced at annual department retreats.

7. What is level of student performance is expected for this outcome?

We expect at least half of the students will achieve a score of at least 75 percent initially and with feedback to faculty that this will improve.

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Academic Program: Criminal Justice

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

Understand the underlying theory of Anglo-American criminal law.

2. Which MSUM mission goals are addressed by this learning outcome?
(check all that apply)

X	Knowledge/content		Information literacy
X	Intellectual development		Lifelong learning
	Talents		Service
X	Critical Thinking	X	Citizenship
	Oral communication	X	Responsibility and ethics
	Written communication		Global understanding
	Mathematics		Other:
	Multiculturalism/diversity		Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

Primarily CJ 335 and CJ 337, but required classes CJ 200 and CJ 300 also address these questions and some aspects are addressed in Soc 303/Soc 304 (corrections).

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

Diagnostic test given on the first meeting of the required class, CJ 309, Law and Society. The instrument is the **Theory of Criminal Law** appended to this packet.

5. Who is assessed? When are they assessed?

All students taking the upper division required CJ 309.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

The instructor of 309 will administer the test. Results will be shared with faculty teaching the relevant classes, discussed in regular meetings of the Criminal Justice Committee Advisor, and introduced at annual department retreats.

7. What is level of student performance is expected for this outcome?

We expect at least half of the students will achieve a score of 75 percent or better initially and with feedback to faculty that this will improve.

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Academic Program: Criminal Justice

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

Able to apply social science concepts to criminal justice and to social issues

2. Which MSUM mission goals are addressed by this learning outcome?
 (check all that apply)

X	Knowledge/content		Information literacy
X	Intellectual development		Lifelong learning
	Talents		Service
X	Critical Thinking	X	Citizenship
	Oral communication	X	Responsibility and ethics
	Written communication		Global understanding
	Mathematics		Other:
	Multiculturalism/diversity		Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

Substantive courses, Soc 311, Soc 303, Soc 304, CJ 309 (analytic papers) and the seminars CJ 400 stress many ways social science concepts apply, arise out of, are exemplified by (and so on) criminal justice phenomena. Student papers topics in all these classes stress these connections.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

A rubric will be developed and applied to papers written in two upper division classes, CJ 309 and CJ 400 to assess how well students are applying social science concepts to issues addressed. Since this objective is not assessed this year, rubric development is delayed.

5. Who is assessed? When are they assessed?

Majors taking 309 or 400 Spring semesters.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

Instructors for CJ 309, CJ 400. Results will be shared with faculty teaching the relevant classes, discussed in regular meetings of the Criminal Justice Committee Advisor, and introduced at annual department retreats.

7. What is level of student performance is expected for this outcome?

Minnesota State University Moorhead 2006-2007 Assessment Planning Form

Academic Program: Criminal Justice

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

Able to think critically.

2. Which MSUM mission goals are addressed by this learning outcome?
(check all that apply)

	Knowledge/content		Information literacy
X	Intellectual development		Lifelong learning
	Talents		Service
X	Critical Thinking		Citizenship
X	Oral communication		Responsibility and ethics
X	Written communication		Global understanding
	Mathematics		Other:
	Multiculturalism/diversity		Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

There are no plans to propose a CJ class for critical thinking in the Dragon Core. All classes nevertheless stress careful, analytic approaches to subject materials as well as logically valid argumentation. Student work stressing critical thinking are their productions, primarily papers.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

A rubric will be developed and applied to papers written in two upper division classes, CJ 309 and CJ 400 to assess how well students think critically.

5. Who is assessed? When are they assessed?

Students taking CJ 309, CJ 400 spring semesters

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

Results will be shared with faculty teaching the relevant classes, discussed in regular meetings of the Criminal Justice Committee Advisor, and introduced at annual department retreats.

7. What is level of student performance is expected for this outcome?

Minnesota State University Moorhead 2006-2007 Assessment Planning Form

Academic Program: Criminal Justice

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

Demonstrate understanding of criminal justice research and to organize ideas, evidence, information and argument

2. Which MSUM mission goals are addressed by this learning outcome?
(check all that apply)

X	Knowledge/content	Information literacy
X	Intellectual development	Lifelong learning
	Talents	Service
X	Critical Thinking	Citizenship
	Oral communication	Responsibility and ethics
	Written communication	Global understanding
	Mathematics	Other:
	Multiculturalism/diversity	Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

Soc 350, Soc 351, Soc 352. outcome.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

A rubric will be developed and applied to papers written in two upper division classes, CJ 309 and CJ 400 to assess how well students demonstrate their grasp of criminal justice research and how well they organize ideas, evidence, information and how well they make their arguments.

5. Who is assessed? When are they assessed?

Students taking CJ 309, CJ 400 spring semesters

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

Results will be shared with faculty teaching the relevant classes, discussed in regular meetings of the Criminal Justice Committee Advisor, and introduced at annual department retreats.

7. What is level of student performance is expected for this outcome?

Minnesota State University Moorhead 2006-2007 Assessment Planning Form

Academic Program: Criminal Justice

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

Able to use library and other information resources responsibly.

2. Which MSUM mission goals are addressed by this learning outcome?
(check all that apply)

<input checked="" type="checkbox"/>	Knowledge/content	<input checked="" type="checkbox"/>	Information literacy
<input type="checkbox"/>	Intellectual development	<input type="checkbox"/>	Lifelong learning
<input type="checkbox"/>	Talents	<input type="checkbox"/>	Service
<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Citizenship
<input type="checkbox"/>	Oral communication	<input type="checkbox"/>	Responsibility and ethics
<input type="checkbox"/>	Written communication	<input type="checkbox"/>	Global understanding
<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	Other:
<input type="checkbox"/>	Multiculturalism/diversity	<input type="checkbox"/>	Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

This is introduced in introductory required classes and drilled through upper division paper assignments. Methods classes, Soc 350 and Soc 351, address literacy questions explicitly and we will use the embedded assessment developed in those classes. It will require coding majors explicitly, but otherwise creates no additional work for the Sociology instructors.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

A combination of testing and coding is anticipated.

5. Who is assessed? When are they assessed?

Students registered for the Sociology methods sequence. This is about half of the Criminal Justice majors.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

Instructors of the Sociology methods classes. Results will be shared with faculty teaching the relevant classes, discussed in regular meetings of the Criminal Justice Committee Advisor, and introduced at annual department retreats.

7. What is level of student performance is expected for this outcome?

Minnesota State University Moorhead 2006-2007 Assessment Planning Form

Academic Program: Criminal Justice

1. Identify Student Learning Outcome in the box below and note its number (to correspond with the list on the cover sheet):

Able to communicate orally and in writing concerning criminal justice issues

2. Which MSUM mission goals are addressed by this learning outcome?
(check all that apply)

	Knowledge/content		Information literacy
	Intellectual development		Lifelong learning
	Talents		Service
	Critical Thinking		Citizenship
X	Oral communication		Responsibility and ethics
X	Written communication		Global understanding
	Mathematics		Other:
	Multiculturalism/diversity		Other:

3. How is this learning outcome achieved through the program's curriculum? Identify the courses or extra-curricular opportunities that address this outcome.

CJ 309; CJ 400. In addition, many sociology classes require much writing and smaller 300 and 400 level classes involve extensive discussion.

Oral communication will be assessed in the CJ 400 presentation. Written communication in both CJ 309 analytic papers and the CJ 400 paper.

4. What methods of assessment will be used for this outcome? (Specify instrument and submit electronically with plan.)

A rubric will be developed and applied to oral presentations in CJ 400 to assess how well students communicate orally. A similar instrument will be developed and applied to written work in CJ 309 and CJ 400.

5. Who is assessed? When are they assessed?

CJ majors enrolled in CJ 309 or CJ 400 spring semesters.

6. Who is responsible in the department for collecting data? How and when will the results be discussed by members of the program?

Instructors of CJ 309 and CJ 400. Results will be shared with faculty teaching the relevant classes, discussed in regular meetings of the Criminal Justice Committee Advisor, and introduced at annual department retreats.

7. What is level of student performance is expected for this outcome?

Criminal Justice System Knowledge Test

Academic Program: Criminal Justice

To be administered the initial day of CJ 309.

1. Crime rates in the United States are very high today compared with the mid twentieth century.
 - (a) True
 - (b) False

2. **A private citizen**, acting on his or her own initiative, taps the telephone of a drug dealer and records a series of sales. The recordings are sufficient to prove felony drug violations. If the citizen gives the recordings to the police are they admissible at trial as evidence?
 - (a) Yes
 - (b) No

3. A criminal trial is:
 - (a) A search for the truth.
 - (b) A tightly controlled debate with very strict rules about evidence and about what questions can be asked
 - (c) A forum in which prosecutors seek to prove guilt “beyond a reasonable doubt” and defense attorneys try to prove innocence.
 - (d) a and c above

4. The standard of proof in a criminal trial is *proof beyond a reasonable doubt*. This means proof that overcomes all but doubts that might arise or remain after fair and thorough consideration of the evidence presented at trial.
 - (a) True
 - (b) False

5. Preponderance of the evidence (civil standard of proof) mean that the party with the burden to prove something must present evidence that is more credible and convincing than what the other party presents – or that the fact to be proved is more probable than not.
 - (a) True
 - (b) False

6. Reasonable doubt and preponderance of the evidence mean the same thing.
 - (a) True
 - (b) False

7. The United States Supreme Court is the Court of final jurisdiction
 - (a) in all legal questions about Minnesota State law.
 - (b) In most legal questions about United States (Federal) law
 - (c) In those legal questions about Minnesota State law where U.S. constitutional interpretation extends (e.g., search and seizure), unless state law is more restrictive than the federal law.
 - (d) In all legal questions in the United States
 - (e) b and c

8. Any United States Circuit Court of Appeals, such as the Fourth or Ninth, may order any Federal District Court to take some specific action.
 - (a) True
 - (b) False

9. When the United States Supreme Court publishes a constitutional interpretation about a question arising out of one Federal District Court, the interpretation must be followed by every other Federal District Court.
 - (a) True
 - (b) False

10. Significant components of Community Corrections in the United States are operated under the authority of probation and parole services.
 - (a) True
 - (b) False

11. Private prisons are used by some states as a low cost, no-frills alternative to building new prisons
 - (a) True
 - (b) False

12. Which of the following is **not** a differences between Restorative Justice and the traditional Justice system?
- (a) The CJS reduces human victims to a source of physical or testimonial evidence and RJ elevates them to a primary role
 - (b) RJ places equal conceptual emphasis upon the community, the victim and the offender, and tries to repair relationships between them that a crime (or delinquency) disrupted.
 - (c) Police and prosecutors initiate CJS procedures whereas RJ may be initiated only by harmed citizens.
 - (d) RJ defines harm as any disruption in social life whereas the CJS defines harm exclusively in terms of acts that violate state law
 - (e) RJ stresses community conduct standards whereas the CJS stresses centralized (state) conduct standards.
13. Whenever a police officer has strong evidence that a crime occurred and that a particular person committed the crime, they are obligated to make an arrest.
- (a) True
 - (b) False
14. A Fargo Police Office observes a person known to have an arrest warrant and takes up pursuit. The fleeing persons drives into Minnesota and the Fargo Police Officer finally stops and arrests the individual in Moorhead. What State takes custody of the suspect?
- (a) Minnesota (guest in the Clay County Sheriff's jail)
 - (b) North Dakota (guest in the Cass County Sheriff's Jail)
15. A person robs a bank in Dilworth, breaking both state and federal law. Where may charges be filed?
- (a) The Minnesota court system
 - (b) The Federal court system
 - (c) Either a or b, but not both.
 - (d) Both a and b

16. When police violate constitutional limits such as when they arrest a person improperly, search for evidence or seizing evidence in violation of search and seizure rules, or hold a person without probable cause?
- (a) Prosecutors may use this evidence, without reservation
 - (b) A judge will always release person's whose rights are violated at the first hearing where violations are claimed and the prosecution cannot demonstrate that rules were observed.
 - (c) The case may proceed, but prosecutors cannot use improperly obtained evidence ("fruit of the poisoned tree")
 - (d) Since trials are searches for the truth, therefore we let juries sort out the importance of the evidence.
17. Which of the following is **not** a constitutional right
- (a) Right of prisoners to file writs of *Habeas Corpus* in a court.
 - (b) Right to protection from double jeopardy
 - (c) Right to the best criminal defense attorney in the jurisdiction
 - (d) Right to protection from compulsory self incrimination
 - (e) Right not to be charged with a crime based on laws that are passed after the relevant act
18. Which of the following **is** a constitutional right
- (a) Right to the best defense attorney in the jurisdiction
 - (b) Right to grow marijuana in one's attic or basement
 - (c) Right not to have police use infra-red sensors to determine whether attic or basement walls are artificially heated for marijuana cultivation
 - (d) Right to privately share one's marijuana with friends in the privacy of one's dwelling

Theory of Criminal Law

Academic Program: Criminal Justice
To be administered the initial day of CJ 309.

1. A kills B with malice aforethought. The **legal** victim of this crime is:
 - (a) The state
 - (b) The dead human, B
 - (c) B's family and friends
 - (d) State and B
 - (e) State, B, and B's family
2. An element of a crime is:
 - (a) One of the constituent parts (e.g., a particular act, a mental state, or an important circumstance) of a crime.
 - (b) A part of a crime identified in a legislative statute
 - (c) May be defined by statute or common law or court decision
 - (d) Must be proven beyond a reasonable doubt to win a conviction
 - (e) all of the above.
3. All crimes have a mental element (*mens rea*) and a physical element (*actus reus*).
 - (a) True
 - (b) False
4. Which of the following is a general mental element?
 - (a) negligence
 - (b) recklessness
 - (c) specific intent
 - (d) A, B
 - (e) A, B, C (all are)

5. Negligence is failure to observe the level of care that a person of typical intelligence and wisdom would take.
 - (a) True
 - (b) False
6. Recklessness occurs when a person puts another person in high danger of injury or death because they should have taken greater care, under the circumstances.
 - (a) True
 - (b) False
7. A crime that calls for specific intent (such as, Malice Aforethought) occurs when a person intentionally causes a specific and illegal harm to another.
 - (a) True
 - (b) False
8. For the Criminal Law, Responsibility means:
 - (a) The criminal law only applies to adults
 - (b) The criminal law applies only to those who know what they are doing and understand whether it is right or wrong.
 - (c) Persons of very low intelligence cannot be executed. It would be wrong to hold them to the same level of accountability as persons of average or above average intelligence
 - (d) Almost all very young persons are protected from the fully adult process because their understanding of what they do and its morality is less than that of most adults.
9. Retribution
 - (a) stresses offender responsibility
 - (b) stresses making sure that punishments imposed are those morally deserved
 - (c) stresses the actors past moral conduct
 - (d) b and c
 - (e) a, b and c
10. Deterrence
 - (a) Makes uses convicted offenders as object lessons so non-offenders fear committing crime

- (b) Uses punishment policy to try to prevent crime
- (c) Has been thoroughly evaluated and shown to work for most serious crimes
- (d) a, b, c
- (e) a and b

11. Incapacitation

- (a) Restricts persons so they cannot commit undesired acts anywhere
- (b) Restricts persons so they cannot commit undesired acts in the community
- (c) Restricts persons based on predictions about their probable future behavior
- (d) b, c
- (e) a, c

12. Rehabilitation

- (a) Tries to provide skills and resources to convicted persons to prevent their recidivism
- (b) Unambiguously does not work (“nothing works”).
- (c) Cognitive-behavioral treatments have proved helpful for many types of even violent offenses over the past twenty years (post-Martinson)
- (d) a, c
- (e) c only

13. Which punishment justifications, stated consistently, takes a neutral position regarding the morality of criminal acts?

- (a) retribution, deterrence, incapacitation
- (b) deterrence, incapacitation, rehabilitation
- (c) deterrence, incapacitation, rehabilitation, restorative justice
- (d) retribution, deterrence, incapacitation, restorative justice
- (e) None ignore morality