

**Oakland University Assessment Committee  
Assessment Plan Template**

**Step 1: Basic Information**

Program Name: Criminal Justice

School or College your program resides in: College of Arts & Sciences

Program Level (check all that apply):

- Undergrad
- Master's
- Doctoral

Date Report Submitted: September 2015

Current Assessment Contact Representative (& E-mail): Assistant Professor Jacob H. Becker ([jhbecker@oakland.edu](mailto:jhbecker@oakland.edu))

Current Department or Program Chair (& E-mail): Professor Dorothy A. Nelson ([danelson@oakland.edu](mailto:danelson@oakland.edu))

Current Dean (& E-mail): Dean Kevin J. Corcoran ([corcoran@oakland.edu](mailto:corcoran@oakland.edu))

**Step 2: Type of Assessment Plan**

**Option A.** Programs that have an external accrediting agency other than the Higher Learning Commission may be eligible to use their accreditor's response in lieu of following the UAC's standard process. These programs use the UAC's 'external accreditation mapping' form instead of this form. For more information, please contact the UAC/OIRA liaison Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)). Programs without external accreditation should proceed to option B.

**Option B.** If you are not accredited by an external body (or your accreditor's standards do not meet the standards set by the Higher Learning Commission), then proceed to Steps 3-5 to create your assessment plan. Members of the UAC are always willing to work with individuals from any department to develop or revise their assessment plans. In addition, the Office of Institutional Research and Assessment (OIRA) has some very helpful tools for faculty and departments listed on their website ([www.oakland.edu/OIRA](http://www.oakland.edu/OIRA)). If at any time you have any questions, need any assistance, or would like to schedule a meeting with any UAC representatives, please contact the UAC and OIRA liaison, Reuben Ternes ([ternes@oakland.edu](mailto:ternes@oakland.edu)).

### Step 3: Aligning the OU Mission, Program Goals, Student Learning Outcomes, and Assessment Measures

Please begin your program assessment plan by completing the table below. Use the “Table” menu in Word to add rows, merge cells, etc. as needed. [A completed table is presented as a sample on our website: XXXX.]

- In column 1, record what aspects of the OU Mission your program addresses.
- In column 2, record your program goals as they relate to the OU Mission.
- In column 3, record your program’s planned student learning outcomes related to each program goal.
- In column 4, record the assessment measure(s) that evaluate each student learning outcome (note: each learning outcome should have an associated assessment measure).
- Add rows to the table as necessary.

(*) “New” Mission	(1) “Old” Mission	(2) Program Goals	(3) Student Learning Outcomes	(4) Assessment Measures
<b>Goal #1: Foster student success through a robust teaching and learning environment and comprehensive student services</b>	“...develop the skills, knowledge, and attitudes essential for successful living and active, concerned citizenship.”	The B.A. degree will develop critical thinking about the criminal justice system, as well as objective analysis of social policies related to crime and justice and an understanding of its impact on society at large.	Criminal Justice majors will demonstrate appropriate use of the discipline’s concepts and methods; literature, documents, and/or references; analytical content; and effective writing <ul style="list-style-type: none"> <li>• Competency-based</li> </ul>	<u>Capstone Paper Evaluation</u> : Papers written by a random sample of Criminal Justice majors enrolled in the Capstone course will be reviewed by two tenured/tenure-track faculty members. Reviewers will evaluate papers using a 5-point scoring rubric (see Attachment 1); in cases where the two reviewers’ overall scores of a paper differ by two or more points, a third reviewer will also evaluate the paper. <ul style="list-style-type: none"> <li>• Direct measure</li> </ul>
	“...prepare students for post-baccalaureate education (or) professional schools...directly after graduation.”	The B.A. degree will provide appropriate knowledge and analytic skills for students who intend to enter graduate or professional programs.	Criminal Justice majors will be adequately prepared for success in post-baccalaureate graduate or professional programs <ul style="list-style-type: none"> <li>• Content-based</li> </ul>	<u>Senior Program Evaluation Survey</u> : All graduating Criminal Justice majors will be annually contacted to complete a Program Evaluation Survey (see Attachment 2). Survey questions address a number of student learning objectives, including career and graduate/professional school preparation, curricular/student service issues, and

				personal/professional growth. <ul style="list-style-type: none"> <li>• Indirect measure</li> </ul>
	"...prepare students for post-baccalaureate...careers directly after graduation."	The B.A. degree will prioritize experiential and applied learning, focusing on the realities of working in the criminal justice system.	Criminal Justice majors will be adequately prepared for entry-level positions at the federal, state, and local levels of the criminal justice system <ul style="list-style-type: none"> <li>• Experiential</li> </ul>	<p><u>Field Supervisors' Evaluations of Student Interns:</u> All Criminal Justice majors are required to complete an internship, at the end of which the student's Field Supervisor completes an evaluation of the student intern using a 5-point scoring rubric, as well as providing additional qualitative information (see Attachment 3). Evaluation questions address a number of student learning objectives, including professional development and preparation and the application of classroom learning to "real world" professional practice.</p> <ul style="list-style-type: none"> <li>• Direct measure</li> </ul> <p><u>Student Evaluations of Internship Sites:</u> All Criminal Justice majors are required to complete an internship, at the end of which the student completes an evaluation of the internship site using a 5-point scoring rubric, as well as providing additional qualitative information (see Attachment 4). Evaluation questions address a number of student learning objectives, including professional development and preparation and an understanding of the interdisciplinary and complex nature of the criminal justice field</p> <ul style="list-style-type: none"> <li>• Indirect measure</li> </ul> <p><u>Senior Program Evaluation Survey:</u> All graduating Criminal Justice majors will be annually contacted to complete a Program Evaluation Survey (see Attachment 2). Survey questions address a number of student</p>

				<p>learning objectives, including career and graduate/professional school preparation, curricular/student service issues, and personal/professional growth.</p> <ul style="list-style-type: none"> <li>• Indirect measure</li> </ul>
	<p>"...ensure an enriched life along with superior career preparation or enhancement."</p>	<p>The B.A. degree will develop an holistic understanding of the criminal justice system and expose students to a broad spectrum of disciplinary knowledge.</p>	<p>Criminal Justice majors will be cognizant of the interdisciplinary nature of the field and will develop important and transferrable skills including critical thinking, written and verbal communication, research, and problem-solving</p> <ul style="list-style-type: none"> <li>• Content-based (Senior Program Evaluation Survey)</li> <li>• Competency-based (Field Supervisor Evaluations of Student Interns and Student Evaluations of Internship Sites)</li> </ul>	<p><u>Field Supervisors' Evaluations of Student Interns</u>: All Criminal Justice majors are required to complete an internship, at the end of which the student's Field Supervisor completes an evaluation of the student intern using a 5-point scoring rubric, as well as providing additional qualitative information (see Attachment 3). Evaluation questions address a number of student learning objectives, including professional development and preparation and the application of classroom learning to "real world" professional practice.</p> <ul style="list-style-type: none"> <li>• Direct measure</li> </ul> <p><u>Student Evaluations of Internship Sites</u>: All Criminal Justice majors are required to complete an internship, at the end of which the student completes an evaluation of the internship site using a 5-point scoring rubric, as well as providing additional qualitative information (see Attachment 4). Evaluation questions address a number of student learning objectives, including professional development and preparation and an understanding of the interdisciplinary and complex nature of the criminal justice field</p> <ul style="list-style-type: none"> <li>• Indirect measure</li> </ul> <p><u>Senior Program Evaluation Survey</u>: All graduating Criminal Justice majors will be</p>

				<p>annually contacted to complete a Program Evaluation Survey (see Attachment 2). Survey questions address a number of student learning objectives, including career and graduate/professional school preparation, curricular/student service issues, and personal/professional growth.</p> <ul style="list-style-type: none"> <li>• Indirect measure</li> </ul>
<p><b>Goal #2: Be recognized as a strong research and scholarly environment focused on creative endeavors and on the discovery, dissemination, and utilization of knowledge.</b></p>	<p>“...advance knowledge through the research and scholarship of its faculty and students.”</p>	<p>The B.A. degree will develop the ability of students to systematically marshal knowledge and link theory, research, and public policy to address complex criminal justice issues.</p>	<p>Criminal Justice majors will demonstrate their ability to link theoretical knowledge and empirical evidence about a key criminal justice question in order to inform and improve public policy</p> <ul style="list-style-type: none"> <li>• Competency-based</li> </ul>	<p><u>Capstone Paper Evaluation</u>: Papers written by a random sample of Criminal Justice majors enrolled in the Capstone course will be reviewed by two tenured/tenure-track faculty members. Reviewers will evaluate papers using a 5-point scoring rubric (see Attachment 1); in cases where the two reviewers’ overall scores of a paper differ by two or more points, a third reviewer will also evaluate the paper</p> <ul style="list-style-type: none"> <li>• Direct measure</li> </ul>
<p><b>Goal #3: Become a leader in serving the needs and aspirations of our communities and region through expanded community relationships, institutional reputation and visibility, and engagement.</b></p>	<p>“...serve its constituents through a philosophy and program of public service that are consistent with its instructional and research and scholarship missions.”</p>	<p>The B.A. degree in Criminal Justice will prepare students to work with a diverse array of agencies and actors, including at-risk populations, and identify the legal, ethical, and practical considerations embedded in the criminal justice system, to enhance the student learning experience while</p>	<p>Criminal Justice majors will receive actual work experience in the criminal justice system in the Detroit metropolitan area, creating a natural linkage between the classroom and the “real world” of professional practice</p> <ul style="list-style-type: none"> <li>• Experiential</li> </ul>	<p><u>Field Supervisors’ Evaluations of Student Interns</u>: All Criminal Justice majors are required to complete an internship, at the end of which the student’s Field Supervisor completes an evaluation of the student intern using a 5-point scoring rubric, as well as providing additional qualitative information (see Attachment 3). Evaluation questions address a number of student learning objectives, including professional development and preparation and the application of classroom learning to “real world” professional practice.</p> <ul style="list-style-type: none"> <li>• Direct measure</li> </ul> <p><u>Student Evaluations of Internship Sites</u>: All</p>

		providing valuable resources to community partners.		<p>Criminal Justice majors are required to complete an internship, at the end of which the student completes an evaluation of the internship site using a 5-point scoring rubric, as well as providing additional qualitative information (see Attachment 4). Evaluation questions address a number of student learning objectives, including professional development and preparation and an understanding of the interdisciplinary and complex nature of the criminal justice field</p> <ul style="list-style-type: none"> <li>• Indirect measure</li> </ul>
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#### Step 4: Participation in Assessment Process

Who Will Participate in Carrying Out the Assessment Plan	What Will Be Their Specific Role/s
All tenured/tenure-track Criminal Justice faculty	All tenured/tenure-track Criminal Justice faculty will be responsible for student Capstone paper evaluation. No faculty member will be assigned to review a Capstone paper from his/her own section(s) of the Capstone course.
Criminal Justice Field Coordinator	The Criminal Justice Field Coordinator will be responsible for administering and collecting internship evaluation questionnaires, including Field Supervisors' evaluations of student interns and students' evaluations of internship sites
All Criminal Justice faculty and Field Coordinator	<p>A designated member of the faculty will be responsible for administering the Criminal Justice graduating senior program evaluation survey</p> <p>All members of the Criminal Justice faculty and the Field Coordinator will be responsible for:</p> <ul style="list-style-type: none"> <li>• Generating and submitting the Annual Report to UAC</li> <li>• Reviewing the results of the Annual Report</li> <li>• Discussing methods to improve Criminal Justice curriculum and course content and improve responses to student learning objectives and curricular/student service issues</li> <li>• Discussing methods to improve the Criminal Justice program Assessment Plan, including clarifying student learning objectives and program goals and the use/implementation of assessment measures</li> </ul>
Chair of Assessment	<p>The Chair of Assessment will be responsible for:</p> <ul style="list-style-type: none"> <li>• Administering the evaluation of student Capstone papers, including sampling papers for evaluation, making copies of papers and the evaluation instrument, assigning copies to faculty reviewers, and compiling and summarizing evaluation data provided by reviewers</li> <li>• Compiling and summarizing questionnaire data on internships (Field Supervisor evaluations and student site evaluations) and the graduating senior program evaluation survey</li> <li>• Presenting the Assessment Plan (if any changes have been made) and the first draft of the Assessment Report to program faculty/Field Coordinator for feedback and approval prior to submission to UAC</li> </ul>

## Step 5: Plan for Analyzing and Using Assessment Results to Improve Program

### A. How will you analyze your assessment data?

For each of the four assessment measures and instruments (Capstone Paper Evaluation; Senior Program Evaluation Survey; Field Supervisor's Evaluation; and Student Evaluation of Internship Site), a 5-point scoring rubric is used across a number of items that assess various student learning outcomes. For each measure/instrument, the unit of analysis will be individual evaluations (submitted by Capstone paper reviewers, students, or Field Supervisors) and each question/item/criteria treated as a variable specific to that instrument. Each instrument will be analyzed to calculate the within-instrument average score (e.g. the overall evaluation of Capstone Papers), and the within-variable average score (e.g. Question #1 of the Capstone Paper Evaluation rubric, which assesses the "appropriate use of concepts and/or methods of the discipline of Criminal Justice").

Analyzing the within-instrument scores – both the average or median as well as the distribution of scores across respondents – will provide information that speaks in broader terms to the success (or lack thereof) of the Criminal Justice program in implementing elements of the curriculum and linking them to various student learning outcomes and program goals. Analyzing the within-variable scores – again, the average or median and the overall distribution – will provide information that speaks to more specific program goals and student learning outcomes, and suggest more particular areas of strength or weakness in the Criminal Justice program (e.g. professional development and preparation, a recognition of the interdisciplinary nature of the criminal justice field, etc.).

In addition to the quantitative items on all four assessment instruments, there are several additional qualitative items on the Senior Program Evaluation Survey, the Field Supervisor's Evaluation, and the Student Evaluation of Internship Site. Responses to these items will be reviewed to provide additional depth to the quantitative items, providing additional detail on areas where the Criminal Justice program is particularly strong or weak. It is expected that this information will also be useful in amending the current assessment instruments, suggesting where new standardized or close-ended questions/items/criteria are necessary or old ones are unnecessary/redundant.

### B. How will you use results to improve your program?

All Criminal Justice program faculty members (this also includes the Field Coordinator) are committed to continuous, ongoing self-assessment. Program members meet on a monthly basis throughout the academic year; at least one meeting per semester will be devoted in whole or in part to assessment, and additional meetings dedicated specifically to assessment will be arranged *ad hoc* if necessary. Ongoing assessment-related activities addressed in these meetings include monitoring, discussing, and revising the Assessment Plan.

Following the biannual assessment process, once results from each of the above assessment measures are collected, analyzed, and reported, all Criminal Justice faculty members (and the Field Coordinator) will participate in a discussion of the results and their potential impact on the

Criminal Justice program's goals, student learning outcomes, and assessment measures. Actual programmatic changes will be discussed and reviewed when consistent results across different methods and measures (and over multiple years of assessment) indicate a trend that suggests program, curricular, or assessment revisions are warranted.

**Step 6: Submit Assessment Plan**

Send completed form electronically to [ternes@oakland.edu](mailto:ternes@oakland.edu).

**Attachment 1**  
**Capstone Paper Evaluation: Review Criteria**

Semester: Fall/Winter

Paper ID: \_\_\_\_\_

Year: 2014/2015

Reader: \_\_\_\_\_

Instructions: Please circle the nearest whole number in each category, as follows:

**Unacceptable:** does not at all reflect a standard of quality work

**Poor:** below a standard of quality work

**Satisfactory:** meets a standard of quality work

**Good:** exceeds a standard of quality work

**Outstanding:** greatly exceeds a standard of quality work

1. To what extent does the work reflect appropriate use of concepts and/or methods of the discipline of Criminal Justice?

0	1	2	3	4
<b>Unacceptable</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>

2. To what extent does the work demonstrate appropriate use of literature, documents and/or references from the fields of criminology/criminal justice?

0	1	2	3	4
<b>Unacceptable</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>

3. To what extent does the work illustrate appropriate criminological content, critical thinking and analytical processes?

0	1	2	3	4
<b>Unacceptable</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>

4. To what extent is the work well-organized and well-written?

0	1	2	3	4
<b>Unacceptable</b>	<b>Poor</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Outstanding</b>

**Attachment 2**

**Senior Program Evaluation Survey<sup>1</sup>**

Semester: Fall/Winter

Year: 2014/2015

The purpose of this questionnaire is to assess student perceptions of the outcomes they gained from majoring in Criminal Justice; this includes knowledge, values, skills, and their applications in daily life.

**Instructions:** On a scale of 1 (“Not much at all”) to 5 (“A great deal”), please select the appropriate number indicating your attitude toward the following six (6) statements:

1. How much has the Criminal Justice major at Oakland University improved your knowledge of the criminal justice system, structures, and interactions?

1	2	3	4	5
<b>Not much at all</b>	<b>Somewhat</b>	<b>Moderately so</b>	<b>Much</b>	<b>A great deal</b>

2. How much has the Criminal Justice major at Oakland University broadened your thinking about diversity?

1	2	3	4	5
<b>Not much at all</b>	<b>Somewhat</b>	<b>Moderately so</b>	<b>Much</b>	<b>A great deal</b>

3. How much have you used the knowledge, critiques, values, or skills learned in your Criminal Justice major in other courses during your college career?

1	2	3	4	5
<b>Not much at all</b>	<b>Somewhat</b>	<b>Moderately so</b>	<b>Much</b>	<b>A great deal</b>

4. How much has the Criminal Justice major at Oakland University prepared you to be an informed and engaged citizen?

1	2	3	4	5
<b>Not much at all</b>	<b>Somewhat</b>	<b>Moderately so</b>	<b>Much</b>	<b>A great deal</b>

5. How much have you used the knowledge, critiques, values, or skills learned in your Criminal Justice major to understand some aspect of your life?

1	2	3	4	5
<b>Not much at all</b>	<b>Somewhat</b>	<b>Moderately so</b>	<b>Much</b>	<b>A great deal</b>

<sup>1</sup>This survey was administered online via Qualtrics software. The instrument described here is a reproduction of the items/questions used.

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6. How well has the Criminal Justice major prepared you for your career plans?

1	2	3	4	5
<b>Not much at all</b>	<b>Somewhat</b>	<b>Moderately so</b>	<b>Much</b>	<b>A great deal</b>

**Instructions:** Please give us as much information as you can about your plans after you graduate (indicate all that apply):

7. I have employment lined up. (If “No,” please skip to Question 9)

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Name of company (with type of business or government bureau if not in title) and your title:

9. I will enroll in continuing education after graduation (e.g. law school or graduate school). (If “No,” please skip to Question 11)

Yes \_\_\_\_\_ No \_\_\_\_\_

10. Name of education institution you will be attending and your chosen program and degree objective:

11. If you do not have a job or educational enrollment lined up, are you currently making plans for the near future? (If “No,” please skip to Question 14)

Yes \_\_\_\_\_ No \_\_\_\_\_

12. Employment I am seeking (if applicable):

13. Educational objectives I have (if applicable):

14. What courses, knowledge, or skills would you have liked to obtain as a Criminal Justice major but you were unable to do so...

- ...because the program did not offer them?
- ...because of personal circumstances (e.g. school/work conflicts, courses not offered at a good time, sections were closed, etc.)? Please try to describe the circumstances in as much detail as possible; this will be helpful for identifying problems common to many students.

15. Is there something you think the department could do to better help its Criminal Justice majors in the future?

**Attachment 3**

**Field Supervisor Evaluation of Student Intern**

Semester: Fall/Winter

Year: 2014/2015

**Field Supervisor Directions:** Please complete this evaluation form at the end of the semester and fax to Kim Byrd, LMSW at (248) 370-4608 or email [byrd@oakland.edu](mailto:byrd@oakland.edu).

Intern's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_ Agency/Organization: \_\_\_\_\_

Supervisor's Email: \_\_\_\_\_

Will/Has the student complete(d) the required number of hours (16-20 hours per week)? \_\_\_\_\_

**Quality of work:** Accuracy, completeness, appropriately applies knowledge of criminal justice system

5	4	3	2	1
<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>

**Organization:** Ability to plan, organize, and understand the structure of agency

5	4	3	2	1
<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>

**Judgment:** Educated decision-making, maturity, assessment of own strengths and weaknesses

5	4	3	2	1
<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>

**Attitude:** Interested, enthusiastic, asks questions and seeks answers, is motivated to develop skills, takes initiative

5	4	3	2	1
<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>

**Dependability:** Reliable, accepts responsibility

5	4	3	2	1
<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>

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**Attendance:** Is punctual, limited days absent

5	4	3	2	1
<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>

**Congeniality:** Works harmoniously and professionally with co-workers, clients, and visitors, functions as a team player

5	4	3	2	1
<b>Excellent</b>	<b>Very Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>

Describe the intern's most significant accomplishment or activity:

Additional comments:

**Attachment 4**  
**Student Evaluation of Internship Site**

Semester: Fall/Winter

Year: 2014/2015

Instructions:	Please circle the number that best represents your agreement/disagreement with the following statements:
5 = Strongly agree	
4 = Agree	
3 = No opinion or N/A	
2 = Disagree	
1 = Strongly disagree	

1. The assignments given to me by the agency met my expectations.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

2. I was treated as an employee of the agency.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

3. The internship experience has improved by understanding of criminal justice agencies.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

4. My field supervisor took an active interest in my progress and training.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

5. I was assigned to tasks that were appropriate to the internship.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

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6. The agency trained me to perform the assigned tasks as necessary.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

7. I felt like I had support within my agency setting.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

8. I felt like I was given exposure to numerous experiences, systems, and employee functions within the agency.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

9. I would recommend this internship placement to other students.

5	4	3	2	1
<b>Strongly agree</b>	<b>Agree</b>	<b>No opinion or N/A</b>	<b>Disagree</b>	<b>Strongly disagree</b>

Comments: