

## **Section IV: Student and Program Assessment**

### **Student Assessment**

Student assessment is a crucial component of the proposed Criminal Justice program. The degree's curricula have been designed to address four primary goals. The first goal is to provide a base knowledge of the criminal justice system; second is the goal to delve into the scientific pursuit of criminal behavior causation. The third goal is to develop critical thinking skills in Criminal Justice, and specifically in Criminology or Digital Forensics; the final goal is to apply the study of Criminal Justice to real world phenomena and practical situations. These goals and their respective learning outcomes can be found in detail in Appendix D. The student learning outcomes will be measured by the program faculty in a number of ways.

First, the learning outcomes specified in Appendix D will be the main focus of student assessment because they represent the knowledge and skills that faculty intend for students as a result of their education and training in this program. The faculty will use various assessment tools to gauge the extent to which students are achieving these proposed learning outcomes in individual courses. This requires that each course in the program's curriculum be aligned with specific learning outcomes for that course. As a result, faculty have a responsibility to both the student and the program to assess the degree to which these learning outcomes have been achieved, and then to use this feedback to make improvements as needed. This type of ongoing assessment will allow faculty to more specifically direct student progression toward the program's stated learning outcomes. Moreover, it will help faculty to target necessary adjustments more directly and effectively.

Another means of student assessment will be the required Senior Capstone course (CJ 4910). This course is designed to give students an opportunity to put into practice the knowledge and skills they have developed during their years of study in the program. Because this final project will require students to utilize all of the abilities outlined in the program's learning outcomes, the Capstone course will provide a meaningful assessment of each student's demonstration of the program's outcomes.

### **Program Assessment**

As part of the Senior Capstone course, students will complete the ETS Major Field test for Criminal Justice, which will provide meaningful summative data regarding the abilities of students graduating from the program. In addition to other mandated reports and cyclical program reviews, the primary program assessment tool will be the periodic Program Reviews required by the Board of Regents. The data supplied by the student assessment portion of these reviews will be used to refine the program and its curricula.

To further assess the proposed program, a group of faculty from closely-allied departments, prospective employers, and program graduates will be asked to form an advisory committee to regularly evaluate and help direct the program. External evaluators will be encouraged to offer criticism and possible directions for program improvements.

### **Expected Standards of Performance**

By the time students graduate from the program, faculty will expect them to have achieved all of the learning outcomes represented in Appendix D. These standards were adapted from guidelines utilized by similar programs and tailored to fit DSC's unique institutional vision and mission. Each course will be aligned with specific learning outcomes, thus ensuring that students are meeting these expected standards of performance.

## **Criminal Justice Bachelor's Degree Learning Goals and Outcomes**

### **Core Program Goal #1: Provide a Base Knowledge of the Criminal Justice System**

Learning Outcomes:

- A. Define the major components of the criminal justice system and the fundamental processes that take place therein.
- B. Explain the vital role each branch plays in order for the criminal justice system as a whole to perform its proper function.
- C. Identify the responsibilities and challenges faced by professionals working in the principle branches of the criminal justice system.
- D. Discuss the process of the development, enforcement, reformation, and behavior of law.

### **Core Program Goal #2: Communicate the Scientific Pursuit of the Causes of Criminal Behavior**

Learning Outcomes:

- A. List the major criminological theories that have been developed to describe the root causes of criminality.
- B. Define the causal arguments outlined by these fundamental theories.
- C. Compare and contrast varying theoretical frameworks.
- D. Understand basic methodological techniques employed in past and current research done on the causes of criminal behavior and the interworkings of the criminal justice system.
- E. Identify and interpret research that illuminates the strengths and weaknesses of current criminal justice policy, as well as research that attempts to reveal the causes of criminal behavior.

## **Specific Goals for the Emphasis in Criminology**

### **Criminology Emphasis Goal #1: Develop Critical Thinking Skills in Criminology and Criminal Justice**

Learning Outcomes:

- A. Distinguish personal views from knowledge based on empirical research that addresses criminal behavior and the criminal justice system.
- B. Connect real, diverse facts to criminological theories.
- C. Collect and use empirical evidence in drawing conclusions and in practice.
- D. Apply problem solving strategies to create solutions to the many challenges faced by those working in and controlled by the criminal justice system.

### **Criminology Emphasis Goal #2: Application of Criminology and the Study of Criminal Justice**

Learning Outcomes:

- A. Use criminological theory and crime trends to address criminal behavior within certain contexts.
- B. Evaluate the costs and benefits of criminal justice programs and policies.
- C. Identify key applied areas in the discipline and determine whether an applied specialty can provide a solution for a given problem.
- D. Apply criminological theory and proper research methods to varying criminal behaviors or functions within the criminal justice system.

## **Specific Goals for the Emphasis in Digital Forensics**

**Digital Forensics Emphasis Goal #1: Extend the Criminal Justice Base Knowledge Set by Exploring the Subset of Crimes Known as Cybercrimes**

Learning Outcomes:

- A. Understand current technologies, and how these are misused to commit cybercrime.
- B. Differentiate cybercrime from other criminal activity by using computer base knowledge and current case studies
- C. Explore the problems faced by criminal justice professionals through the examination of the yet to be solved challenges resulting from the emergence and proliferation of cybercrime.
- D. Apply problem solving strategies and sound research to create solutions to the many challenges faced by those dealing with cybercrimes and cybercriminals.

**Digital Forensics Emphasis Goal #2: Application of Digital Forensic Tools and Methodologies for Use in Criminal Justice Proceedings**

Learning Outcomes:

- A. Understand different digital forensic methodologies and the correlation of those methodologies for the various environments and situations that can be encountered.
- B. Evaluate the costs and benefits of the application of digital forensic to court proceedings.
- C. Know the place digital forensics holds in present criminal justice activity and identify trends that can predict new aspects that will become important in the future.
- D. Identify each phase of the digital forensic process and apply each phase to current technologies in such a manner that will result in admissible evidence.

