#1. Undergraduate students in JS will develop the skills and competencies needed to undertake a critical analysis of and devise strategies around a contemporary problem related to justice, broadly defined. Students will be able to competently define and describe multiple facets of the problem, and propose policies and practices that could be implemented to help solve the problem.

Initial Evidence of Student Learning: [Spring 2013]

During Spring 2013, a total of 105 graduating seniors were enrolled in different sections of JS-189 Senior Seminar: Contemporary Problems in which the assessment of Student Learning Objectives took place. Overall, 70% of enrolled students met the Student Learning Objective #1. Following the suggestion advanced by several faculty members in 2012 that this learning objective be expanded to include an oral component focused on students’ presentations of research findings and policy recommendations to an audience of their peers, starting in Spring 2013 Student Learning Objective #1 was measured through both research papers (written component) and in-class presentations (oral component).

Change(s) to Curriculum or Pedagogy:
[SEMESTER/YEAR]
Evidence of Student Learning after Change.

[SEMESTER/YEAR]

#2. Undergraduate students in JS will develop the skills and competencies needed to write an original paper (minimum 3,000 words) on a contemporary justice problem and its proposed solution in a manner that gives a clear introduction, rationale and purpose, addressing the issues/questions, uses an acceptable writing/speaking style and uses APA editorial style.

Initial Evidence of Student Learning:

Of the 105 students enrolled in JS 189 Senior Seminar: Contemporary Problems, 82.5% met the Student Learning Objective #2. This learning objective is specifically focused on the development of adequate written communication skills among our student population. In order to successfully achieve such learning objective, students are expected to complete a research paper following specific guidelines provided by the instructor (e.g., subdivision into sections and paragraphs, correct use of scholarly sources, adequate review of the literature, analysis of the problem, critique of current policies, etc.). Students are also expected to show proficiency in the use of the APA editorial style. In perspective, a deeper integration between the Student Learning Objectives outlined for JS 189 and those required for JS100W (writing seminar) is advisable.

Change(s) to Curriculum or Pedagogy:

[SEMESTER/YEAR]

Evidence of Student Learning after Change.

[SEMESTER/YEAR]
#3. Undergraduate students in JS will develop the skills and competencies needed to demonstrate reasoning and argumentation that indicates an accurate and complete understanding of the issues, use of examples, data and references to support knowledge claims, and logical presentation of ideas, drawing valid conclusions and policy implications.

Initial Evidence of Student Learning:
The Student Learning Objective #3 was linked to several assignments (e.g., in-class tests, in-class presentations, research papers) across the different sections of JS 189 Senior Seminar: Contemporary Problems. In Spring 2013, the learning objective was met by 86.5% of students enrolled in the class. In perspective, in order to avoid any undue overlap between the Student Learning Objectives #1 and #3, it would be advisable for the JS faculty to develop a distinct set of assignments (possibly including both written and oral communication skills) to measure each of these learning objectives.

Change(s) to Curriculum or Pedagogy:
[SEMESTER/YEAR]

Evidence of Student Learning after Change.
[SEMESTER/YEAR]
#4. Undergraduate students in JS will develop the skills and competencies needed to demonstrate oral and written communication skills sufficient for a justice professional within a justice studies internship placement setting.

Initial Evidence of Student Learning:

The Student Learning Objective #4 was measured focusing specifically on students enrolled in the eight different sections of JS-181 Internship in Justice Studies, a required course for all Justice Studies majors. Students in JS 181 were evaluated through scores on items B 4-7 on the "Justice Studies Intern Performance Evaluation Form", which is completed at the end of each semester by the Internship placement supervisor. An average score of 3 or better on the 4-point rating scale on the items indicates that the specific Student Learning Objective is satisfactorily met. All the JS 181 performance evaluation data was collected from the JS 181 instructors by Dr. Alessandro De Giorgi, who also assessed the percentage of students who successfully met the learning objectives.

In Spring 2013, a total of 68 students were enrolled in JS 181. Of these, 91.5% met Student Learning Objective #4, indicating that a very large majority of JS students have demonstrated a satisfactory command of oral and written communications skills in their internship placement. At this time, no changes are planned based on these results.

Change(s) to Curriculum or Pedagogy:

Evidence of Student Learning after Change.

[SEMESTER/YEAR]
#5. Undergraduate students in JS will develop the skills and competencies needed to successfully integrate theory and practice in a real world, justice related setting.

Initial Evidence of Student Learning:

Student Learning Objective #5 focuses on the development of skills and competencies that will allow JS students enrolled in JS 181 *Internship in Justice* to demonstrate a productive integration of theory and practice in their internship placement. Here students are required to demonstrate the ability to reflexively connect real life experiences in a justice-related setting to notions, ideas, and perspectives they have been exposed to during their undergraduate studies. As indicated above, students in JS 181 were evaluated through scores on items B. 4-7 on the "Justice Studies Intern Performance Evaluation Form", which is completed at the end of each semester by the Internship placement supervisor. An average score of 3 or better on the 4-point rating scale on the items indicates that the specific Student Learning Objective is satisfactorily met. All the JS 181 performance evaluation data was collected from the JS 181 instructors by Dr. Alessandro De Giorgi, who also assessed the percentage of students who successfully met the learning objectives.

In Spring 2013, a total of 68 students were enrolled in JS 181. Of these, 83.2% met Student Learning Objective #5, suggesting that a substantial majority of JS students have demonstrated the ability to successfully integrate theory and practice in their internship setting. At this time, no significant changes are planned based on these outcomes. However, given the absolute importance of this Student Learning Objective for the overall curricular appropriateness of the Internship experience, the department will focus specifically on further expanding the range of internship placements available to students, particularly in areas closely related to the JS curriculum.

Change(s) to Curriculum or Pedagogy:

[SEMESTER/YEAR]

Evidence of Student Learning after Change.

[SEMESTER/YEAR]