



Annual Assessment Report 2020-2021

BA Criminology

Sociology

College of Letters, Arts, and Social Sciences

CONTACT

Name of Program Assessment Lead Gabriele Plickert

Name of Person Completing Report Gabriele Plickert

DISCIPLINARY ACCREDITATION No

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ We do not have disciplinary accreditation but drew from our disciplinary/professional organization, and developed our SLOs as a program/department

Other than the CPP Catalog and the Office of Assessment and Program Review website, where else are your SLOs published? Select all that apply.

- Department Website – provide URL:
https://catalog.cpp.edu/preview_program.php?catoid=57&poid=14958&hl=%22Criminology%22&returnto=search

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 11

How many SLOs did your program assess this past year in 2020-2021?

- My program assessed SLOs in AY 2020-2021 – assessed 2

Please list the SLOs examined

- SLO #1: Communicate effectively knowledge in the field of criminology.
- SLO #2: Identify the impact of race, class, gender, and intersecting inequalities in criminology.

Student Learning Outcome (SLO)	Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
				N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
SLO 1: Communicate effectively knowledge in the field of criminology	<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) 	<ul style="list-style-type: none"> Oral performances (e.g. presentation, defense, conference presentation etc) Other: Student Research Presentations at CPP Symposium 					
	<ul style="list-style-type: none"> Collected indirect evidence of student learning (e.g., surveys, interviews, focus groups, etc.) 	<ul style="list-style-type: none"> Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement. 					
	<ul style="list-style-type: none"> Other: discussed how effectively data can be selected during the pandemic with various forms of course mode offerings (possibly expanding the scope or type of works) 						

Student Learning Outcome (SLO)	Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence	Findings			
				N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
SLO 2: Identify the impact of race, class, gender, and intersecting inequalities in criminology	<ul style="list-style-type: none"> Other: still in the process of identifying how to collect the data 						

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2020-2021? Select all that apply.

- Resource allocation changes (e.g., funding for professional development, workshops, etc.)
- Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions are ongoing, etc.)

Ideas to improve student learning can come from different constituents. With whom did the program discuss assessment planning and/or share results during AY 2020-2021? Select all that apply.

- A committee of program/department faculty
- College curriculum committee

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.

We received funding to hire two new faculty, which allowed us to offer more course sections, more mentoring of students, and expanding the breath of our students.

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)

We are planning to utilize Tableau to identify equity gaps for our CRM courses and plan on strategizing course contents and course offerings accordingly.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan Yes

Curriculum Matrix Yes