Annual Assessment Report 2021-2022

BA Criminology

Department of Sociology

College of Letters, Arts, and Social Sciences

CONTACT
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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)
  o   We developed them as a program/department using our own knowledge and expertise of the field.
  o   The department chair and/or assessment chair developed them in isolation.

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

ASSESSMENT ACTIVITIES IN 2021-2022

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2021-2022.** 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?
- 4

How many SLOs did your program assess this past year in 2021-2022?

- My program assessed SLOs in AY 2021-2022.

Please list the SLOs examined

- SLO #1: S1a: S1a: Evaluate the different organizations and actors that comprise CJS
- SLO #2: S1b. Apply criminological theory in historical and contemporary periods to evaluate group experiences with crime.
- SLO #3: S2a. Evaluate the different organizations and actors that comprise CJS
- SLO #4: S2b. Design methods and methodological approaches in criminology.

Student Learning Outcome (SLO): **S1a: Annual collection of direct evidence from one of the following CRM2201 or CRM4611.**

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
at this point no artifacts were collected		with newly added faculty teaching these courses, we discussed future selection of artifacts; CRM2201 is typically a very large course, we discussed how to provide meaningful assessments and decided on conducting focus groups with possibly follow-up surveys to assess the nuanced understanding of different organizations and actors that comprise the criminal justice system.	

Student Learning Outcome (SLO): S1b. Annual collection of direct evidence from one of the following: CRM3306, CRM3360, CRM3318, or CRM4611.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.)	• Oral performance (e.g., presentation, defense, conference presentation, etc)	
• Discussed assessment results to make program decisions to improve SLO achievement (e.g., design new course, modify assignments, etc.)		

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
25	the selection was based on assignment rubrics and each percentile across classes of the same topic; professional crime analysts also provided verbal feedback on the level of professionalism and content delivery of presentations.	From a variety of professionally prepared data reports and presentations we witnessed that students exhibit the skills needed to adequately analyze and interpret existing large secondary data (conducted by police departments, 50000 cases) in ways that satisfy our program learning outcome S2. The aim of S2 is to inform students with knowledge and skills to apply criminological methods and concepts to address issues in the practice of criminology.	

Student Learning Outcome (SLO): S2a. Annual collection of direct evidence from CRM2201 or CRM4611.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Created/modified/discussed assessment procedures (e.g., SLOs, curriculum matrix, mechanism to collect student work, rubric, survey, etc.)		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result

Student Learning Outcome (SLO): S2b. Annual collection of direct evidence of the following: CRM2205, CRM3306, or Lowell Overton Undergraduate Research Symposium.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
• Collected direct evidence (e.g., student work, exam items, etc.) • Scored direct evidence of student learning	• Oral performance (e.g., presentation, defense, conference presentation, etc)	• Used a rubric or scoring guide

Findings			
N of Artifacts	**Criterion Used**	**Goal Met**	**Eye-opening Result**
2 papers and 3 poster presentations	scoresheet was used that uses rubrics	For the Lowell Overton Symposium we directly evaluate presentations using scoresheets. Through these scoresheets we are able to assess how students apply their criminological knowledge and skills in ways that satisfy our program learning outcome, which aims to enable students apply criminological methods and concepts to address issues in the practice of criminology.	

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2021-2022? Select all that apply.
- Assessment procedure changes (SLOs, curriculum matrix, rubrics, evidence collected, sampling, communications with faculty, etc.)
- Program curricular changes (e.g., course sequencing, changes to required curriculum, added or deleted courses)
- Personnel changes (e.g., faculty, laboratory staff, academic advisors 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 2021-2022? Select all that apply.
- A committee of program/department faculty
- Program/department assessment committee
- Other, please explain: Department Chair

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 2021-2022 so that others may learn from your experiences.
Despite the pandemic and mostly online classes, for some classes (Crime Analysis), we were able to engage students in professional presentations, symposium activities, and practice-based leaning. Bringing outside professionals into the virtual classroom has opened new learning opportunities but also expanded assessment options.

CPP's GI2025 goals What assessment-related efforts 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.) Undergraduate programs may wish to refer to CPP's GI2025 goals. (Not Mandatory)
<narrative here>

Does the program offer a certificate or credential (e.g., teaching credential)?
- No

The most current assessment plan and curriculum matrix we have on file for your program may be found <u>here</u>. 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