



Annual Assessment Report 2022-2023

BA Criminology

Sociology

College of Letters, Arts, & 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 developed them as a program/department using our own knowledge and expertise of the field.
- 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
- Published in alternative place. Please specify: Expanded Course Outlines

ASSESSMENT ACTIVITIES IN 2022-2023

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2022-2023**. 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 2022-2023?

- My program assessed SLOs in AY 2022-2023 (e.g., artifact collection, scoring, closing the loop, etc.). May also have engaged in assessment planning activities unrelated to specific SLOs (e.g., modified curriculum matrix, assessment plan, etc.).

Please list the SLOs examined

- SLO #1: S1c: Design methods and methodological approaches in criminology.
- SLO #2: S1e: Communicate effectively knowledge in the field of criminology.
- SLO #3: S3b: Identify the impact of race, class, gender, and intersecting inequalities in criminology.

Student Learning Outcome (SLO): S1c: Design methods and methodological approaches in criminology. Collected from CRM3306/A, CRM4611, CRM3360.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Collected direct evidence (e.g., student work, exam items, etc.) Scored direct evidence of student learning 	<ul style="list-style-type: none"> Oral performance (e.g., presentation, defense, conference presentation, etc.) Portfolio/E portfolio of student work Publication or grant proposal 	<ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes Used professional judgement (no rubric or scoring guide used)
<ul style="list-style-type: none"> 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
20	selection based on assigned rubrics and percentage at certain level in comparison to similar projects completed at the level of mastery		

Student Learning Outcome (SLO): S1e: Communicate effectively knowledge in the field of criminology. Collected from Lowell Overton Research Symposium.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none">• Collected direct evidence (e.g., student work, exam items, etc.)	<ul style="list-style-type: none">• Oral performance (e.g., presentation, defense, conference presentation, etc.)• Publication or grant proposal	

Student Learning Outcome (SLO): S3b: Identify the impact of race, class, gender, and intersecting inequalities in criminology. Collected from CRM3360 or Lowell Overton Research Symposium.

Assessment Activities	Evidence Used	Evaluation and Interpretation of Evidence
<ul style="list-style-type: none"> Scored direct evidence of student learning 		<ul style="list-style-type: none"> Used rubric or scoring guide Scored exams/tests/quizzes Used professional judgement (no rubric or scoring guide used)
<ul style="list-style-type: none"> Scored indirect evidence of student learning 		

Findings			
N of Artifacts	Criterion Used	Goal Met	Eye-opening Result
5 presentations and 5 posters	score sheet with rubrics was used		

IMPROVING THROUGH ASSESSMENT

Overall, what best describes how the program used the results in 2022-2023? Select all that apply.

- Course-level changes (e.g., syllabus, content, pedagogy)
- Program curricular changes (e.g. course sequencing, changes to required curriculum, added or deleted courses)
- Students' out-of-course changes (e.g., advising, co-curricular experiences, mentoring, program website, workshops, brown bag lunches, 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.

- Program/department faculty as whole
- Program/department assessment committee
- Students

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 2022-2023 so that others may learn from your experiences.

as part of a great achievement, the practice of preparing professional presentations for CRM3306/A we invited community leaders who received practical advice from Student Crime Analysts about a problem area in LA County. Two different Police departments implemented the suggested recommendations. Two students were also hired to begin the preparations for a career as Crime Analysts. The foundational work in the course provided practical opportunities aligned with a career in the field. Additionally, a student who began research in the Crime Analysis class has now a forthcoming co-authored book chapter with a faculty on the topic on Crime during Covid. The analysis of data and direct implementation of theory and practice was possible with careful assessment and revisited strategies used in our method courses, for example. Challenges: the successful assessment of fully asynchronous courses. We are in the process of discussing this matter with our faculty as a whole.

Please share how the program triangulates various data sources to determine student success. Consider assessment findings, [CPP's GI2025 markers](#), [CSU Dashboard](#), [CPP's Student Success Dashboard](#) on Tableau, course evaluations, etc.

we are using tableau, course evaluations, and the Student Success Dashboard

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 [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