University of South Florida St. Petersburg
Digital USFSP

1-1-2013

Academic Learning Compact : Criminology [Effective 2013]

University of South Florida St. Petersburg.

Follow this and additional works at: http://digital.usfsp.edu/institutional_research_acl

"… to ensure student achievement in undergraduate and graduate degree programs …"

USFSP
ST. PETERSBURG

Academic Learning Compacts
CRIMINOLOGY
2013 – 2014
Due: July 1, 2014

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG GOALS & OBJECTIVES		COLLEGE OF ARTS & SCIENCES GOALS & OBJECTIVES	UNDERGRADUATE PROGRAMS										
			Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	journalism (BA)
Academic Performance	Use sustained evidence of SLO's and student achievement for continuous improvement	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system			X								
	Offer certificate, undergraduate and graduate programs that meet regional needs				X								
	Implement and support information and instructional technologies that facilitate effective pedagogies				X								
	Enhance programs that specifically support academic excellence				X								
	Increase student awareness of participating in a global society				X								
Student Engagement	Create a freshman experience that enables students to thrive and move successfully through to graduation	Our students will have critical skills and a broad outlook that will make them engaged and productive citizens											
	Foster institutional pride and strengthen connections within the campus community	Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate			X								
	Enhance opportunities for increased student involvement in curricular and co-curricular activities				X								
Diversity & Inclusion	Insure an inclusive community where differences are respected and valued	Cultivate a vigorous liberal arts culture by recruiting talented diverse students, maintaining small class sizes, and mentoring those students we have.			X								
	Attract and retain a diverse student population	Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines											
	Increase the diversity of faculty and staff												
Research & Creative Activities	Create a vibrant culture of faculty research and creative scholarship	Make significant and meaningful contributions to ongoing dialogues in our academic fields.			X								
	Promote and support undergraduate research as a meaningful aspect of campus life	We expect our undergraduate and graduate students to engage in research in collaboration with faculty			X								
	Enhance and support research and scholarly collaborations with community partners				X								

Academic Learning Compacts, Updates: 2013 – 2014

"… to ensure student achievement in undergraduate and graduate degree programs …"

Signature Page for Academic Program

Academic Program: CRIMINOLOGY

Chair/Coordinator:__Dawn K. Cecil_____   Date: June 18, 2014_____

Summary Statement – Academic Program Performance in 2013-14
Provide a summary statement about academic program performance over the previous year including high points and low points.

For the most part the criminology program continues to be successful in meeting its ALC goals. Our students are strong in most content areas, as well as communication skills, critical thinking and civic engagement. Due to lack of involvement by our students we did not have an active student organization this year, which does typically contribute additionally to the civic engagement goal. The low point was students' knowledge of theoretical concepts. There was a switch to an on-line format for this course, which has proven to be problematic. Students are not performing as well in the on-line version of this particularly challenging course. In 2014-2015 it will only be offered in the classroom.

The criminology program did intend to rework the wording of the ALC's and relook at the assessment criteria during 2013-2014; however, due to uncontrollable circumstances this did not occur. It is still a goal of the program.

Summary Statement – Impact of Changes Made in 2012-13
Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2011-12 and the positive/negative impact of the changes that were made.

No significant changes were made in 2012-2013. In last year's assessment we did notice the challenges of the on-line version of the theory class versus the in-person section; however, it was the first time it had been offered. Even with slight changes to the course, it continues to be challenging for the student's to take on-line. We did increase the success rate used in our assessment criteria from 70% to 75% and continued to meet it (for the most part).

Academic Program: Criminology
Person Responsible: Dawn K. Cecil

Mission of Academic Program (include URL): http://www.usfsp.edu/coas/criminology/learningoutcomes.htm

List Program Goal(s) / Objective(s):
- To provide students with a multidisciplinary understanding of crime, its causes, and societal responses to the problem.
- To engage students in critical discussions about crime trends and policies.
- To encourage students to conduct crime analysis and other research projects related to the field of criminology.
- To encourage students to engage in the community via internships, civic engagement and participation in student organizations.
- To prepare our students to make contributions to the field of criminal justice through their careers in law enforcement, corrections, and law, as well as continued study in graduate school.

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.
[Please note impact of any changes that were made as a result of 2010-11 assessment]
The criminology program serves the goals and objectives of the College of Arts and Sciences in the following ways:
- Faculty are engaged in ongoing dialogues in our academic fields by developing and publishing research, attending national conferences, and connecting with community organizations related to our field of study. In addition, we encourage our students to participate in these things when appropriate.
- Both individually and within some of our core courses, we encourage students to participate in research.
- Our courses remain small, and emphasize the ability to think critically and to develop strong writing and other communication skills.
- Overall, we aim to have students who have critical skills and the desire to become productive employees in the criminal justice system, as well as productive and citizens in general.

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Academic Learning Compacts, Updates: 2013 – 2014

"… to ensure student achievement in undergraduate and graduate degree programs …"

ALC GOALS ESTABLISHED FOR DATA COLLECTION: <mark>2013 – 2014</mark>

Academic Program: Criminology
Person Responsible: Dawn Cecil (although not sure who will be taking over duties in Spring 2014, when she is on sabbatical).

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
1a. Demonstrate an understanding of major criminological perspectives and theories of criminal behavior, as well as the policy implications influenced by these theories.	1. CCJ 3117: Students must complete written assignments applying a criminological theory and connecting it to policy. 2. CCJ 3117: The exams each gauge their knowledge of theory and the link to policy.	1. Based on a scoring rubric, 75% of the students will achieve an "average" or better. 2. 75% of the students will achieve an "average" or better.	This goal was not met in 2013-2014. Only 74% were successful according to the first measurement and 61% for the second. This course was transitioned on-line, which appears to have affected the ability of students to meet this goal.	This course is only being taught in the classroom during the fall of 2014 and the spring of 2015. The main person responsible for this course will be on sabbatical in the fall, but is considering making changes to the book and the assignments.
1b. Understand the development and operation of the major components of the criminal justice system, as well as the relationship between the democratic political process and the operation of the criminal justice system.	1. CCJ 3024: Standardized exam questions. 2. CJC 4010: Students are required to complete an assignment examining an aspect of the correctional system.*	1. 75% of the students will, score 70% or better on these questions. 2. Based on a scoring rubric, 75% of the students will achieve an "average" or better.	Students in CCJ 3024 were successful in meeting this goal—77% success rate. Data were not collected in CJC 4010 this year.	At this time no substantial changes are planned. The course itself is losing its designation as a General Education course, which may result in changes in the long run.
1c. Demonstrate the ability to apply the principles of empirical social science research to the field of criminology.	1. CCJ 3701: Students are required to write a "data and methods' section in a research proposal or an equivalent assignment.	1. Based on a scoring rubric, 75% of the students will achieve an average or better grade, and an average grade should reflect that the issues of sampling, data collection	Based on each of these criteria, students successfully met this goal (87%, 99% and 96%).	Considering the challenges in the courses used to assess this outcome, students have been extremely successful in meeting it. At this time no

	2. CCJ 3701: Students are required to write a "research question and hypothesis" section of a research proposal or an equivalent assignment. 3. CCJ 3706: Students are required to complete three assignments of empirical data analyses in the field of criminology and criminal justice.	method, and unit of analysis being addressed. 2. Based on a scoring rubric, 75% of the students will achieve an average or better grade, and an average grade should reflect that the issues of logical connection between review and research question and specification of variables are addressed. 3. Based on a scoring rubric, 75% of the students will achieve an average or better on three assignments.		changes are planned.
1d. Demonstrate an understanding of the theoretical foundations of crime prevention, as well as, apply the principles of crime prevention in a real world setting.	1. CJE 3444: Students are given quizzes to test their knowledge of the theoretical foundations. 2. CJE 3444: Students must complete a project where they analyze a real world setting from the perspectives of crime prevention theory, identify high and low risk aspects of the setting, and, based on the principles of crime prevention, recommend changes to reduce the risk of crime.	1. At least 75% of the students will score 70% or higher on these quizzes. 2. Based on a scoring rubric, 75% of the students will achieve an "average" or better.	Based on both of these criteria students were successful in meeting this goal (91.5% and 100%).	No planned changes.
1e. Demonstrate an understanding of the theoretical foundations of crime analysis as well as the techniques used to analyze patterns of crime.	1. CJE 3656: Students will complete exam questions testing their knowledge of crime analysis theory. 2. CJE 3656: Students must complete a group project in which they demonstrate their ability to develop research questions about a crime	1. At least 75% of the students will score 70% or higher on exam questions. 2. Based on a scoring rubric, 75% of the students will achieve an "average" or better.	Based on both of these criteria students were successful in meeting this goal (88.5% and 97.5%). .	No planned changes.

"… to ensure student achievement in undergraduate and graduate degree programs …"

	problem; analyze crime, demographic and economic data; report their results; and come up with recommendations to address the problem.			

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
2a. Possess the ability to create and deliver effective oral presentations.	1. CJE 3444: Students are required to give an oral presentation on a crime prevention project.	1. Based on a scoring rubric, 75% of the students will achieve an "average" or better.	Data Not collected	
2b. Demonstrate the ability to develop effective written presentations.	1. CCJ 3701: Students are required to write a complete research proposal, which includes an introduction, literature review, research question, hypotheses, and research design sections, or several equivalent assignments that cover the same contents. 2. CJE 3656: Students must create a poster outlining the results of their crime analysis project.	1. Based on scoring rubric, 75% of the students will achieve an average or better grade. 2. Based on a scoring rubric, 75% of the students will achieve an average or better.	Based on both of these criteria students were successful in meeting this goal (82% and 97.5%).	No planned changes.

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
3a. Demonstrate critical thinking and analytical abilities and construct sound arguments regarding crime-related issues.	1. CCJ 3701: Students are required to write a literature review in which they logically integrate collected empirical evidence and critically assess the evidence. 2. CCJ 4934: In all sections of this course (regardless of topic), students are required to complete an assignment demonstrating their critical thinking and analytical abilities.	1.Using a scoring rubric for the specific assignment, 75% of the students will score an average or better on their ability to critically analyze the topic. 2. Using a scoring rubric for the specific assignment, 75% of the students will score an average or better on their ability to critically analyze the topic.	Based on both of these criteria students were successful in meeting this goal (83% and 93%).	No planned changes

4. Civic Engagement:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
4a. Our students will be involved with local agencies as well as the community as a whole, and understand the importance of civic engagement.	1. CJE 3656: Students are required to complete a crime analysis project using data from a local police department. They study crime in the surrounding area and report on the crime problem to local groups (when applicable) and present their research annually at the undergraduate research symposium on campus. 2. CCJ 4940: Students	1. We will collect data on the number of students who complete this project, what percentage of these students present their research at the undergraduate research day, and whether any of the students present their research to any other local organizations.** 2. We will collect data on the number of students who complete the required number of hours for the internship,	CJE 3656: for Fall 2013 100% (11 of 11) completed their project (there is no undergraduate research day in the fall) For Spring 2014 95% (21 of 22) completed their project and presented their findings at the undergraduate research day. CCJ 4940: For both Fall	Gender and Crime will not be offered in 2014-2015. Will consider additional assessment based on upcoming curriculum.

"… to ensure student achievement in undergraduate and graduate degree programs …"

	enrolled in this course are required to work 145 hours for criminal justice agency, interview people at that agency and write a journal about their internship experiences. 3. CCJ 4934—Gender and Crime: Students are required to complete a civic engagement project.	what percentage received a positive rating from their supervisors, and the satisfactory completion of their journals. 3. Data will be collected on the number of students participating in their project and the outcome of the project itself.	2013 (6 of 6) and Spring 2014 (3 of 3) 100% were successful on all three items…145 hours, positive rating and satisfactory journal.	

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2014 – 2015

Academic Program: Criminology

Person Responsible: Dawn K. Cecil

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
1a. Demonstrate an understanding of major criminological perspectives and theories of criminal behavior, as well as the policy implications influenced by these theories.	1. CCJ 3117: Students must complete written assignments applying a criminological theory and connecting it to policy. 2. CCJ 3117: The exams each gauge their knowledge of theory and the link to policy.	1. Based on a scoring rubric, 75% of the students will achieve an "average" or better. 2. 75% of the students will achieve an "average" or better.		
1b. Understand the development and operation of the major components of the criminal justice system, as well as the relationship between the democratic political process and the operation of the criminal justice system.	1. CCJ 3024: Standardized exam questions.	1. 75% of the students will, score 70% or better on these questions.		
1c. Demonstrate the ability to apply the principles of empirical social science research to the field of criminology.	1. CCJ 3701: Students are required to write a "data and methods' section in a research proposal or an equivalent assignment.	1. Based on a scoring rubric, 75% of the students will achieve an average or better grade, and an average grade should reflect that the issues of sampling, data collection		

"… to ensure student achievement in undergraduate and graduate degree programs …"

	2. CCJ 3701: Students are required to write a "research question and hypothesis" section of a research proposal or an equivalent assignment. 3. CCJ 3706: Students are required to complete three assignments of empirical data analyses in the field of criminology and criminal justice.	method, and unit of analysis being addressed. 2. Based on a scoring rubric, 75% of the students will achieve an average or better grade, and an average grade should reflect that the issues of logical connection between review and research question and specification of variables are addressed. 3. Based on a scoring rubric, 75% of the students will achieve an average or better on three assignments.		
1d. Demonstrate an understanding of the theoretical foundations of crime prevention, as well as, apply the principles of crime prevention in a real world setting.	1. CJE 3444: Students are given quizzes to test their knowledge of the theoretical foundations. 2. CJE 3444: Students must complete a project where they analyze a real world setting from the perspectives of crime prevention theory, identify high and low risk aspects of the setting, and, based on the principles of crime prevention, recommend changes to reduce the risk of crime.	1. At least 75% of the students will score 70% or higher on these quizzes. 2. Based on a scoring rubric, 75% of the students will achieve an "average" or better.		
1e. Demonstrate an understanding of the theoretical foundations of crime analysis as well as the techniques used to analyze patterns of crime.	1. CJE 3656: Students will complete exam questions testing their knowledge of crime analysis theory. 2. CJE 3656: Students must complete a group project in which they demonstrate their ability to develop research questions about a crime	1. At least 75% of the students will score 70% or higher on exam questions. 2. Based on a scoring rubric, 75% of the students will achieve an "average" or better.		

	problem; analyze crime, demographic and economic data; report their results; and come up with recommendations to address the problem.			

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
2a. Possess the ability to create and deliver effective oral presentations.	1. CJE 3444: Students are required to give an oral presentation on a crime prevention project.	1. Based on a scoring rubric, 75% of the students will achieve an "average" or better.		
2b. Demonstrate the ability to develop effective written presentations.	1. CCJ 3701: Students are required to write a complete research proposal, which includes an introduction, literature review, research question, hypotheses, and research design sections, or several equivalent assignments that cover the same contents. 2. CJE 3656: Students must create a poster outlining the results of their crime analysis project.	1. Based on scoring rubric, 75% of the students will achieve an average or better grade. 2. Based on a scoring rubric, 75% of the students will achieve an average or better.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Academic Learning Compacts, Updates: 2013 – 2014

"… to ensure student achievement in undergraduate and graduate degree programs …"

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
3a. Demonstrate critical thinking and analytical abilities and construct sound arguments regarding crime-related issues.	1. CCJ 3701: Students are required to write a literature review in which they logically integrate collected empirical evidence and critically assess the evidence. 2. CCJ 4934: In all sections of this course (regardless of topic), students are required to complete an assignment demonstrating their critical thinking and analytical abilities.	1.Using a scoring rubric for the specific assignment, 75% of the students will score an average or better on their ability to critically analyze the topic. 2. Using a scoring rubric for the specific assignment, 75% of the students will score an average or better on their ability to critically analyze the topic.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

4. Civic Engagement:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
4a. Our students will be involved with local agencies as well as the community as a whole, and understand the importance of civic engagement.	1. CJE 3656: Students are required to complete a crime analysis project using data from a local police department. They study crime in the surrounding area and report on the crime problem to local groups (when applicable) and present their research annually at the	1. We will collect data on the number of students who complete this project, what percentage of these students present their research at the undergraduate research day, and whether any of the students present their research to any other local organizations.**		

	undergraduate research symposium on campus. 2. CCJ 4940: Students enrolled in this course are required to work 145 hours for criminal justice agency, interview people at that agency and write a journal about their internship experiences.	2. We will collect data on the number of students who complete the required number of hours for the internship, what percentage received a positive rating from their supervisors, and the satisfactory completion of their journals.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Attachment 1
USF St. Petersburg
Strategic Goals and Objectives, 2009-2013

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

1.1   Use sustained evidence of student learning outcomes and student achievement for continuous improvement
1.2   Offer certificate, undergraduate, and graduate programs that meet regional needs
1.3   Implement and support information and instructional technologies that facilitate effective pedagogies
1.4   Enhance programs that specifically support academic excellence
1.5   Increase student awareness of participating in a global society

Academic Learning Compacts, Updates: 2013 – 2014

"… to ensure student achievement in undergraduate and graduate degree programs …"

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation
2.2 Foster institutional pride and strengthen connections within the campus   community
2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

3.1 Ensure an inclusive community where differences are respected and valued
3.2 Attract and retain a diverse student population
3.3 Increase the diversity of faculty and staff

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

4.1 Create a vibrant culture of faculty research and creative scholarship
4.2 Promote and support undergraduate research as a meaningful aspect of campus life
4.3 Enhance and support research and scholarly collaborations with community partners

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

5.1 Enhance sustainability through energy conservation and recycling
5.2 Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

6.1 Create and obtain funding streams to support short and long term initiatives
6.2 Increase private and corporate funding
6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community