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Academic Learning Compact : Criminology [Effective 2011]

University of South Florida St. Petersburg.

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Academic Learning Compacts, Updates: 2011 – 2012

“... to ensure student achievement in undergraduate and graduate degree programs ...”



Academic Learning Compacts CRIMINOLOGY

Signature Page for Academic Program

Academic Program:

Chair/Coordinator: _____

Date: _____

Summary Statement – Academic Program Performance in 2011-12

Provide a summary statement about academic program performance over the previous year including high points and low points.

The criminology program at USFSP is one of the largest in the college. According to Cyndie Collins, in the spring of 2012 we had 158 confirmed majors. This number does not include the number of students seeking a minor in criminology, ISS majors selecting criminology and those coming from other campuses to take our classes. Most of our classes are filling to capacity, especially our required courses; with some students struggling to graduate on time because they cannot get into the required classes. This past year we did what we could to accommodate these students and are continuing to increase our caps in required courses as much as we can, however, the structure of some of these courses does not allow for extremely large classes. One course in particular that this is affecting is the Crime Analysis course. This course is essentially supposed to be our capstone course (despite the fact that the state changed the number to a 3000-level course). This course is centered on completing comprehensive crime analysis projects. Bill Ruefle noted that with the larger classes, it is becoming more of a challenge to get quality projects out of the students. The SLO 1e. was successfully met; however, this year not as many of the projects were strong enough to be included in the Undergraduate Research Day (SLO 4a). Overall, this is both a high point and a low point for the program. We continue to be a popular major and students are successfully learning the things we want them to; however, as the classes become larger we have the potential to see this level of success decrease.

In moving with some of the trends of USFSP, we did two things in the past year. First, we have transitioned some of our required courses to an on-line format (which can help alleviate some of the class size issue). Both CCJ 3024 and CCJ 3701 were offered both on-line and in the classroom. Bill Ruefle found that his on-line students were not as successful in meeting the SLO, while Kevin Wang had similar assessment results regardless of

Academic Learning Compacts, Updates: 2011 – 2012

“... to ensure student achievement in undergraduate and graduate degree programs ...”

the class format. It will be interesting to see if this trend continues in the year to come. Bill Ruefle is considering why this occurred and will make the needed changes. A third required course will go on-line in the next academic year. Lessons learned from both CCJ 3024 and CCJ 3701 will be incorporated with the aim of insuring that students in both types of classes are meeting out SLOs. Second, we continue to work on getting our students to become civically engaged (SLO 4a). We continued to have students present their research on UG Research Day and to have students complete internships in the community. In addition, civic engagement projects were included in three additional courses.

Overall in 2011-2012 the Criminology program continued meet the student learning outcomes outlined in the Academic Learning Compact; however, we continue to struggle with offering enough sections of some of our required courses and enough electives due to the number of faculty in the program. As stated in last year's report, some of this may not be apparent through the current assessment procedures; however, if things such as number of years it takes to complete a degree, number of majors, minors, etc... and other factors were considered the negative impact on the program and the students would be apparent. We have identified some problems with our curriculum that we would like to fix; however, the program is going up for review in 2012 and we have been advised to hold off on any changes.

Summary Statement – Impact of Changes Made in 2011-12

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2010-11 and the positive/negative impact of the changes that were made.

Not that many changes were made in 2010-2011. We had just implemented new assessment procedures in the fall of 2010; therefore, calling for significant changes seemed premature. Some individual/course-level changes were made to aid in assessment, and for the most part we continue to be successful in meeting out Student Learning Outcomes.

Academic Learning Compacts, Updates: 2011 – 2012

“... to ensure student achievement in undergraduate and graduate degree programs ...”

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

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
<p>1a. Demonstrate an understanding of major criminological perspectives and theories of criminal behavior, as well as the policy implications influenced by these theories.</p>	<p>1. CCJ 3117: Students must write a paper researching a criminological theory and apply the theory to a real-life offender.</p> <p>2. CCJ 3117: In the assignment described in #1, students will be responsible for outlining a policy that connects to the theory they used in the paper.</p>	<p>1. Based on a scoring rubric, 75% of the students will achieve an “average” or better.</p> <p>2. Based on a scoring rubric, 75% of the students will achieve an “average” or better.</p>	<p>1. Fall 2011: 29 CCJ Majors enrolled, one given an F for plagiarism. Out of the remaining, 82% met this outcome. Spring 2012: 24 CCJ majors enrolled in the course, 96% met this outcome.</p> <p>2. Fall 2011: out of the 28 majors counted, 75% met this outcome. Spring 2012: 24 CCJ majors enrolled in the course; 100% met this outcome.</p>	<p>In 2011-2012, the CCJ majors enrolled in this course successfully met this outcome. The course is being revamped so that course can be taught on-line in the spring of 2013. Right now the plan is to keep this assignment for the fall semester. It will then be adapted as needed for the on-line section. If there is a more appropriate means of assessment determined</p>
<p>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.</p>	<p>1. CCJ 3024: Standardized exam questions.</p> <p>2. CJC 4010: Students are required to complete an assignment examining an aspect of the correctional system.*</p>	<p>1. 75% of the students will, score 70% or better on these questions.</p> <p>2. Based on a scoring rubric, 75% of the students will achieve an “average” or better.</p>	<p>1. In the fall we offered two sections of this course. One on-line and one in the classroom. The online course was not successful in meeting the outcome, but the live class was. 3024.601 89% (41/46) met the criteria 3024.791 70% (65/93) met the criteria</p> <p>In the spring the course was only offered on-line and the students met this outcome [3024.791 80% (78/98)]; yet it was still lower than when</p>	<p>1. Determine why compared to classroom sections the online sections of CCJ 3024 have a much lower rate of meeting the criteria.</p>

			<p>offered in the classroom.</p> <p>2. This course was not offered in 2011-2012.</p>	
<p>1c. Demonstrate the ability to apply the principles of empirical social science research to the field of criminology.</p>	<p>1. CCJ 3701: Students must write a “data and methods” section of a research proposal for a topic in criminology and criminal justice.</p> <p>2. CCJ 3701: Students are required to write a “research question and hypothesis” section of a research proposal for a topic in criminology and criminal justice.</p> <p>3. CCJ 3706: Students are required to complete three assignments of empirical data analyses in the field of criminology and criminal justice.</p>	<p>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 method, and unit of analysis being addressed.</p> <p>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.</p> <p>3. Based on a scoring rubric, 75% of the students will achieve an average or better on three assignments.</p>	<p>1. In fall 2011, 88% (22/25) of the students achieved an average or better grade. In spring 2012, 86% (30/35) of the students achieved an average or better grade. To achieve the average grade, students have to demonstrate their understanding of sampling, data collection methods, and unit of analysis in at least one writing assignment.</p> <p>2. In fall 2011, 92% (23/25) of the students achieved an average or better grade. In spring 2012, 91% (32/35) of the students achieved an average or better grade. To achieve the average grade, students have to demonstrate their abilities to write a research question and hypothesis.</p> <p>3. In fall 2011, 92% (24/26) of the students achieved an average or better grade. In spring 2012, 79% (31/39) of the students achieved an average or better grade. Students have to demonstrate their ability to conduct empirical data analyses in 3 out of 4 selected assignments.</p>	<p>According to each of the assessments, students are successfully meeting this outcome; therefore, at this time there are no planned changes.</p>

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>1. Students successfully met this outcome. In the fall 92% (23/25) met the criteria. In the spring 94% (16/17) met criteria. 2. Students successfully met this outcome, with 88% (22/25; 15/17) both semesters meeting the criteria.</p>	<p>According to each of the assessments, students are successfully meeting this outcome; therefore, at this time there are no planned changes.</p>
<p>1e. Demonstrate an understanding of the theoretical foundations of crime analysis as well as the techniques used to analyze patterns of crime.</p>	<p>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 problem; analyze crime, demographic and economic data; report their results; and come up with recommendations to address the problem.</p>	<p>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.</p>	<p>1. In the fall 80% (8/10) met the criteria, but in the spring the students were just shy of successfully meeting this outcome with 74% (20/27) meeting the criteria. 2. The students successfully met this outcome with 80% (8/10) meeting the criteria in the fall and 89% (24/27) in the spring.</p>	<p>According to each of the assessments, students are successfully meeting this outcome; therefore, at this time there are no planned changes.</p>

*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: 2011-2012 (Continued)

2. Communication Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
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.	1. Students successfully met this outcome, with 88% each semester meeting the criteria (22/25; 15/17).	According to the assessments, students are successfully meeting this outcome; therefore, at this time there are no planned changes.
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. 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.	1. In fall 2011, 84% (21/25) of the students achieved an average or better grade. In spring 2012 (29/35) of the students achieved an average or better grade. To achieve an average grade, students have to complete a research proposal or a generic writing assignment that assesses each major component. 2. In the fall, 80% (8/10) met this outcome and in the spring 89% (24/27) met this outcome.	1. In the year of 2012-2013, the means of assessment is suggested to change to "students are required to write a complete research proposal or independently assess major components of a research paper." 2. No changes are planned at this time.

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
<p>3a. Demonstrate critical thinking and analytical abilities and construct sound arguments regarding crime-related issues.</p>	<p>1. CCJ 3701: Students are required to write a literature review in which they logically integrate collected empirical evidence and critically assess the evidence.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>1. In fall 2011, 84% (21/25), of the students achieved an average or better score. In spring 2012, 77% (27/35) of the students achieved an average or better score. To earn an average grade, students have to demonstrate their abilities, in at least one writing assignment, that they can identify and retrieve related literature and integrate them together in a logical manner.</p> <p>2. In the spring there were 15 majors enrolled in crime, media and popular culture. The news analysis assignment was used to assess their ability to think critically. 100% of the majors met this outcome.</p>	<p>1. In the year of 2012-2013, the means of assessment is suggested to change to “students are required to identify, retrieve, and integrate literature in a writing assignment.”</p> <p>2. We will continue to require assignments to assess critical thinking skills in our senior seminar courses.</p>

4. Civic Engagement

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
<p>4a. Our students will be involved with local agencies as well as the community as a whole, and understand the importance of civic engagement.</p>	<p>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.</p> <p>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.</p> <p>3. CCJ 4934—Gender and Crime: Students are required to complete a civic engagement project.</p>	<p>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.**</p> <p>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.</p> <p>3. Data will be collected on the number of students participating in their project and the outcome of the project itself.</p>		

*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.