

1-1-2012

## Academic Learning Compact : Criminology [Effective 2012]

University of South Florida St. Petersburg.

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Academic Learning Compacts  
**CRIMINOLOGY**  
2012 – 2013  
Due: May, 2013

*Signature Page for Academic Program*

Academic Program: CRIMINOLOGY  
Chair/Coordinator: Dawn Cecil

Date: May 2013

**Summary Statement – Academic Program Performance in 2012-13**

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

2012-2013 continued to be a struggle for the Criminology program. We are struggling to meet the needs of our students. It is difficult to offer an adequate number of sections of some of required classes and enough electives for the student body. Our classes are at or above capacity. We have been able to meet some of the demand through the creation of on-line versions of some of our required courses (CCJ 3024, CCJ 3117, and CCJ 3701). While this means we have been able to serve a larger number of students, in some of classes it has translated into difficulties meeting certain SLOs. For the most part, however, we have successfully met our SLOs for 2012-2013.

**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 2012-13 and the positive/negative impact of the changes that were made.

The three main faculty members have each developed an on-line version of one of the required courses. Each shared similar experiences—lower evaluations and lower success rates for the SLOs associated with those courses. The main changes then are course-level changes to determine how to better engage the students in these on-line sections and to increase students' success.

Some major changes in the Criminology program are on the horizon. The program is in the process of an external review of the program. While writing the report to assess the program and upon reading external reviewers' comments, several drastically needed changes became apparent. In the fall of 2013 we will be sitting down as a faculty to first revise our curriculum to get out the bugs that are currently affecting our students. Second, we will be re-evaluating the assessment procedures and the language of the SLOs to incorporate elements of Bloom's taxonomy. While neither of these things are a direct result of assessment findings, it is clear that the problems that exist in the program's curriculum can influence our ability to ensure

that students are successfully meeting this goals. While it would be ideal to have the SLOs rewritten for the 2013-2014 A.Y., due to overwhelming demands on the faculty and our desire to rework the curriculum, this task will have to wait until the fall semester.

**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**

<b>I. Content/Discipline Skills</b>				
<b>Goals/Objectives</b>	<b>Means of Assessment/ Corroborating Evidence*</b>	<b>Criteria for Success</b>	<b>Findings</b>	<b>Plan for Use of Findings in 2013-14</b>
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 write a paper researching a criminological theory and apply the theory to a real-life offender.	1. Based on a scoring rubric, 75% of the students will achieve an “average” or better.  2. Based on a scoring rubric,	The assignment described as the evidence for this outcome was not used in 2012-2013. The course was revamped to be taught on-line and shorter writing assignments were	While we continue to meet this SLO, there is some concern over the differences between the classroom and on-line sections. One of the issues was that the students were not

	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.	75% of the students will achieve an “average” or better.	assigned. 1.Assignment #3 can be used to asses this outcome: In the fall 88% met this outcome; however in the spring only 75%. 2.Assignment #2 can be used to asses this outcome. In the fall 100% met the criteria and in the spring 83%  The spring class was on-line and there were drastic differences between the fall and spring semester, despite the fact that they saw the same lectures, had the same assignments and exams. There were a significant number of students who did not turn in written assignments in the on-line section (about 20%). In addition, the mean on each of the exams was considerably lower.	watching the video lectures in the on-line class. After the first exam it was determined that fewer than 25% of the students had accessed the lectures for that section. Students were reminded of the importance of these lectures and exam scores did improve. Since this course will be going through QM Certification after it has been offered on-line again in the fall, no major changes are planned. Instead there will be more reminders about the lectures and about the assignments posted. Perhaps more contact with the students in that course will help them improve.
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.	1.In both the fall and spring semesters, students successfully met this outcome--86% (44/51); 76% (68/90); and 84% (81/96) met the criteria.	Determine why compared to classroom sections the online sections of CCJ 3024 have a much lower rate of meeting the criteria.  For Spring in online section a higher percentage met the criteria then in the Fall online section---that is improvement.
1c. Demonstrate the ability to apply the principles of empirical social science research to the field of criminology.	1. CCJ 3701: Students must write a “data and methods” section of a research proposal for a topic in criminology and criminal justice.  2. CCJ 3701: Students are required to write a “research question and hypothesis” section of a research proposal for a topic in criminology and	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. 2. Based on a scoring rubric, 75% of the students will achieve an average or better	According to all three measures of this SLO, students were successful in meeting this goal. The success rates are as follow: 1. 84% 2. 91% 3. 100%	The method of assessing this SLO will be changed slightly in order to accommodate the in-class and on-line versions of CCJ 3701.

	<p>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>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>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.</p> <p>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.</p> <p>2. Based on a scoring rubric, 75% of the students will achieve an “average” or better.</p>	<p>Students successfully met this outcomes based on both assessments.</p> <p>1. 87% (26/30) and 76% (25/30) met the criteria</p> <p>2. 97% (29/30) and 94% (31/33) met the criteria.</p>	<p>1. Even though students did not meet this SLO based on this assessment, it is believed that students can perform better on these quizzes; therefore, the goal for 2013-13 is to figure out a way to get the students to do their weekly reading assignments so they will do better on the quizzes.</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.</p> <p>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.</p> <p>2. Based on a scoring rubric, 75% of the students will achieve an “average” or better.</p>	<p>1. This outcome had mixed results, successfully met in the fall (95% or 17/18) but not in the spring (65% or 11/17).</p> <p>2. Both semester this SLO was met based on this assessment criterion (95% or 17/18 and 100% or 17/17). ) me the criteria</p>	<p>1. One semester the students met this goal based on this assessment, but they did not the second semester. The goal for 2013-2014 is to figure out a way to get the students to take the exam more seriously; as it stands the exam only counts 30% of the grade and the project counts 70%. My guess is that students do not see the exam as that important.</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.

<b>II. Communication Skills</b>				
<b>Goals/Objectives</b>	<b>Means of Assessment/ Corroborating Evidence*</b>	<b>Criteria for Success</b>	<b>Findings</b>	<b>Plan for Use of Findings in 2013-14</b>
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.	Students continue to be successful in meeting this SLO, with 88% meeting the criteria.	
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. The students were successful in meeting this outcome (88%). 2. Students successfully met this outcome based on this criterion (80% and 89%).	

<b>3. Critical Thinking Skills</b>				
<b>Goals/Objectives</b>	<b>Means of Assessment/ Corroborating Evidence*</b>	<b>Criteria for Success</b>	<b>Findings</b>	<b>Plan for Use of Findings in 2012-13</b>
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.	2. Students in these senior seminars were successful in meeting this outcome, with approximately 90% in each section achieving this goal.	

\*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.

<b>IV. Civic Engagement:</b>				
<b>Goals/Objectives</b>	<b>Means of Assessment/ Corroborating Evidence*</b>	<b>Criteria for Success</b>	<b>Findings</b>	<b>Plan for Use of Findings in 2013-14</b>
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	1. We will collect data on the number of students who complete this project, what percentage of these students present their research at the	We do not have an exact criterion for success for this particular SLO; however, we did collect data. 1.14/37 students presented at the	

	<p>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>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>	<p>undergraduate research symposium. There was one semester where 100% of the students participated. In the spring semester, the date was moved up at the last minute thereby preventing some students from participating.</p> <p>2. We had 15 students do internships, all of which successfully completed the tasks and received positive ratings.</p> <p>3. When Gender and Crime was offered in the spring the decision was made to not require a civic engagement project; however, students were given the opportunity to earn extra credit by getting involved or attending an event in the community related to the topics in the class. Nine of the students participated in these events.</p>	
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