

1-1-2014

## Academic Learning Compact : Criminology [Effective 2014]

University of South Florida St. Petersburg.

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### Recommended Citation

University of South Florida St. Petersburg, "Academic Learning Compact : Criminology [Effective 2014]" (2014). *Institutional Research: Academic Learning Compacts*. 101.  
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## Academic Learning Compacts: Fall 2014 & Spring 2015

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



### Academic Learning Compacts

#### CRIMINOLOGY

Fall 2014 – Spring 2015

**Due: May 15, 2015**

### 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.



## Academic Learning Compacts: Fall 2014 & Spring 2015

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

### *Signature Page for Academic Program*

Academic Program: CRIMINOLOGY

Chair/Coordinator: Dawn K. Cecil

Date: May 19, 2015

### Summary Statement – Academic Program Performance in Fall 2014 & Spring 2015

**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. With the hiring of a new professor we were able to increase our ability to provide opportunities for civic engagement (via the victimology course). Some of the outcomes suggest that while the students are capable of applying the concepts in class projects, they struggle on exams. And in general continue to struggle with their knowledge of theoretical concepts.

### Summary Statement – Impact of Changes Made in Fall 2014 & Spring 2015

**Provide a summary statement about changes that were made in your program as a result of ongoing assessment in the preceding year. Please discuss both the positive and the negative impact of the changes.**

The most significant change was to the theory course (CCJ 3117) and based on one semester of data these changes were not very successful. Changes are already planned for 2015-2016.

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**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: Fall 2014 & Spring 2015

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

### ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2014 – Spring 2015

**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 Fall 2015 & Spring 2016
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 outcome was assessed only in the spring semester. Based on both of these criteria students failed to meet this SLO. Only 67.5% met the first criteria for success and only 72% met the second criteria for success.	Complete data were not available for this outcome since the main professor was on leave in the fall of 2014; however, when one compares this finding to last year’s report it can be seen that students are struggling to meet this SLO. For the spring semester the course was brought back into the classroom and redesigned (new books, new exams, new assignments). Changes will be made in 2015-2016. Weekly on-line quizzes will be given and the final assignment will be given in stages.
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	1. CCJ 3024: Standardized exam questions.	1. 75% of the students will, score 70% or better on these questions.	Based on the first means of assessment students were successful in meeting this SLO, with 91% scoring 70% or better on the exams.	Most of the students complete CCJ 3024 in the on-line format. For 2015-2016 the course will be given exclusively in the classroom. Dr. Ruefle has decided that

and the operation of the criminal justice system.				the on-line format, while having successful outcomes, is not the best way to deliver this course.
1c. Demonstrate the ability to apply the principles of empirical social science research to the field of criminology.	<p>1. CCJ 3701: Students are required to write a “data and methods’ section in a research proposal or an equivalent assignment.</p> <p>2. CCJ 3701: Students are required to write a “research question and hypothesis” section of a research proposal or an equivalent assignment.</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>	This SLO was successfully met by the students in 2014-2015, with 81%, 94%, and 96% meeting the three criterion.	No changes planned at this time.
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>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>	The data from 2014-2015 indicate that the students are much more successful at applying the information in their projects (94%) then they are at assessing the theoretical foundations in an exam (75%).	No changes planned at this time; however, we are going to be revising our curriculum. One of the changes we are considering is to no longer require this particular course and instead incorporate the theoretical foundations in CCJ 3117 and the application in CJE 3656.

## Academic Learning Compacts: Fall 2014 & Spring 2015

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

1e. Demonstrate an understanding of the theoretical foundations of crime analysis as well as the techniques used to analyze patterns of crime.	<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>Similar to the findings noted for 1d. students were very successful in meeting this SLO in their projects, with 100% meeting the criteria. On the other hand, only 71% met the exam-based criteria and thus were not successful based on that number.</p>	<p>The failure to meet the SLO based on exam-based data appears to be an anomaly; therefore, at this time no changes are being made.</p>
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\*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>2. Communication Skills</b>				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2015 & Spring 2016
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.	More than 90% of the students met this SLO.	No changes are planned at this time.
2b. Demonstrate the ability to develop effective written presentations.	<p>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.</p> <p>2. CJE 3656: Students must create a poster outlining the</p>	<p>1. Based on scoring rubric, 75% of the students will achieve an average or better grade.</p> <p>2. Based on a scoring rubric, 75% of the students will achieve an average or better.</p>	Based on the first criteria, students met this SLO with 79% being successful.	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 Fall 2015 & Spring 2016
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	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%	Based on both means of assessment, students were successful in meeting this outcome, 87% and 91% respectively.	No changes at this time.

	results of their crime analysis project.			
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## Academic Learning Compacts: Fall 2014 & Spring 2015

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

	opic), students are required to complete an assignment demonstrating their critical thinking and analytical abilities.	of the students will score an average or better on their ability to critically analyze the topic.		
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<b>4. Civic Engagement:</b>				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2015 & Spring 2016
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 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.	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, what percentage received a positive rating from their supervisors, and the satisfactory completion of their journals.	1. All students who took this course participated in presenting their data. 2. Six students enrolled in the internship program and completed it successfully.  In addition, we have a new professor who is teaching CCJ 3666—Victimology. She required her students to complete volunteer or victim advocate work in this course. 90% of the students successfully completed this course requirement.	No course changes are planned at this time; however, we would like to see an increase in the number of students completing internships. In addition, we will use CCJ 3666 as an additional means of assessment in the future.

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**ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2015 & Spring 2016**

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**Academic Program: Criminology**

**Person Responsible: Dawn K. Cecil**

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**1. Content/Discipline Skills**

<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 Fall 2016 &amp; Spring 2017</b>
1a. Demonstrate an understanding of major	1. CCJ 3117: Students must complete written assignments	1. Based on a scoring rubric, 75% of the students will		

## Academic Learning Compacts: Fall 2014 & Spring 2015

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<p>criminological perspectives and theories of criminal behavior, as well as the policy implications influenced by these theories.</p>	<p>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.</p>	<p>achieve an “average” or better. 2. 75% of the students will achieve an “average” or better.</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>1. 75% of the students will, score 70% or better on these questions.</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 are required to write a “data and methods’ section in a research proposal or an equivalent assignment. 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.</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. 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.</p>		
<p>1d. Demonstrate an understanding of the theoretical foundations of crime prevention, as well as,</p>	<p>1. CJE 3444: Students are given quizzes to test their knowledge of the theoretical foundations.</p>	<p>1. At least 75% of the students will score 70% or higher on these quizzes. 2. Based on a scoring rubric,</p>		

apply the principles of crime prevention in a real world setting.	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.	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 problem; analyze crime, demographic and economic data; report their results; and come up with recommendations to address the problem.	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.		

\*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>2. 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 Fall 2016 &amp; Spring 2017</b>

## Academic Learning Compacts: Fall 2014 & Spring 2015

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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.

### 3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2016 & Spring 2017
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	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		

	of this course (regardless of topic), students are required to complete an assignment demonstrating their critical thinking and analytical abilities.	the specific assignment, 75% of the students will score an average or better on their ability to critically analyze the topic.		
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\*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 Fall 2016 & Spring 2017
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>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. Students in CCJ 3666 are</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. We will collect data on the number of students who successfully complete this</p>		

# Academic Learning Compacts: Fall 2014 & Spring 2015

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

	required to complete volunteer hours.	requirement.		
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\*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.