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Academic Learning Compact : Criminology [Effective 2010]

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Academic Learning Compacts CRIMINOLOGY

Fall 2010/ Spring 2011

Program Coordinator: Dawn Cecil

Date: October, 2011

Summary Statement – Academic Program Performance in 2010-11

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

In 2008, new curriculum was introduced in the criminology program. This curriculum aimed to stress the importance of theory, crime prevention and crime analysis, as well as to better prepare students for research methods through the introduction of statistics. These changes lead to several new required courses, including Crime Statistics, Crime Prevention and Crime Analysis. We have been attempting to assess the success of these programmatic changes, but as reported last year changes in faculty have made this difficult. In the fall of 2010, Criminology's Student Learning Outcomes and Assessment Procedures were revamped. The data provided in the tables are based mostly on data collected during the spring of 2011. When available, data from fall of 2010 are also included.

Overall, the Criminology program successfully met most of the Student Learning Outcomes. Since most of these are relatively new means of assessment, not many changes were made. Although in our required Theory course (CCJ 3117), several substantive changes were made not only from Fall 2010 to Spring 2011, but also again for Fall 2011. It was apparent that the changes made were not effective; therefore, the elements of the course were reconsidered.

The biggest struggle for the Criminology program continues to be our ability to provide students with enough courses to complete their degree on time and maintain their residency requirement. The three full time faculty teach mostly the required courses, leaving many of the electives to adjunct faculty. For a couple of years we were lucky enough to have an adjunct who taught several courses for us, thereby providing some stability even with all of the changes we have gone through. Unfortunately this instructor left; leaving the program with a shortage of classes for the upcoming year. While this matter will not necessarily be reflected in the assessment of our Student Learning Outcomes, it will definitely affect the students majoring in Criminology.

In sum, the Criminology Program revamped its assessment process late in the fall of 2010. The results presented in the tables are, for the most part, positive. We will continue to assess these outcomes for the next year before taking a look at whether we need any program-wide changes to our assessment procedures or to our curriculum.

Summary Statement – Impact of Changes Made in 2010-11

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2009-10 and the positive/negative impact of the changes that were made.

As reported last year, there were some serious problems with our assessment process and missing data (due to changes in the faculty, including the assessment officer leaving and subsequently losing the data that had been collected). As much of the missing information as possible was recreated last fall. In addition, both our Student Learning Outcomes and the assessment procedure were revamped. A positive result of these changes is that the program has a more solid assessment plan; however, it is not possible to make a statement regarding how these changes affected the program. These assessment procedures will be carried out again in 2011-2012 and it is anticipated that we will be able to make more substantive comments regarding the impact of these changes after these data have been collected.

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 2009-10 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 2011-12
1a. Demonstrate an understanding of major criminological perspectives and theories of criminal behavior, as well as the policy implications influenced by these theories.	<p>1. CCJ 3610(CCJ 3117): Students must write a paper researching a criminological theory and apply the theory to a real-life offender.</p> <p>2. CCJ 3610(CCJ 3117): Students must complete an assignment in which they research a crime-related policy and connect this policy to a criminological theory.</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>Fall 2010: The students in the fall were assigned a final paper in which they examined a theory, applied it to an offender, and connect a policy to the theory (the two means of assessment combined). Overall, only 71% successfully met the outcome. However, when examining the components of the assignment separately, it is clear that they were more successful in applying the theory than they were in the social policy portion (89% successful versus 68%). Changes were made the assignments for the spring of 2011.</p> <p>Spring 2011: The means of assessment were altered, although the criteria for success were not. The percentage meeting the SLO on average was 50.75% (ranged from 0% to 94%).</p>	<p>1. It was determined that the individual assignments used in the Spring of 2011 were not an effective tool for measuring this outcome. In general students did not perform as well this semester as they had in the past. Not only were the assignments altered, but power point presentations were used in each class. I am not certain whether this affected their performance or not. For the fall of 2011, two changes will be instituted. First, a new more comprehensive text book is being assigned. Second, the old assignment of writing a final paper applying theory will be used.</p> <p>2. This outcome means was assessment was not employed in the spring of 2011. For the fall of 2012, it has been added back into the final paper.</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>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>3. CJE 4114: Students are</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>3. Based on a scoring rubric,</p>	<p>Fall2010 CCJ3024.601; 39 of 45 students (87%) met the criteria for success.</p>	<p>The students were successful in meeting this SLO; therefore, no changes were made at this time.</p>

	required to complete an assignment examining an aspect of the law enforcement system.*	75% of the students will achieve an “average” or better.		
1c. Demonstrate the ability to apply the principles of empirical social science research to the field of criminology.	<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. 84%</p> <p>2. 92%</p> <p>3. 100%</p> <p>Overall, on each of these means of assessment the students met the SLO.</p>	The students were successful in meeting this SLO; therefore, no changes were made 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>	<p>1. Fall2010 CJE 3444.601 21 of 26 students (81%) met the criteria. Spring2011 CJE3444.601 10 of 10 students (100%) met the criteria.</p> <p>2. 88% in fall and 100% in spring.</p>	The students were successful in meeting this SLO; therefore, no changes were made at this time.
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.	<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</p>	<p>1. 87% in the fall, 100% in the spring.</p> <p>2. 100% in both fall and spring.</p>	The students were successful in meeting this SLO; therefore, no changes were made at this time.

	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.	achieve an “average” or better.		
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Academic Learning Compacts, Updates: 2010 – 2011 (Continued)

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2011-12
2a. Possess the ability to create and deliver effective oral presentations.	1. CCJ 3610 (CCJ 3117): Students are required to give an oral presentation on a topic related to criminological theory. 2. 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. 2. Based on a scoring rubric, 75% of the students will achieve an “average” or better.	1. N/A 2. Fall2010 CJE 3444.601 23 of 26 students (88%) met the criteria. Spring2011 CJE 3444.601 10 of 10 students (100%) met the criteria.	1. A group presentation was required in the course during spring of 2011; however, it did not seem to fit well with the class material. Therefore, this means of assessment is being removed for 2011-2012. 2. No other changes were made.
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. 88% 2. 100% Overall, based on these two means of assessment the students successfully met this SLO.	The students were successful in meeting this SLO; therefore, no changes were made at this time.

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2011-12
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	1.Using a scoring rubric for the specific assignment, 75% of the students will score an average or better on their	1. 81% 2. 84% Overall, based on these two means of assessment the	The students were successful in meeting this SLO; therefore, no changes were made at this time.

	<p>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>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>students successfully met this SLO.</p>	
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4. Civic Engagement

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2011-12
<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>	<p>1. Four projects were presented at the Undergraduate Research Day at USFSP. Students did not present these projects to the community; however, a representative from the SPPD came was invited and attend research day. 2. In 2010-2011, eight students registered for internships. All internships were complete at a satisfactory level and all received positive reviews.</p> <p>3. All of the students enrolled in this course, conducted a project to benefit a local organization. All students participated in educating people about the organization and raising money for the organization.</p>	<p>The students were successful in meeting this SLO; therefore, no changes were made at this time.</p>