

1-1-2015

# Academic Learning Compact : Criminology [Effective 2015]

University of South Florida St. Petersburg.

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Academic Learning Compacts  
CRIMINOLOGY  
Fall 2015 – Spring 2016  
Due: May 20, 2016

**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.



*Signature Page for Academic Program*

Academic Program: CRIMINOLOGY

Chair/Coordinator: Dawn K. Cecil

Date: May 17, 2016

**Summary Statement – Academic Program Performance in Fall 2015 & Spring 2016**

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

Based on the assessment of the student learning outcomes for 2015/2016 students in the criminology program were pretty successful in meeting the program's outcomes. We continue to encourage the students to be engaged in community through research presentations, internships and community service hours. While we did not have a lot of students complete internships this year, students in the victimology course continue to be active in the community. One area in which students continue to find challenging is theory and its application (in both the theory course and the crime prevention course).

## Summary Statement – Impact of Changes Made in Fall 2015 & Spring 2016

**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 main change to take place was in the course CCJ 3117 Theories of Criminal Behavior. Changes were made to the course, which included the addition of in-class exam reviews, weekly quizzes, and a different final assignment to assess the ability of the students to apply criminological theory. While the students still struggled on the latter task, overall improvements were seen.

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**Academic Program: Criminology**  
**Person Responsible: Dawn K. Cecil**

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**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.

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

**Academic Program: Criminology**

**Person Responsible: Dawn K. Cecil**

| <b>1. Content/Discipline Skills</b>   |  |   |  |   |
|---|--|---|--|---|
| <b>Goals/Objectives</b>   | <b>Means of Assessment/<br/>Corroborating Evidence*</b>  | <b>Criteria for Success</b>   | <b>Findings</b>  | <b>Plan for Use of Findings in<br/>Fall 2016 &amp; Spring 2017</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 complete written assignments applying a criminological theory and connecting it to policy.<br>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.<br><br>2. 75% of the students will achieve an “average” or better. | 1. Students selected a theory and applied to a person that they knew. This was a new form of the assignment. They were graded on knowledge of and application of the theory. In neither semester did the students successfully meet this outcome based on this form of assessment. In the Fall 72% (21/29) were successful and in the spring 68% (26/38) were successful.<br><br>2. Assessing this outcome with the exams yields a better success rate. In the fall semester 89% of the students successfully met this outcome and in the spring it was 77%. While this is a substantial difference between the two semesters, both successfully met this outcome. | 1. In the summer of 2016 new assignments are being used in order to allow students to practice theory application. In two assignments they are given specific theories to apply to a person they wrote about in an earlier assignment and one assignment in which they can select a theory that makes sense to them. It is likely that having to practice this type of application on several occasions will improve their ability to complete this task.<br><br>2. Weekly quizzes and in-class exam reviews will continue to be utilized to improve students’ knowledge of criminology theory. |
| 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.  | In all sections of CCJ 3024 this outcome was met. In the fall there was a 93% (93/100) success rate, followed by an 80% success rate in the spring   | Students in this course continue to meet the outcome; at this time no changes are planned.  |

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| and the operation of the criminal justice system.  |  |  | (33/41).  |  |
| 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 outcome was not assessed in 2015/2016.   | n/a  |
| 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. Based on this criterion, students were not successful in meeting this student learning outcome. In both semesters 70% (21/30 in both classes) were successful.</p> <p>2. Students were much more successful in meeting this outcome when measured by their class projects. In the fall 100% (30/30) and in the spring 97% (29/30) met this outcome.</p> | <p>1. The quizzes in this class will be revamped for 2016/2017. It should be noted that after that the course will no longer be one of our required courses and this means of assessment will no longer be utilized.</p> |
| 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</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. Based on this criterion, students successfully met this outcome both semesters. In the fall 90% (9/10) were successful, followed by 87% (20/23) in the spring.</p>  | <p>Students are successfully meeting this outcome, thus changes are not planned for 2016/2017.</p>   |

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|  | 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. |  | 2. This criterion also indicates that students successfully met this outcome in both the fall (90% or 9/10) and the spring 96% (22/23). |  |
|--|--|--|---|--|

## 2. Communication Skills

| Goals/Objectives  | Means of Assessment/<br>Corroborating Evidence*  | Criteria for Success   | Findings   | Plan for Use of Findings in<br>Fall 2016 & Spring 2017   |
|---|--|--|--|--|
| 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 in both the fall (100% or 30/30) and the spring ( 97% or 29/30).   | Students are successfully meeting this outcome, thus changes are not planned for 2016/2017.  |
| 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.<br>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.<br>2. Based on a scoring rubric, 75% of the students will achieve an average or better. | 1. This outcome was not assessed using this criterion in 2015/2016.<br>2. In the spring semester 100% of the students (23/23) successfully met this outcome. | 1. This means of assessment will be used in 2016/2017.<br>2. Students are successfully meeting this outcome, thus changes are not planned for 2016/2017. |

### 3. Critical Thinking Skills

| Goals/Objectives   | Means of Assessment/<br>Corroborating Evidence*   | Criteria for Success  | Findings  | Plan for Use of Findings in<br>Fall 2016 & Spring 2017  |
|--|---|---|---|---|
| 3a. Demonstrate critical thinking and analytical abilities and construct sound arguments regarding crime-related issues. | <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. This outcome was not assessed using this criterion in 2015/2016.</p> <p>2. In the fall 90% of the students enrolled in Drugs, Crime and Society met this outcome.</p> | <p>1. This means of assessment will be used in 2016/2017.</p> <p>2. Students are successfully meeting this outcome, thus changes are not planned for 2016/2017.</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.

### 4. Civic Engagement:

| Goals/Objectives   | Means of Assessment/<br>Corroborating Evidence*   | Criteria for Success  | Findings  | Plan for Use of Findings in<br>Fall 2016 & Spring 2017  |
|--|---|---|---|---|
| 4a.<br>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</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</p> | <p>1. 23 students enrolled in the spring semester of this course presented their research projects at the undergraduate research day.</p> <p>2. 7 students enrolled in the internship program and successfully completed the requirements.</p> <p>3. Students in CCJ 3666 are required to complete 25 hours of community service work. In both semesters most students completed this task (fall: 24/29 and spring: 14/16). Other students completed fewer hours.</p> <p>Overall, between the two</p> | <p>1. No changes will be made for 2016/2017.</p> <p>2. We are continuing to find ways to encourage students to complete internship hours with the hopes of increasing the number of students who do so (e.g., written about in newsletter; informational meeting).</p> <p>3. No changes will be made for 2016/2017.</p> |

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|  | agency and write a journal about their internship experiences.<br><br>3. Students in CCJ 3666 are required to complete volunteer hours. | their journals.<br><br>3. We will collect data on the number of students who successfully complete this requirement. | semesters 951 of community service work was achieved. |  |
|--|---|--|---|--|

\*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.

## **ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017**

**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.**

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- 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>1. Content/Discipline Skills</b>   |  |  |                 |  |
|---|--|--|-----------------|--|
| <b>Goals/Objectives</b>   | <b>Means of Assessment/<br/>Corroborating Evidence*</b>  | <b>Criteria for Success</b>  | <b>Findings</b> | <b>Plan for Use of Findings in<br/>Fall 2017 &amp; Spring 2018</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 complete written assignments applying a criminological theory and connecting it to policy.<br>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.<br><br>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.<br><br>2. CCJ 3701: Students are required to write a “research question and hypothesis” section of a research proposal or an equivalent assignment.<br><br>3. CCJ 3706: Students are required to complete three assignments of empirical data | 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.<br>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 |                 |  |

|  |  |   |  |  |
|--|--|---|--|--|
|  | analyses in the field of criminology and criminal justice.   | and specification of variables are addressed.<br>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.<br>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.<br>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.<br>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.<br>2. Based on a scoring rubric, 75% of the students will achieve an “average” or better. |  |  |

## 2. Communication Skills

| Goals/Objectives  | Means of Assessment/<br>Corroborating Evidence*  | Criteria for Success   | Findings | Plan for Use of Findings in<br>Fall 2017 & Spring 2018 |
|---|--|--|----------|--|
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| 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.<br>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.<br>2. Based on a scoring rubric, 75% of the students will achieve an average or better. |          |  |

## 3. Critical Thinking Skills

| Goals/Objectives   | Means of Assessment/<br>Corroborating Evidence*  | Criteria for Success   | Findings | Plan for Use of Findings in<br>Fall 2017 & Spring 2018 |
|--|--|--|----------|--|
| 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.<br><br>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.<br><br>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. |          |  |

## 4. Civic Engagement:

| Goals/Objectives   | Means of Assessment/<br>Corroborating Evidence*   | Criteria for Success   | Findings | Plan for Use of Findings in<br>Fall 2017 & Spring 2018 |
|--|---|--|----------|--|
| <p>4a.<br/>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. Students in CCJ 3666 are required to complete volunteer hours.</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 requirement.</p> |          |  |