



Academic Learning Compacts CRIMINOLOGY

2011 – 2012
Due: October, 2011

In 2004, the Florida Board of Governors resolved that universities, through their boards of trustees, would establish guidelines and procedures for the development and implementation of Academic Learning Compacts (ALCs) to ensure student achievement in baccalaureate degree programs in the State University System. In support of ongoing SACS Accreditation, at USFSP, ALCs are used for both undergraduate and graduate programs and include assessment of student learning in: content/discipline skills, communication skills, critical thinking skills, and civic engagement.

On an annual basis, academic programs must update their ALCs to reflect ongoing data collection activity, use of results for improvement, and ongoing monitoring of the impact of changes made from previous assessment. The beginning of the review cycle for the upcoming year must reflect any new goals/objectives, changes in performance standards to meet those goals/objectives, and changes in collection tools/methods for the upcoming year. The cycle ends with year-end review of ALCs.

The Planning, Effectiveness and Budget Committee (PEBC) is responsible for coordinating the overall university ALC review process and compiling results for use by each of the college deans. The Office of Institutional Research provides staff support to the PEBC in their annual review of ALCs.

It is the responsibility of college deans to initiate and coordinate conversations with their academic program faculty to: 1) provide a summary statement about their academic program performance over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; 3) complete the ALCs for the previous year; 4) update the ALC for use in the upcoming year; and 5) obtain appropriate sign-off by their respective dean.

It is the responsibility of each dean to: 1) provide a summary statement about the performance of the academic programs in their college over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; and 3) develop a matrix of academic program goals/objectives that are aligned with college goals/objectives.

With the exception of cover/signature pages, materials should be submitted electronically to either the Institutional Effectiveness folder on the Q-drive or should be attached to an email sent to jegon@usfsp.edu. Paper copies of ALCs will be maintained in the IR Office.

Signature Page for College

College:

Dean: _____ Date: _____

Summary Statement – College Performance in 2010-11

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

TO BE COMPLETED BY COLLEGE DEAN

Summary Statement – Impact of Changes Made in 2010-11

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

TO BE COMPLETED BY COLLEGE DEAN

ALC Updates 2010 – 2011

University Mission

The University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close-knit, student-centered learning community that welcomes individuals from the region, state, nation and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

College Link to Institutional Mission-based Goals/Objectives

On the list below, please identify the Strategic Goals and Objectives (Points of Focus, 2009 – 13) that your division is responsible for. A detailed listing of Goals and Objectives are found in Attachment 1.

TO BE COMPLETED BY COLLEGE DEAN

1. Academic Performance:

_ 1.1 _ 1.2 _ 1.3 _ 1.4 _ 1.5

2. Student Engagement:

_ 2.1 _ 2.2 _ 2.3

3. Diversity and Inclusion:

_ 3.1 _ 3.2 _ 3.3

4. Research and Creative Activities:

_ 4.1 _ 4.2 _ 4.3

5. Environmental Stewardship

_ 5.1 _ 5.2

6. Administrative and Financial Stewardship

_ 6.1 _ 6.2 _ 6.3 _ 6.4 _ 6.5

ALC Updates
2010 – 2011

College Mission Statement

Please include the Mission Statement and Goals/Objectives for your College and/or the URL to the location of this information on the web.

TO BE COMPLETED BY COLLEGE DEAN

Academic Program-linked College Mission-based Goals/Objectives

Please develop a matrix of Goals/Objectives for each academic program in your college that aligns with institutional mission-based goals/objectives. Also, please develop and use a consistent nomenclature for goals/objectives in your materials.

TO BE COMPLETED BY COLLEGE DEAN

Please complete one ALC matrix for each of the academic programs in your college

Signature Page for Academic Program

Academic Program:

Chair/Coordinator: _____

Date: _____

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 Learning Compacts, Updates: 2010 – 2011

“... 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 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%</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</p>

			(ranged from 0% to 94%).	2012, it has been added back into the final paper.
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 required to complete an assignment examining an aspect of the law enforcement 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>3. Based on a scoring rubric, 75% of the students will achieve an “average” or better.</p>	Fall2010 CCJ3024.601; 39 of 45 students (87%) met the criteria for success.	The students were successful in meeting this SLO; therefore, no changes were made at this time.
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</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.

		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.	<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.</p> <p>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.	<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</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. 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.

	address the problem.			
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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.

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.	<p>1. CCJ 3610 (CCJ 3117): Students are required to give an oral presentation on a topic related to criminological theory.</p> <p>2. CJE 3444: Students are required to give an oral presentation on a crime prevention project.</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. N/A</p> <p>2. Fall2010 CJE 3444.601 23 of 26 students (88%) met the criteria.</p> <p>Spring2011 CJE 3444.601 10 of 10 students (100%) met the criteria.</p>	<p>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.</p> <p>2. No other changes were made.</p>
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.</p> <p>2. CJE 3656: Students must create a poster outlining the results of their crime analysis project.</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>	<p>1. 88%</p> <p>2. 100%</p> <p>Overall, based on these two means of assessment the students successfully met this SLO.</p>	<p>The students were successful in meeting this SLO; therefore, no changes were made at this time.</p>

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.	<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. 81%</p> <p>2. 84%</p> <p>Overall, based on these two means of assessment the students successfully met this SLO.</p>	The students were successful in meeting this SLO; therefore, no changes were made at this time.
4. Civic Engagement				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2011-12
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	<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</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	The students were successful in meeting this SLO; therefore, no changes were made at this time.

	<p>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>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>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>	
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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.

Academic Learning Compacts: 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
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): 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>		
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>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>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>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</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>		

	of the setting, and, based on the principles of crime prevention, recommend changes to reduce the risk of crime.			
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>		

*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.		
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.		
3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
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	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		

	sections of this course (regardless of topic), students are required to complete an assignment demonstrating their critical thinking and analytical abilities.	for 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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4. Civic Engagement

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2012-13
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. CCJ 4934—Gender and</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</p>		

	Crime: Students are required to complete a civic engagement project.	the project itself.		
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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.

Attachment 1
USF St. Petersburg
Strategic Goals and Objectives, 2009-2013

1 – Academic Performance

Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

- 1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement
- 1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs
- 1.3 Implement and support information and instructional technologies that facilitate effective pedagogies
- 1.4 Enhance programs that specifically support academic excellence
- 1.5 Increase student awareness of participating in a global society

2 – Student Engagement

Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

- 2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation
- 2.2 Foster institutional pride and strengthen connections within the campus community
- 2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion

Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

- 3.1 Ensure an inclusive community where differences are respected and valued
- 3.2 Attract and retain a diverse student population
- 3.3 Increase the diversity of faculty and staff

4 – Research and Creative Activities

Encourage faculty research and creative activities, and engage students in local, national and international scholarship

- 4.1 Create a vibrant culture of faculty research and creative scholarship
- 4.2 Promote and support undergraduate research as a meaningful aspect of campus life
- 4.3 Enhance and support research and scholarly collaborations with community partners

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

- 5.1 Enhance sustainability through energy conservation and recycling
- 5.2 Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

- 6.1 Create and obtain funding streams to support short and long term initiatives
- 6.2 Increase private and corporate funding
- 6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
- 6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
- 6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community