

Student Learning Outcomes (SLOs) Report for Non-Accredited Programs

(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: Criminology and Criminal Justice

Submitted By: Michael D. Gillespie, Assessment Committee Chair

Email: mgillespie@eiu.edu

Submission Date: October 9, 2023

Review Cycle:

- Even Year
- Odd Year Fall 2023

Review Round:

- **Round A** (Associate Dean review)
- **Round B** (Associate Dean + VPAA review)

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: Criminology and Criminal Justice

1. Students will **apply** key criminology and criminal justice concepts.
2. Students will **distinguish** between foundational criminological theories.
3. Students will **recognize** fundamental indicators of social and cultural diversity
4. Students will **identify** methods of social scientific inquiry
5. Students will **recall** foundations of quantitative methods and statistical literacy

The five student learning outcomes for the Criminology/Criminal Justice program are measured using a unique, department-specific assessment inventory. This inventory, located in Appendix B, is a collaboration between faculty teaching in the program, and managed by the department's assessment committee.

The inventory is administered in CRM 2761, Introduction to Criminology (the first non-Gen Ed core requirement) in the first several weeks of the fall and spring semesters. This provides a baseline against which we evaluate the administration of the inventory with students in CRM 4700, Current Issues in Criminology (the capstone) during the final weeks of the fall and spring semesters. While we do not have an expectation of outcomes for the students in CRM 2761 as they would not have had much of the material for the program, we maintain a 70% level of success when looking at the outcomes for students in CRM 4700.

A summary of data indicators from the Criminology/Criminal Justice Assessment Inventory is in Appendix A. The following table outlines these data.

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

<p>Student Learning Outcome (SLO)</p>	<p>What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.</p>	<p>How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results, and specify whether these were met, not met, or partially met for each instrument.</p>	<p>Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?</p>
<p>SLO 1. Apply key criminology and criminal justice concepts</p>	<p>Student learning outcome 1. is evaluated using Questions 1 -11 (“Basic Criminological Concepts” within the Criminology Assessment Inventory. These questions assess content covered in the required introductory core class: CRM 2761 (Introduction to Criminology).</p> <p>Students will be assessed in CRM 2761 (the first non-Gen Ed core requirement) in the first weeks of the fall and spring semesters, and in CRM 4700 (the capstone) in the last week of the fall and spring semesters.</p>	<p>This information is used to report to the program faculty and curriculum committee. The goal is for continuous program monitoring and improvement of student learning outcomes.</p> <p>We expect students in CRM 4700 to score 70% or higher in this category since they would have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since 2761 is likely the first Criminology course students will have taken.</p> <p>Results: NOT MET: Based on an average percent of correct responses from 12 total respondents from CRM 4700, 50.00% of key concepts and definitions can be recognized.</p>	<p>Critical Thinking, Responsible Citizenship</p>

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
<p>SLO 2. Distinguish between foundational criminological theories.</p>	<p>Student learning outcome 2 is evaluated with Questions 12-17 (“Criminological Theory”) within the Criminology Assessment Inventory. These questions assess content covered in the required core classes: CRM 2761 (Introduction to Criminology) and CRM 3650 (Criminological Theory).</p> <p>Students will be assessed in CRM 2761 (the first non-Gen Ed core requirement) at the beginning of the fall and spring semesters, and in CRM 4700 (the capstone) in the last week of the fall and spring semesters.</p>	<p>This information is used to report to the program faculty and curriculum committee. The goal is for continuous program monitoring and improvement of student learning outcomes.</p> <p>We expect students in CRM 4700 to score 70% or higher in this category since they would have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since 2761 is likely the first Criminology course students will have taken.</p> <p>Results: NOT MET: Based on an average percent of correct responses from 12 total respondents from CRM 4700, 33.33% of key concepts and definitions can be recognized.</p>	<p>Critical Thinking, Responsible Citizenship</p>

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
<p>SLO 3. Recognize fundamental indicators of social and cultural diversity</p>	<p>Student learning outcome 3 will be assessed using Questions 18-23 (“Criminological Theory”) within the Criminology Assessment Inventory. These questions assess content covered in the required core class: SOC 2840 (Race and Ethnic Relations).</p> <p>Students will be assessed in CRM 2761 (the first non-Gen Ed core requirement) at the beginning of the fall and spring semesters, and in CRM 4700 (the capstone) in the last week of the fall and spring semesters.</p>	<p>This information is used to report to the program faculty and curriculum committee. The goal is for continuous program monitoring and improvement of student learning outcomes.</p> <p>We expect students in CRM 4700 to score 70% or higher in this category since they would have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since 2761 is likely the first Criminology course students will have taken.</p> <p>Results: NOT MET: Based on an average percent of correct responses from 12 total respondents from CRM 4700, 59.72% of key concepts and definitions can be recognized.</p>	<p>Critical Thinking, Responsible Citizenship</p>

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
SLO 4. Identify methods of social inquiry	<p>Student learning outcome 4 is evaluated using Questions 24-28 (“Undertaking Social Scientific Inquiry”) within the Criminology Assessment Inventory. These questions assess content covered in the required core class: SOC 3620 (Research Methods).</p> <p>Students will be assessed in CRM 2761 (the first non-Gen Ed core requirement) at the beginning of the fall and spring semesters, and in CRM 4700 (the capstone) in the last week of the fall and spring semesters.</p>	<p>This information is used to report to the program faculty and curriculum committee. The goal is for continuous program monitoring and improvement of student learning outcomes.</p> <p>We expect students in CRM 4700 to score 70% or higher in this category since they would have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since 2761 is likely the first Criminology course students will have taken.</p> <p><i>This outcome is closely aligned with SLO 5 on the Sociology Program Assessment. Last year we reported this outcome met at 76.89%.</i></p> <p>Results: MET: Based on an average percent of correct responses from 12 total respondents from CRM 4700, 86.67% of key concepts and definitions can be recognized.</p>	Writing, Critical Thinking, Responsible Citizenship

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG) : writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
<p>SLO 5. Recall foundations of quantitative methods and statistical literacy</p>	<p>Student learning outcome 5 is evaluated using Questions 29-33 (“Quantitative Methods and Statistical Literacy”) within the Criminology Assessment Inventory. These questions assess content covered in the required core class: SOC 3630 (Statistical Analysis of Social Data)</p> <p>Students will be assessed in CRM 2761 (the first non-Gen Ed core requirement) at the beginning of the fall and spring semesters, and in CRM 4700 (the capstone) in the last week of the fall and spring semesters.</p>	<p>This information is used to report to the program faculty and curriculum committee. The goal is for continuous program monitoring and improvement of student learning outcomes.</p> <p>We expect students in CRM 4700 to score 70% or higher in this category since they would have taken all other required courses prior to taking the capstone. We have no specific score expectation for CRM 2761 since 2761 is likely the first Criminology course students will have taken.</p> <p><i>This outcome is closely aligned with SLO 6 on the Sociology Program Assessment. Last year we reported this outcome at 75.40%.</i></p> <p>Results: NOT MET: Based on an average percent of correct responses from 12 total respondents from CRM 4700, 55.00% of key concepts and definitions can be recognized.</p>	<p>Quantitative Reasoning, Writing, Critical Thinking, Responsible Citizenship</p>

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

In the recent assessment period, the Criminology / Criminal Justice program underwent an important revision with an addition to the program. In AY22-23, the program was amended to include a “law elective” which empowers students to choose a course in the Philosophy of Law (PHI 3070), Criminal Law (PLS 3523), or Civil Liberties in America (PLS 3543). Previously two of these courses were required; to replace these credits, a new course was developed: Intro to Criminal Justice (CRM 1829). This course will now serve as the introductory course for the major and balance the foundational major courses between the criminological and criminal justice disciplines.

Given these changes, the Assessment Committee will begin working on amending the Criminology / Criminal Justice Assessment Inventory to better reflect the program curriculum as well as the administration of the inventory.

- B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

As an assessment as a whole, with so few completed inventories, I find it difficult to conclude that there has been any observable growth or decline in student learning in the Criminology / Criminal Justice program. One point of action necessary moving forward is to have faculty encourage and engage students in the assessment process in order to maximize returns. We evaluate learning outcomes using this assessment inventory each semester but have only begun administration in the Spring 2022 semester. Moving forward, and most vital in the coming semesters, is to ensure our learners are completing the inventory and providing this feedback to the department.

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
August 2020-May 2021	Don Holly, Angela Glaros, Jennifer Stevens	Submitted 2-year report – no new data were collected due to pandemic
August 2021-May 2022	Michael Gillespie (chair), Don Holly, Caitlin Lynch	Rewrote student learning outcomes, amended assessment inventory, collected data in Spring 2022
August 2022-May 2023	Michael Gillespie (chair), Mari Kita, Caitlin Lynch	Collected data in Fall 2022 and Spring 2023, and drafted the 4-year report

Appendix A: Full Assessment Results		2761	4700	2761	4700
Basic Criminological Concepts		N	N	%	%
1	The _____ is considered the foremost source of crime data in the United States.	14	12	73.68%	100.00%
2	This source of crime data was created to measure the number of crimes that go unreported in the United States, in addition to reported crime.	14	10	73.68%	83.33%
3	Most crime happens during this season:	16	12	84.21%	100.00%
4	Most people "age out" of crime around the age of:	3	4	15.79%	33.33%
5	Studies have shown that a small percentage of offenders commit most crimes. That percentage of offenders is:	12	6	63.16%	50.00%
6	A person's risk of being a crime victim decreases significantly after the age of:	14	4	73.68%	33.33%
7	These types of crimes are considered "victimless" crimes:	6	1	31.58%	8.33%
8	This type of crime happens when someone takes property illegally through the use of force or threat of force:	15	8	78.95%	66.67%
9	In order for a crime to be considered terrorism, it must be motivated by:	15	7	78.95%	58.33%
10	According to this view of crime, there are diverse groups in society and those with the most power get to establish the law and use it further their own interests.	9	4	47.37%	33.33%
11	Criminologists refer to the number of crimes that go unreported to police as:	16	11	84.21%	91.67%
		Mean Percent		64.11%	59.85%
Criminological Theory					
12	The textbook suggests that the proper order for solving problems of crime and criminal justice would be:	13	11	68.42%	91.67%
13	12. Cesare Lombroso's work included which of the following thoughts?	7	7	36.84%	58.33%
14	12. According to Shaw and McKay, crime and delinquency, as well as other forms of social ills can be found in the _____ in greater concentration.	7	11	36.84%	91.67%
15	Shoplifting, auto theft, and burglary would best fit into which of Merton's five modes of adaptation?	5	7	26.32%	58.33%
16	Labeling theory, as opposed to most other criminological theories, asks:	12	8	63.16%	66.67%
17	Feminist criminology was developed to criticize traditional perspectives of criminology that historically focused on _____.	10	4	52.63%	33.33%
		Mean Percent		47.37%	66.67%
Race and Ethnicity					
18	Subordinate groups	6	9	31.58%	75.00%
19	Sociologists define races as	6	6	31.58%	50.00%
20	Amanda, the owner of a coffee shop, refuses to hire any Latinos because she is concerned that some of her white employees may quit if she does. This is an example of	10	6	52.63%	50.00%
21	The Social Security Act of 1935 guaranteed millions of workers an income after retirement; however, the Act excluded agricultural workers and domestic service workers b. Because, in 1935, these jobs were primarily held by blacks. This provides an example of	12	10	63.16%	83.33%
22	Assimilation is a process through which	11	9	57.89%	75.00%
23	Which of the following includes intentional efforts designed to address the causes of racial and ethnic inequality and repair the lasting effects of discrimination?	2	3	10.53%	25.00%
		Mean Percent		41.23%	59.72%
Undertaking Social Scientific Inquiry					
24	A tentative statement about empirical reality, involving a relationship between two or more variables is called a(n)	9	10	47.37%	83.33%
25	Which research method is best to use when we study what cannot directly be observed, such as attitudes and values, among large numbers of people?	11	9	57.89%	75.00%
26	Informed consent is absolutely essential in social research when	11	10	57.89%	83.33%
27	Methodology is defined as the science of	10	11	52.63%	91.67%
28	Suppose we construct the following question: "Please describe how you feel about divorce in America." This exemplifies a(n)	10	12	52.63%	100.00%
		Mean Percent		53.68%	86.67%
Quantitative methods and statistical literacy					
29	The mean is the:	10	12	52.63%	100.00%
30	A Z-score is	13	9	68.42%	75.00%
31	The alternate/research hypothesis is the statement of:	4	9	21.05%	75.00%
32	_____ estimate characteristics of a population based on a sample.	11	2	57.89%	16.67%
33	When making an estimate of a population parameter, statistical best practice is to report the point estimate as well as the _____.	12	1	63.16%	8.33%
		Mean Percent		52.63%	55.00%
		<i>Respondents</i>		19	12
		Total		Total	

Appendix B: Criminology Assessment Inventory

Welcome to the EIU Criminology Assessment Inventory! This assessment is designed to gauge the stock of knowledge of departmental majors as required by the university. This assessment is NOT a test and cannot and will not be applied or utilized in any manner as a test. Responses will remain anonymous, leaving no potential for your submission to be linked to your individual progress through the program. You may not know the answer to some items, and this is okay. Respond to each as best you can, based on your progress to this point in the program. This assessment is solely for the department to track, over time, the level of knowledge of our majors and critically evaluate and continually develop and re-evaluate a more solid curriculum. Therefore, as you progress through the core and elective curricula, your stock of knowledge should reflect this same development. Thank you for your time and energy responding to this assessment as best as you can! Once again, this assessment is not a reflection on you as a student, but rather a means for the department faculty to measure the potential and the capacity to sustain a high-quality learning experience for students.

If you have any questions or comments, contact Professor Gillespie, Department Assessment Chair:
mgillespie@eiu.edu.

Please answer questions 1-39 on the Scantron; answer questions 40-42 on this exam. Do not write your name anywhere on your exam or Scantron.

Basic Criminological Concepts

1. The _____ is considered the foremost source of crime data in the United States.
 - a. UCR
 - b. NCVS
 - c. Monitoring the Future Study
 - d. US Census
2. This source of crime data was created to measure the number of crimes that go unreported in the United States, in addition to reported crime.
 - a. UCR
 - b. NCVS
 - c. Monitoring the Future Study
 - d. US Census
3. Most crime happens during this season:
 - a. Spring
 - b. Summer
 - c. Fall
 - d. Winter
4. Most people “age out” of crime around the age of:
 - a. 13
 - b. 20
 - c. 25
 - d. 40

5. Studies have shown that a small percentage of offenders commit most crimes. That percentage of offenders is:
 - a. 2%
 - b. 4%
 - c. 6%
 - d. 10%

6. A person's risk of being a crime victim decreases significantly after the age of:
 - a. 15
 - b. 25
 - c. 45
 - d. 65

7. These types of crimes are considered "victimless" crimes:
 - a. White Collar
 - b. State-Organized
 - c. Environmental
 - d. Public Order

8. This type of crime happens when someone takes property illegally through the use of force or threat of force:
 - a. Burglary
 - b. Theft
 - c. Shoplifting
 - d. Robbery

9. In order for a crime to be considered terrorism, it must be motivated by:
 - a. Greed
 - b. A mission from a higher power
 - c. Power
 - d. A political objective

10. According to this view of crime, there are diverse groups in society and those with the most power get to establish the law and use to it further their own interests.
 - a. Consensus view
 - b. Conflict view
 - c. Interactionist view
 - d. Political view

11. Criminologists refer to the number of crimes that go unreported to police as:
 - a. The lost crimes
 - b. The invisible crimes
 - c. The dark figure of crime
 - d. The unmeasurable crimes

Criminological Theory

12. The textbook suggests that the proper order for solving problems of crime and criminal justice would be:
 - a. Research→ theory→ policy
 - b. Policy → research → theory
 - c. Theory → policy → research
 - d. Theory→ research → policy

13. Cesare Lombroso's work included which of the following thoughts?
 - a. The major explanation of criminality is environmental.
 - b. Social factors easily overcome biological factors to produce criminality.
 - c. Criminals are not as highly evolved as non-criminals.
 - d. Fashion and custom explain how crime techniques evolve.

14. According to Shaw and McKay, crime and delinquency, as well as other forms of social ills can be found in the _____ in greater concentration.
 - a. central business district
 - b. zone of transition
 - c. working class zone
 - d. residential zone

15. Shoplifting, auto theft, and burglary would best fit into which of Merton's five modes of adaptation?
 - a. Innovation
 - b. Conformity
 - c. Retreatism
 - d. Rebellion

16. Labeling theory, as opposed to most other criminological theories, asks:
 - a. Why was the person designated as deviant?
 - b. What caused the person to act in a deviant manner?
 - c. Why do people obey the laws of society?
 - d. How did this particular act, and not another, take place?

17. Feminist criminology was developed to criticize traditional perspectives of criminology that historically focused on _____.
 - a. African American men who commit crime
 - b. Male criminality
 - c. Female criminality and victimization
 - d. White-collar criminals

Race and Ethnicity

18. Subordinate groups
 - a. are always numerically smaller than dominant groups
 - b. are always numerically larger than dominant groups
 - c. experience a pattern of disadvantage in social life
 - d. never interact with dominant groups

19. Sociologists define races as
- socially constructed categories
 - fixed categories that are unchangeable
 - genetically distinct sub-species of humans
 - groups that are culturally distinct from other cultural groups
20. Amanda, the owner of a coffee shop, refuses to hire any Latinos because she is concerned that some of her white employees may quit if she does. This is an example of
- prejudice
 - discrimination
 - colorblind racism
 - the social construction of race
21. The Social Security Act of 1935 guaranteed millions of workers an income after retirement; however, the Act excluded agricultural workers and domestic service workers because, in 1935, these jobs were primarily held by blacks. This provides an example of
- prejudice
 - colorblind racism
 - institutional racism
 - the social construction of race
22. Assimilation is a process through which
- individuals from a subordinate group take on characteristics of the dominant group
 - racial and ethnic groups live in segregated conditions
 - a dominant group becomes a subordinate group
 - all racial and ethnic groups are equally valued
23. Which of the following includes intentional efforts designed to address the causes of racial and ethnic inequality and repair the lasting effects of discrimination?
- civil rights
 - human rights
 - reparations

Undertaking Social Scientific Inquiry

24. A tentative statement about empirical reality, involving a relationship between two or more variables is called a(n)
- proposition
 - principle
 - hypothesis
 - axiom
25. Which research method is best to use when we study what cannot directly be observed, such as attitudes and values, among large numbers of people?
- an experiment
 - a survey
 - participant observation
 - secondary analysis

26. Informed consent is absolutely essential in social research when
- making inferences about individuals based on group data.
 - measuring at the interval-ratio level.
 - research participants are exposed to substantial risks.
 - conducting survey research only.
27. Methodology is defined as the science of
- spelunking
 - knowing
 - finding out
 - concluding
28. Suppose we construct the following question: "Please describe how you feel about divorce in America." This exemplifies a(n)
- contingency question
 - open-ended question
 - closed-ended question
 - Likert response format

Quantitative Methods and Statistical Literacy

29. The **mean** is the:
- average case
 - exact middle of the distribution
 - most frequently occurring category
30. A Z-score is:
- a measure of central tendency
 - the likelihood of one event happening given all possible outcomes
 - the distance of one observation from the mean measured in standard deviation units
31. The alternate/research hypothesis is the statement of:
- no difference between groups
 - the researcher's expectations if the null hypothesis is rejected
 - an equal probability of selection of a sample
32. _____ estimate characteristics of a population based on a sample.
- Parameters
 - Statistics
 - Rates
33. When making an estimate of a population parameter, statistical best practice is to report the _____ as well as the 95% confidence interval.
- cumulative frequency
 - null hypothesis
 - point estimate

Demographic Information. Please answer questions 34-39 on your Scantron, and answer questions 40-42 directly on this test form. DO NOT WRITE YOUR NAME ANYWHERE ON THIS TEST.

34. In what class are you currently enrolled?
- a. SOC/CRM 2761 Introduction to Criminology
 - b. CRM 4700 Contemporary Topics in Criminology and Criminal Justice
35. Fill in the circle for each course you have taken, including those in which you are currently enrolled.
- a. Introduction to Criminology (SOC/CRM 2761)
 - b. Race and Ethnic Relations (SOC 2840)
 - c. Criminological Theory (CRM 3650)
 - d. Research Methods for Collecting Social Data (SOC 3620)
 - e. Statistical Analysis of Social Data (SOC 3630)
36. Fill in the circle for each course you have taken, including those in which you are currently enrolled.
- a. Contemporary Topics in Criminology and Criminal Justice (CRM 4700)
37. What is your cumulative grade point average?
- a. 4.0
 - b. 3.0-3.99
 - c. 2.0-2.99
 - d. 1.0-1.99
38. What is your current class standing?
- a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
39. Are you a transfer student?
- a. Yes
 - b. No

40. If you are a transfer student, from where did you transfer? (Write in the space provided)

41. Please tell us your gender identity. (Write in the space provided)

42. Please tell us your race/ethnicity. (Write in the space provided)

CLAS Dean's Comments

The BA in Criminology and Criminal Justice assessment plan is well-conceived with clearly identified and mapped out SLOs. The data are derived from the Criminology Assessment Inventory and from instruments tied to courses in the major. The Criminology assessment committee completed annual reviews in 2021, 2022, and 2023 which resulted in an amendment of the assessment inventory and a revision of the student learning outcomes. Assessment data have also led to recent curricular changes in the program, including the development of a new course. The committee also identified a need to ensure that students complete the inventory in order to provide feedback to the department. Overall, the program report is well-done and we look forward to seeing the progress at the 4-year mark (2025).

Dean or designee: Michael Cornebise



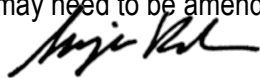
Date: 11/17/2023

VPAA Office Review and Feedback (for "Round B" SLO report only)

B.A. in Criminology and Criminal Justice

The B.A. in Criminology and Criminal Justice program has restructured its assessment protocol in the last few years. Through such major and vigorous changes as the creation of an introductory criminal justice course (CRM 1829) and the overhaul of student learning outcomes and a revised assessment inventory, the program has laid the foundations for collecting and learning from the data. However, as noted in the report itself, the number of completed assessment inventories (relatively small, at 19 and 12 students) needs to be higher to conduct meaningful comparisons of students' learning in introductory and senior-level courses. In other words, since the sample size of participants resulted in 4 out of 5 SLOs not being met, the SLOs or the sources of data (the use of particular assignments rather than an inventory) may need to be amended.

VPAA or designee



Date 4/1/24

Dr. Suzie Park, Asst VPAA Interim