

Student Outcomes Assessment and Success Report AY2018-19 *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

Unit/Program Name: __Criminology and Criminal Justice BS program **Contact Name(s) and Email(s)** Shannon Barton
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Part 1a: Summary of Student Learning Outcomes Assessment

<p>a. What learning outcomes did you assess this past year? If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</p>
<p>1. Objective 3: To demonstrate written and oral communication skills applicable to the field of criminal justice. 3.2 Provide information orally</p>	<p>Senior thesis in CRIM 427 Dynamics of Crime & Delinquency</p>	<p>65% of students will achieve a score of 1 (meets expectations) or higher in this category.</p>	<p>Data were collected for oral communication during Fall, 2018 (n=17) and Spring, 2019 (n=28). A total of 73% met or exceeded the expectation of presenting oral communication (N=33). These results indicate we are meeting the established expectations</p>	<p>Faculty continue to require oral presentation assignments throughout the semester.</p>
<p>2. Objective 3: To demonstrate written and oral communication skills applicable to the field of criminal justice. 3.3 Provide written information.</p>	<p>Senior thesis in CRIM 427 Dynamics of Crime & Delinquency</p>	<p>65% of students will achieve a score of 1 (meets expectations) or higher in this category.</p>	<p>Data were collected for oral communication during Fall, 2018 (n=17) and Spring, 2019 (n=28). A total of 42% (n=19) of students met or exceeded the expectations of written communication skills thus students did not meet expectations. Overall, the Spring cohort performed better than the Fall cohort (53%/9 and 60%/17 respectively) neither section met the expectations.</p>	<p>Faculty to continue to encourage students to use the writing center. In addition, faculty have incorporated developmental writing assignments into the curriculum.</p>

<p>3. <u>Objective 4</u>: To demonstrate critical thinking skills.</p> <p>4.3 Develop a policy based on scientifically supported research.</p>	<p>Senior thesis in CRIM 427 Dynamics of Crime & Delinquency</p>	<p>65% of students will achieve a score of 1 (meets expectations) or higher in this category.</p>	<p>Combined, 42% (n=19) of students met or exceeded the expectation of applying a scientifically based policy to a criminal justice problem, thus students did not meet the expectations established. Overall, the Spring cohort performed better than the Fall cohort (53%/9 and 60%/17 respectively)</p>	<p>Following a review of the assessment results, faculty teaching the senior thesis course began incorporating discussions, lectures, and more application exercises on policy and policy development to aide in policy creation.</p>
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Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Helpful Hints for Completing this Table

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- Cohort Sizes
- Year-to-Year Retention
- 5-Year Graduation Rate

Fall 2012 Cohort		Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort	
Cohort Total	Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %
239	67.36%	183	64.48%	208	66.83%	202	71.78%
Fall 2016 Cohort Total		Fall 2017 Cohort Total		Fall 2018 Cohort Total		Fall 2019 Cohort Total	
Cohort Total	Retention %	Cohort Total	Retention %	Cohort Total	Retention %	Cohort Total	Retention %
181	73.48%	190	59.47%	157	70.06%	99	

5 year Graduation Rate =208 (38.94%)

What worked well in supporting student success this year?

Faculty continued to focus on the writing capabilities of students in the BS program. Emphasis continues to be placed on three core courses: CRIM 316, CRIM 396, and CRIM 427

What are the most significant opportunities for improvement upon which to focus in the coming year?

There are continual opportunities for improvement in the above mentioned courses. Faculty are working to enhance student involvement in the writing center, review of basic grammar in CRIM 316, and writing of assignments and term papers in CRIM 396 and CRIM 427. There are continued efforts to improve the 5 year graduation rates through advising and referral to other university resources.

Part 1c: Summary of Career Readiness Activities (OPTIONAL FOR GRADUATE PROGRAMS)

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. The template was sent to you with this form via email. It is not expected that every course in your curriculum correspond to a career readiness competency.

We reviewed our curriculum map and career readiness and believe that the current competencies continue to be appropriate.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
 - 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
 - 3) what your assessment plan will focus on in the coming year**
 - 4) how this information will be shared with other stakeholders**
- During this past year, the department has continued to remain focused on both recruiting and retaining students in the major. We will continue to focus on recruiting students through the following mechanisms:
 - Student Preview Days
 - Improved Web page design
 - Speaker Series
 - Pursuing high school-college courses
 - Continue to work on improving student career readiness
 - This past year the department has focused on enhancing recruitment efforts in the department. Particular focus has been placed on reaching out directly to high school guidance counselors, visiting high schools, and working on specialized recruitment/preview days for high schools. Efforts to recruit directly by visiting law enforcement academies, working with the Ivy Tech Community College system, and with the 181st Airborne have continued.
 - For the following year, our assessment efforts will focus on incorporating specific writing assessment instruments into the CRIM 316 course. We have noticed a backlog in students not passing the CRIM 316 course with a grade of a C or better thus extending the time to graduate for students. While we view this as a success in assisting students in becoming better writers, we acknowledge the need for a more well thought our measurement procedures.
 - The assessment process was discussed during the first Faculty meeting in Fall, 2019.

- Information is shared with other stakeholders through faculty meetings and posting to the departmental web page.

***Please prepare this report as a Word document.** Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college’s assessment site in Blackboard.*

Dear Shannon & DeVere,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: B.S. Criminology & Criminal Justice	Overall Rating: Mature (2.25/3.00)
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clear, specific, and measureable.• Courses and assignments for assessment are clearly noted.• Expectations for student performance are clearly stated, and it is clear that these targets are focused on the category aligned to the learning outcome.• Actual student performance is described relative to expectations.• Clear information is provided about faculty responses to findings about student learning achievement. Good information is given regarding the addition of developmental writing assignments and more discussion and application of policy and policy development in response to low student performance in these areas.• Good information provided about the CRIM 316 course issue and what is being done to address it.• Clear information about how findings are shared with faculty, as well as additional stakeholders.	<ul style="list-style-type: none">• Provide information regarding how assignments are evaluated (e.g., using a rubric). This will help to clarify what the performance expectations mean and how performance levels are determined.• It may be useful to you to report student performance relative to all levels (not meeting, meeting, and exceeding) for outcomes that students are generally meeting the expectations. This will let you know if there is room to raise the expectations since 65% is on the lower side (though it may make sense for the outcomes where students are not meeting expectations).• Consider whether it would be helpful to assess these outcomes at an earlier stage in the program. Waiting until the senior thesis in CRIM 427 does not give faculty the ability to catch these performance issues earlier and adjust for the achievement of these outcomes while there is still time for students to learn and build on their learning. You could assess these at an earlier point and in the senior thesis to see how students are doing (not the same cohort typically, but you can still get a general sense of how the program is promoting student learning despite this).

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped