

**Student Outcomes Assessment and Success Report AY2020-21** *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.*

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**Part 1a: Summary of Student Learning Outcomes Assessment**

**NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.**

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome</a> 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. <u>Objective 1</u>: Students will demonstrate knowledge about criminal behavior. 1.2 To demonstrate the ability to develop research based responses to crime (e.g., strategies and policies).</p>	<p>Senior thesis in CRIM 427 Dynamics of Crime &amp; 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 students ability to demonstrate knowledge about criminal behavior during Fall, 2020 (n=17) and Spring, 2021 (n=19). A total of 67% met or exceeded the expectation of developing research based responses to crime (N=24). These results indicate we are meeting the established expectations</p>	<p>Faculty continue to require research based assignments focusing on crime throughout the semester.</p>
<p>2. <u>Objective 2</u>: Students will demonstrate knowledge about the criminal justice system.  2.3 To identify the process of policy development.</p>	<p>Senior thesis in CRIM 427 Dynamics of Crime &amp; Delinquency</p>	<p>65% of students will achieve a score of 1 (meets expectations) or higher in this category.</p>	<p>Data were collected to demonstrate students knowledge about the criminal justice system and policy development during Fall, 2020 (n=17) and Spring, 2021 (n=19). A total of 72% (n=26) of students met or exceeded the expectations of identifying the process of policy development thus</p>	<p>Faculty to continue to discuss policy throughout the program curriculum. Faculty have incorporated policy application into assignments including the final paper.</p>

			students did meet expectations.	
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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

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. 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.
- c. 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.)
- d. 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). A dashboard has been created in the Chairs view:

- 1) Cohort Sizes
- 2) Year-to-Year Retention
- 3) 5-Year Graduation Rate (undergraduate); Average time to completion (graduate)

Fall 2014 Cohort Total	Fall 2014 Cohort Retention %	Fall 2014 5-Year Graduation Rate	Fall 2015 Cohort Total	Fall 2015 Cohort Retention %	Fall 2015 5-Year Graduation Rate	Fall 2016 Cohort Total	Fall 2016 Cohort Retention %	Fall 2016 5-Year Graduation Rate
160	61.88%	36.88%	162	68.52%	45.06%	139	72.66%	46.04%

  

Fall 2017 Cohort Total	Fall 2017 Cohort Retention %	Fall 2018 Cohort Total	Fall 2018 Cohort Retention %	Fall 2019 Cohort Total	Fall 2019 Cohort Retention %	Fall 2020 Cohort Total	Fall 2020 Cohort Retention %	Fall 2021 Cohort Total
133	54.14%	139	71.22%	99	64.65%	109	60.55%	86

What worked well in supporting student success this year?

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

**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 because of the pandemic, our efforts at recruitment were more limited than in the past. We did remain focused on recruiting and retaining students in the major to the best of our abilities. We will continue to focus on recruiting students through the following mechanisms which will be reinstated during the 2021-22 academic year:
    - Student Preview Days
    - Resume assignments, as part of the career readiness initiative
    - Improved Web page design
    - Speaker Series
    - Pursuing high school-college courses
    - Continue to work on improving student career readiness
    - This past year the school has focused on continuing recruitment efforts in the department. Particular focus has been placed on reaching out directly to high school guidance counselors. Efforts to recruit directly by visiting law enforcement academies, working with the Ivy Tech Community College system, and with the 181<sup>st</sup> Airborne.
  - The assessment process was discussed during the first Faculty meeting in Fall, 2021.
  - Information is shared with other stakeholders through faculty meetings and posting to the school web page.

I am having my intro to policing students complete a resume assignment, as part of the career readiness initiative. They have to write a resume, go to the career center, have it reviewed, then turn in the final draft of the resume.

I am working on setting up a CCJ preview day for the fall (not sure it'll happen), and one for spring.

I have the Girl Scouts coming back in the spring for the tour/admissions/and both labs to work on their badges.

I have reached out to various high schools about bringing students here, etc.

Continued focus on writing in the Crim 316 class.



Thank you so much for sharing your assessment process and findings for AY 2020-21 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 practice and use 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 (2.44/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> <li>• Learning outcomes are clear, specific, and measurable.</li> <li>• Course and assignment for student learning assessment are clearly described.</li> <li>• Expectations for student performance are clear, and data is presented clearly by semester and whether performance met or exceeded the threshold.</li> <li>• It seems that student performance was likely judged by some type of rubric based on how the scoring is described.</li> <li>• Information is provided about how assessment and its findings are discussed with faculty.</li> </ul>	<ul style="list-style-type: none"> <li>• Since students as a whole are just barely meeting or exceeding the threshold for a senior project (particularly for LO 1.2) that might raise concerns with faculty about how to pinpoint issues earlier. Consider adding earlier points of assessment in the curriculum and using an analytical rubric to pinpoint the knowledge or skills students are missing to achieve this outcome in higher numbers. This discussion would be something to highlight in future reporting.</li> </ul>

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p><b>Student Learning Outcomes</b></p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p><b>Performance Goals &amp; Measures</b></p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p><b>Analysis &amp; Results</b></p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p><b>Sharing &amp; Use of Results for Continuous Improvement</b></p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results is provided.</p>
<p><b>Overall Rating</b></p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>