

Academic Program:	BS Criminology and Criminal Justice	Date:	11.21.2022
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Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu .			___x___ Learning Outcomes ___x___ Curriculum Map ___x___ Assessment Plan
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			___x___ Yes ___ No ___ Hybrid

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	Assignment/Activity	Evaluation Tool i.e. rubric, exam key, preceptor evaluation, etc.			
Objective 3: To demonstrate written and oral communication skills applicable to the field of criminal justice. 3.2 Provide information orally.	CRIM 427 Dynamics of Crime & Delinquency	Oral Presentation at the end of the semester	Presentation assignment and rubric	Students will be assessed in each category in the following manner: 0 = does not meet expectation 1 = meets expectation 2 = exceeds expectation <i>Target: 80% of students will receive a 1 or higher on this objective</i>	Students were assessed during Spring, 2022. A total of 14 students were evaluated. Of those 14, 71.4% (n=10) either met or exceeded the expectations in this category. 28.6% (n=4) did not meet the expectations.	Not applicable
Objective 4: To demonstrate critical thinking skills.	CRIM 427 Dynamics of	Measured at two points in the semester. Students	Rubric	Students will be assessed in each category in the	Students were assessed on a developmental paper at two specific points in the semester.	Not applicable



4.1 Identify and analyze current issues and practices in criminal justice.	Crime & Delinquency	were asked to write a developmental paper whereby they were assigned their paper in increments. They then received feedback on each section that were to be incorporated into the final paper. The paper was assessed at the two different time intervals as previously recommended by the assessment team.		following manner: 0 = does not meet expectation 1 = meets expectation 2 = exceeds expectation <i>Target: 80% of students will receive a 1 or higher on this objective</i>	They were evaluated on one section of their final paper analyzing the extent of a criminal justice related topic. At time one (mid-semester) students received extensive feedback and were asked to incorporate those recommendations into their final paper. Results revealed that 50% (n=7) met or exceeded the expectations while the remaining 50% (n=7) did not meet expectations. The results for time two remained consistent with 57.1% (n=8) meeting or exceeding expectations and 42.9% (n=6) did not meet expectations.	
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Student Success Activities

Use the “Academic Chair” tab in [Blue Reports](#) to view your program’s data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Fall 2015	Fall 2015	Fall 2015	Fall 2016	Fall 2016	Fall 2016	Fall 2017	Fall 2017	
Cohort Total	Cohort Retention %	5-Year Graduation Rate	Cohort Total	Cohort Retention %	5-Year Graduation Rate	Cohort Total	Cohort Retention %	
162	68.52%	45.06%	139	72.66%	46.04%	133	54.14%	
Fall 2018	Fall 2018	Fall 2019	Fall 2019	Fall 2020	Fall 2020	Fall 2021	Fall 2021	Fall 2022

Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total	Cohort Retention %	Cohort Total
139	71.22%	99	64.65%	109	60.55%	86	67.44%	82

Describe current student success activities that are working well.	A key component to improving critical thinking and writing skills is the incorporation of writing intensive courses throughout the curriculum. Through the years we have seen overall improvement in student ability to convey their arguments in a well throughout critical manner. We will continue to use developmental writing assignments to work to hone these skills. Oral communication is further being enhanced through the use of small group and individual presentations throughout the curriculum.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	As noted above, our retention rates have improved from Fall 2020 to Fall 2021 by 11.4%. We believe our efforts to work on writing skills and advising have been integral to this retention effort. We focus heavily on sending students to the writing center when they are in need of improvement as well as individual attention being paid to students in need by individual faculty members. We continue to work on recruiting by visiting local high schools and increase involvement in Preview days.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. <i>What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?</i>	Findings from Objective 3.2 and 4.1 revealed that we did not meet our expectations for presentation skills nor analytical skills. A discussion amongst the faculty revealed some insightful conclusions. First, this was the first semester coming out of the COVID-19 pandemic. Students were required to wear their masks until mid-semester. Faculty within our department noted a significant increase in participation by the students following the "unveiling". There was more communication throughout. It is our belief that the results may be a reflection of the pandemic rather than an endemic problem within the program. We will continue to monitor the presentation skills through future assessments. Second, in terms of writing skills, even though students were given ample opportunity to improve upon their papers, it appears few students took
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	<p>advantage of these opportunities to do so. While not reflected in the quantitative data, it was noted that many students were struggling with various mental health issues, particularly depression. It is the belief of the faculty that focus on creating an environment that fosters learning as well as addressing specific student needs will assist with improving the outcomes in the future. Emphasis will also be placed on encouraging students to use the writing center for help with improving this specific skill set.</p>
<p>What findings-based actions are planned to maintain strong performance and/or improve student learning and success?</p>	<p>We will continue to use incremental writing assignments in the classes. Faculty will continue to provide opportunities for presentations and small group assignments that foster interactions between students within the classroom.</p>
<p>What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?</p>	<p>We plan on focus on objective 3.3 (To demonstrate written and oral communication skills applicable to the field of criminal justice—provide written information) and objective 4.5 (to demonstrate critical thinking skills—analyze current research methodologies).</p>
<p>Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?</p>	<p>Findings will continue to be shared with faculty at the first faculty meeting of the year. Faculty in all three majors and the graduate program continue to be involved in the assessment process.</p>



The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
<p>Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.</p>		<p>At least one outcome is assessed this cycle</p> <p>Outcome(s) is specific as to what students will be able to know/do as a result of their learning</p> <p>Outcome(s) is measurable</p> <p>Outcome(s) is consistent across modes of delivery (if applicable)</p>	<p>LO 3.2 Is "Provide information orally," and data shows 28.6% did not meet expectations. Does that mean they didn't do the assignment, or are you looking for something more than just providing information orally? I'm betting it's the latter, and a little revision to LO language can make it clear the level of mastery you are hoping students will achieve and guide faculty strategies to better reach it.</p>	<p>Mature</p>
<p>Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understand student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.</p>		<p>Assessment measure(s) is designed for precise alignment to designated outcome(s)</p> <p>Overall assessment strategy relies primarily on direct assessment measure(s)</p> <p>Indirect assessment measure(s) is included to provide supplemental perspectives</p> <p>Assessment data comes from multiple sources, either within a significant course or across the curriculum</p> <p>Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.)</p> <p>Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)</p>	<p>Consider if it would be helpful to take data points on these LOs from earlier courses in the curriculum to determine if there's an earlier point to start working with the students who are struggling earlier. Since this is a 400 level course, I'm assuming there might be earlier opportunities to get a pulse and provide resources or advising.</p>	<p>Mature</p>

<p>Results & Analysis</p> <p>Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.</p>		<p>The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used</p> <p>The threshold for proficiency reflects reasonably high expectations for the program</p> <p>Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used</p> <p>Thoughtful discussion of faculty insights gained from findings is included – <i>good notes on why the issues might be affected by outside influences like pandemic transition</i></p> <p>When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery)</p> <p>When applicable, missing data or significant limitations to how data may be interpreted or applied are described</p>	<p>If there are separate cohorts of online and in-person students (e.g., there is a BS CCJ online program and a BS CCJ in-person program with different students), it is best practice to report the data for these two groups separately/disaggregated for each LO. This helps to ensure both groups are represented for each LO and that any performance issues in either group is addressed. This is especially important if one modality is significantly more successful than the other. This is something we're asking about on this report for the first time, so this isn't an oversight on your part. Just something to keep in mind for future reporting.</p>	Mature
<p>Continuous Improvement</p> <p>Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.</p>	<p>Good thoughts on continuing the developmental writing work despite seeing little improvement this first time. I think recommendations about writing center and assuring students are receiving personal attention are great ways to address the concerns.</p>	<p>Multiple program faculty are involved in the assessment process</p> <p>Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings</p> <p>Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty</p> <p>If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed</p> <p>A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment</p> <p>Assessment findings are shared with program faculty and any applicable stakeholders</p>		Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.