

**Student Outcomes Assessment and Success Report AY2017-18**

*Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

**Unit/Program Name:** CCJ/Criminology and Criminal Justice BS **Contact Name(s) and Email(s)** \_Shannon Barton [Shannon.Barton@indstate.edu](mailto:Shannon.Barton@indstate.edu); DeVere Woods [DeVere.Woods@indstate.edu](mailto:DeVere.Woods@indstate.edu)

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

**Part 1a: Summary of Assessment Activities**

<p><b>a. What learning outcomes did you assess this past year?</b>  If this is a graduate program, identify the <a href="#">Graduate Student Learning Outcome</a> each outcome aligns with.</p>	<p><b>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?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</b></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 &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 oral communication during Fall, 2017 (n=19) and Spring, 2018 (n=13). A total of 81.3% met or exceeded the expectation of presenting oral communication (N=26). 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 &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 oral communication during Fall, 2017 (n=19) and Spring, 2018 (n=13). A total of 68.8% (n=22) of students met or exceeded the expectations of written communication skills thus students met expectations. Overall, the Spring cohort performed better than the Fall cohort (77%/10 and 63%/12</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>

			respectively) both sections met the expectations.	
3. <u>Objective 4</u> : To demonstrate critical thinking skills. 4.3 Develop a policy based on scientifically supported research.	Senior thesis in CRIM 427 Dynamics of Crime & Delinquency	65% of students will achieve a score of 1 (meets expectations) or higher in this category.	Combined, 46.8% (n=15) 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 Fall cohort performed better than the Spring cohort (47%/19 and 46%/13 respectively)	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.

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.

#### Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must 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 must 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.
- 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: Continuous Quality Improvement

**In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?**

Outcome 3.2: Results from this assessment period indicate that students are meeting the expectations of oral communication. Faculty have committed to including more opportunities for individual and group presentations throughout the curriculum. Results from focus groups indicate that students typically do not present in any classes other than their foundational studies communications courses. Efforts will continue to focus on improvement in this area.

Outcome 3.3: The primary effort for data collection has occurred in CRIM 427 Dynamics of Crime and Delinquency. The results show the writing abilities of students remain inconsistent between terms. As a faculty, we voted to alter our curriculum to include more writing intensive courses earlier in the curriculum. Beginning Fall, 2016, all students will be required to complete CRIM 316 Criminal Justice Reports & Records with a C or better as a prerequisite to enrolling in CRIM 396 Research Methods and CRIM 427 Dynamic of Crime and Delinquency. This course is designed to address the needs of student writing and citation. While anecdotally we are seeing improvement in writing, the results still indicate room for improvement.

Outcome 4.3: Data were collected from the senior thesis completed in CRIM 427 Dynamics of Crime and Delinquency. The results indicate that students are not meeting the expectations of applying research driven policies to criminal justice issues. As noted, however, the Fall cohort performed better than the Spring. Faculty will continue to incorporate developmental assignments allowing students to complete their final project in sections rather than a total paper. This allows the faculty

member to provide feedback for student improvement. To address these problems, the faculty continue to be committed to incorporating more policy driven research projects in CRIM 396 Research Methods. In addition, the curriculum was modified beginning Fall, 2017 to include CRIM 375 Victimology as a required course in the major. We are hopeful this change will result in continued improvement in understanding and identifying policy.

During the 2018-19 academic year, faculty will continue to focus on collecting data on the above outcomes as well as Outcome 4.2. With the modifications of the current curriculum, the departmental curriculum committee will review the current Assessment measurements and outcomes and modify as appropriate.

### Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
1. Expand partnership with Career Center for career readiness, resume writing, and interviewing skills.	Responsible Party: Travis Behem Representative from Career Center gives an in-class presentation to CRIM 316 students about writing resumes Students complete a resume and cover letter. They are required to visit career center for review Library representative gives in-class presentation to CRIM 316 on career links, bureau statistics and other job related web sites. Students then complete a final paper on a career of their choice	Number of students completing CRIM 316 Student submit final copies of resumes and cover letter for a grade Students submit final paper summarizing their chosen career for a grade	Accomplishments: Students were exposed to how to properly write a resume and cover letter in addition to learning how to write a cover letter. Final paper allowed students to explore their career options in more detail.  Challenges: Getting students to visit the career center. Students not submitting final assignment	Continuing Goal

2.Faculty seek participation in the Course Transformation Academy	Responsible Party: All Faculty Faculty are continuously encouraged to seek assistance from the Blackboard Instructional Designer. All new faculty members speak and work directly with the instructional designer	New course development Improved course access. Untenured faculty and instructors make courses available to the personnel committee for review.	Accomplishments: All new faculty and instructors made contact with the instructional designer. Challenges: Upgrades to the blackboard system and training all faculty on how to best utilize the new upgrades	Continuous
---	--	--	--	------------

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

**Part 2b: Continuous Quality Improvement**

**In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?**

- 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
  - Recruiting directly by visiting law enforcement academies, working with the Ivy Tech Community College system, and with the 181<sup>st</sup> Airborne.
- Undergraduate students wishing to pursue a graduate degree are further encouraged to work with faculty members on research projects and to speak with the graduate coordinator about the program. Faculty and advisors are working to create a seamless transition between the undergraduate and graduate program.

*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 and DeVere,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are 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)

<b>Program: BS Criminology &amp; Criminal Justice</b>	
<b>Assessment Practice Overall Rating:</b> Mature (2.00/3.00)	
<b>Student Success Practice Overall Rating (notes below in blue):</b> Undeveloped (0.875/3.00)	
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Clear objectives and corresponding outcomes.</li><li>• Clear description of which assignment in which class was used to assess learning outcomes.</li><li>• Clear description of expectations and actual student performance relative to expectations.</li><li>• Clear information about sharing and use of results.</li><li>• Meaningful discussion of findings and useful application of findings for improvement of student learning focusing on curriculum (addition of minimum grades in prerequisites, for example) and instruction (addition of developmental assignments, for example).</li></ul>	<ul style="list-style-type: none"><li>• Your learning outcomes 3.2 and 3.3 make sense when paired with the objectives. You may consider rewording these outcomes so that they make sense on their own (sometimes outcomes are listed or viewed separate from objectives). Outcome 4.3 is a really good example.</li><li>• A senior thesis is a really broad assignment to collect data on specific learning outcomes from unless a tool like a rubric was used with different criteria for evaluation matching the different learning outcomes. This may be the case based on the scoring described, but make sure to make this clear in future reports.</li><li>• For outcome 4.3, consider also taking assessment data from an assignment earlier in the curriculum (some of the courses listed in part 2b, for instance) along with the senior thesis. This might uncover critical points where learning can be most positively influenced and built upon throughout the curriculum.</li><li>• If a rubric was used, consider describing the levels. This also allows for reporting the data by level, so it is clear how many students not only met expectations but also how many exceeded expectations. This may inform whether expectations can be raised or cognitive goals deepened.</li></ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• <b>Consider collaboration with the Career Center to improve career readiness and placement goals.</b></li><li>• <b>Limited planning with little focus on improvement can be changed for future cycles.</b></li></ul> |
|--|--|

*Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included below with no notations just for your reference (the SSC did not choose to report in this way).*

*Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.*

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></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><b>Performance Goals &amp; Measures</b></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>

<b>Analysis &amp; Results</b>	<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>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<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>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped



**Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:**

**Office of Student Success/Office of Assessment & Accreditation Evaluation Date:**

<b>Evaluation Criteria</b>	<b>0 Undeveloped</b>	<b>1 Developing</b>	<b>2 Mature</b>	<b>3 Exemplary</b>
<b>Goals/ Objectives</b>	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion.  Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
<b>Action Steps</b>	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives.  No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives.  Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives  Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
<b>Data that Informs Progress on Each Goal/Objective</b>	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
<b>Assessment of Outcomes and Continuous Improvement</b>	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results.  Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
<b>Overall Rating</b>	<input type="checkbox"/> <b>Undeveloped</b>	<input type="checkbox"/> <b>Developing</b>	<input type="checkbox"/> <b>Mature</b>	<input type="checkbox"/> <b>Exemplary</b>