

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 MS **Contact Name(s) and Email(s)** _Shannon Barton Shannon.Barton@indstate.edu; DeVere Woods 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>a. What learning outcomes did you assess this past year?</p> <p>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>Students demonstrate professional communication proficiencies.</p>	<p>1. Literature Review Data collection techniques and analysis Seminar-quality research papers Research quality comprehensive examination response</p> <p>2. a. CRIM 606-Seminar: Research in Criminology</p> <p>b. Culminating Experience- Comprehensive Examination</p>	<p><u>Target for Achievement:</u> Students will be assessed in each category in the following manner: 0 = does not meet expectation 1 = meets expectation 2 = exceeds expectation <i>Target:</i> 65% of students will receive a 1 or higher on this objective</p>	<p>Data were collected for professional communication proficiencies information during Fall, 2017 (14 students) and Spring, 2018 (8 students) through the completion of the comprehensive examination and during Spring, 2018 through the completion of CRIM 606 (5 students). A total of 27 students completed the task. Eighty-one percent (n=22) of students completing the exam met or exceeded the expectations of target for achievement. The target for achievement was met for this objective.</p>	<p>Faculty members teaching in the graduate program will continue to work with students on both their writing and analytical skills through assignments and presentations.</p>
<p>Students engage in and meaningfully contribute to diverse and complex</p>	<p>A review of responses from student comprehensive examination.</p>	<p><u>Target for Achievement:</u></p>	<p>Data were collected for students engage in meaningfully contribute to</p>	<p>Faculty will continue to focus on and present information across the curriculum</p>

communities and professional environments.		Students will be assessed in each category in the following manner: 0 = does not meet expectation 1 = meets expectation 2 = exceeds expectation <i>Target: 65% of students will receive a 1 or higher on this objective</i>	diverse and complex communities and professional environment during Fall, 2017 (14 students) and Spring, 2018 (8 students) through the completion of the comprehensive examination Of those taking the exam, 81% (n=22) students met or exceeded the target for achievement. The target expectation was met for this objective.	regarding the role of diverse and complex groups in society.
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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.

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?

During the 2017-18 academic year, the department of criminology and criminal justice assessed two outcomes (see above). These outcomes were assessed using the Graduate Comprehensive Examination and CRIM 606. Written information was collected for Fall, 2017 and Spring 2018. Faculty voted to reduce the level of expectations from 80-65% approximately 3 years ago. As results indicate, we have exceeded the expectations by more than 15% (81%). This is the first time in a number of years that we have met the expectations of applying theory and scientifically supported responses to a real world criminal justice issue.

Objective 1: Results from this assessment period indicate that students are meeting or exceeding the professional communication experiences. Faculty have committed to including more opportunities for writing throughout the curriculum providing detailed feedback throughout the process. Efforts will continue to focus on improvement in this area.

Objective 2: Results from the assessment indicate that students are meeting or exceeding expectations in engage in and meaningfully contribute to diverse and complex communities and professional environments. Last year the faculty discussed the issues related to writing and application during multiple faculty meetings. Faculty worked to incorporate more writing into the curriculum. The new faculty members hired during this academic year should assist with alleviating the workload for grading.

During the 2018-19 academic year, faculty will continue to focus on collecting data on the above outcomes as well as measuring oral communication in different points throughout the curriculum. The departmental curriculum committee will be reviewing the Graduate Assessment document to determine whether the measures continue to accurately reflect the program.

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.
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:
 - Improved Web page design
 - Speaker Series
 - 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 181st Airborne.

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)

Program: MS Criminology	
Assessment Practice Overall Rating: Mature (2.44/3.00)	
Student Success Practice Overall Rating (notes below in blue): Undeveloped (0.75/3.00) – <i>this will improve once you have a full cycle of data toward goal</i>	
Strengths	Recommendations
<ul style="list-style-type: none">• Learning outcomes are clearly stated and reflect the Graduate Learning Outcomes.• Specific information on the parts of the comprehensive exam linked to the learning outcomes assessed is clearly presented.• Targets are clearly noted with good description of student performance relative to targets. Good explanation of the reason for the target being set at 65%.• Good discussion of findings and suggestions for sharing and use to improve student learning.• Good action step to work with the Blackboard Instructional Designer, and good follow-through by faculty.	<ul style="list-style-type: none">• It seems you may have only used the Graduate Learning Outcomes for your assessment. Do you have specific program learning outcomes you could list here that tie into these GLOs? That would be preferable for reporting, with a note of which GLOs correspond.• Despite low student performance in the past lowering the target for meeting expectations from 80% to 65% is a big difference. There may be ways to think about doing more targeted assessment of these outcomes at different points in the curriculum in order to see if learning can be better developed over time rather than just captured in one assignment in this one class. It's my guess that you hope that more than 65% will meet or exceed expectations.• It looks like a rubric was probably used to evaluate student performance on the comprehensive examination. Please include information about the rubric (or attach it), as well as anything you can provide about how it was developed and/or used to establish validity/reliability of it as an evaluative tool (ex: if more than one professor is using it to evaluate student work, how were professors trained to use it to ensure consistency in scoring).• For your goal, make sure to be clear about the student success purpose; rather than make the goal faculty participation in the Course Transformation Academy, make the goal improved student

	<p>learning and retention through the program. Faculty teaching and course improvement are action steps.</p>
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- Similarly, consider student success metrics as your data that inform progress.

Assessment Scoring Rubric is included below. Student Success Scoring Rubric is included on the last page for reference only.

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

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 accretor 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

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

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

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	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.
Action Steps	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.
Data that Informs Progress on Each Goal/Objective	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.
Assessment of Outcomes and Continuous Improvement	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.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary