

## Assurance of Student Learning Reflection 2024-2025

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| PCAL                                                                                                  | DSCCJS                                                                                                                                                                                                                                   |
| Criminology -- 627                                                                                    |                                                                                                                                                                                                                                          |
| James Kanan, Criminology Program Coordinator                                                          |                                                                                                                                                                                                                                          |
| <b>Is this an online program?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here<br><input checked="" type="checkbox"/> Yes, they match! (If they don't match, explain on this page under <b>Evaluation</b> ) |

**Instructions:** For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

### Program Student Learning Outcome 1

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Program Student Learning Outcome</b> | Apply the scientific method to criminology research design.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Evaluation</b>                       | For the past three academic years, the primary assessment tool for evaluation of SLO-1 was the Senior Assessment Exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Measurement Instruments</b>          | <p>The Senior Assessment Exam consisted of multiple choice questions that covered several core areas deemed important for students to learn. A senior paper evaluating learning elements was also part of senior assessment. Many of the questions from the exam and part of the prompt for the paper addressed issues associated with applying the scientific method to criminology research design, per the SLO-1 language.</p> <p>Questions on the Senior Assessment Exam were drawn from the core courses that focus specifically on applying the scientific method to criminology research designs, including: <b>CRIM 101: Introduction to Criminal Justice, SOCL 300 Social Statistics, SOCL 302 Research Methods, and CRIM 330 Criminology.</b> The last course identified (CRIM 330) also played a significant role in SLO-2 (see below). Graduating students were provided with materials that instruct them to prepare for the exit exam which covers key elements of the core criminology courses, as determined by the criminology faculty. In short, the exam served as a rudimentary assessment of students' understanding of research design techniques and methodologies used in the analysis of crime and criminality. These were measured by performance on multiple choice questions, each representing each topical sections.</p> |
| <b>Criteria &amp; Targets</b>           | Having at least 70% of graduating students achieve a passing score (60% or better) on the overall exam AND on each section of the exam was deemed to be sufficient as a measure of overall success for SLO-1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Results &amp; Conclusion</b>         | <p><u><b>Results:</b></u> While a plurality, and in some semesters, a majority of students surpassed the minimum scores on the senior assessment exam in all semesters reviewed, in most semesters the target goal of 70% students passing with a 60% or better was not achieved.</p> <p><u><b>Conclusions:</b></u> Although the senior assessment exam was developed with an eye toward providing a measurement tool for assessing the level of student learning for SLO-1, the past three years' results had led the criminology committee to conclude that a senior assessment exam may</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                              | not be the best tool for assessing student learning. Therefore, the committee and the department have discussed alternative assessment strategies, some of which are in the process of being implemented (see the next box).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b> | Per the results and conclusions from above, the criminology committee has determined that a new and different set of SLO-1 performance measures are being adopted and implemented for the next three academic years. First, the senior assessment exam will be administered in Fall 2025 and Spring 2026 ONLY to those students who were nearing completion under the previously-established program rules. For those students who started after, new measures and assessments are being adopted to assess departmental success in achieving SLO-1. Rather than have a single, comprehensive exam, instructors in each of the classes where SLO-1 is addressed will include at least one assessment artifact that will directly address SLO-1. At the end of each semester in which those classes are taught, instructors in the identified classes will create a brief report in which they describe the artifact(s), describe how their artifact(s) address SLO-1, and then discuss their assessment results, including identifying what percentage of the students successfully demonstrated learning associated with SLO-1. The desired target will be at least 80% of the students completing the assessment artifacts will be evaluated as successfully demonstrating learning (defined as receiving an assessment score of 70% or a C or better) associated with SLO-1. The program coordinator will then summarize the collective reports to create an overall ASL report for SLO-1 and for the criminology program. |

| <b>Program Student Learning Outcome 2</b>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Program Student Learning Outcome</b>                      | Identify important criminological theories and describe how theories explain crime-related phenomena at both individual and aggregate levels in society.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Evaluation</b>                                            | For the past three academic years, the primary assessment tool for evaluation of SLO-2 was performance on the Senior Assessment Exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Measurement Instruments</b>                               | A senior assessment exam was employed as part of a one-hour Senior Seminar class intended for graduating students in criminology. One of the specific courses identified as part of the senior assessment exam was <b>CRIM 330 Criminology</b> , generally recognized as the most comprehensive criminology theory course in the program. At the start of the senior seminar, students were provided with materials that instruct them to prepare for the exit exam, which covers key elements of the core criminology courses -- especially CRIM 330 for SLO-2. The exit exam included a number of multiple choice questions that were intended to assess students' understanding of criminological theories and how they are used to explain the social phenomena of crime and criminality.                    |
| <b>Criteria &amp; Targets</b>                                | Program success for this measure of SLO-2 was deemed to be a minimum of 70% of students to scoring 70% or above on the particular questions that assessed their understanding (learning) of criminological theories and how these might be used to explain crime-related phenomena at the aggregate and individual levels.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Results &amp; Conclusion</b>                              | <p><b>Results:</b> While a plurality and often a majority of students surpassed the target minimum scores on the portion of the senior assessment exam that addressed SLO-2, in most semesters the target goal of 70% students passing with a 70% or better was NOT achieved.</p> <p><b>Conclusions:</b> Although the senior assessment exam was developed with an eye toward providing a measurement tool for assessing the level of student learning for SLO-2, the past three years' results had led the criminology committee to conclude that a senior assessment exam may not be the best tool for assessing student learning. Therefore, the committee and the department have discussed alternative assessment strategies, some of which are in the process of being implemented (see the next box).</p> |
| <b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b> | Per the results and conclusions from above, the criminology committee has determined that a new and different performance measure for SLO-2 is being adopted and implemented for the next three academic years. First, the senior assessment exam will be administered in Fall 2025 and Spring 2026 ONLY to those students who were nearing completion under the previously-established program rules. For those                                                                                                                                                                                                                                                                                                                                                                                                 |

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|  | <p>students who started after, new measures and assessments are being adopted to assess departmental success in achieving SLO-2. Rather than have a single, comprehensive exam, instructors in each of the classes where learning and application of criminology theories (SLO-2) are discussed/emphasized will design and include at least one assessment artifact that will directly address comprehension and application of criminology theories. At the end of each semester in which those classes are taught, instructors in the identified classes will create a brief report in which they describe the artifact(s), describe how their artifact(s) address SLO-2, and then discuss their assessment results, including identifying what percentage of the students successfully demonstrated learning associated with SLO-2. Although the specifics of artifacts may vary across classes and instructors, all will contain core components that measure/represent SLO-2. The desired target for success for students and program will be at least 80% of the students completing the assessment artifacts being evaluated as successfully demonstrating learning (defined as receiving an assessment score of 70% or a C or better) associated with SLO-2. The program coordinator will then summarize the collective reports to create an overall ASL report for SLO-2 and for the criminology program.</p> |
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| <b>Program Student Learning Outcome 3</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Program Student Learning Outcome</b>   | Recognize, apply, and/or interpret common techniques of data analysis in criminological research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Evaluation</b>                         | For the past three academic years, the primary assessment tool for evaluation of SLO-3 was performance on the Senior Assessment Exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Measurement Instruments</b>            | <p>The Senior Assessment Exam consisted of multiple choice questions that covered several core areas deemed important for students to learn. A senior paper evaluating learning elements was also part of senior assessment. Many of the questions from the exam and part of the prompt for the paper addressed issues associated with recognizing, applying, and/or interpreting common techniques of data analysis in criminological research (SLO-3).</p> <p>A number of questions on the Senior Assessment Exam were drawn from core courses that focus specifically on understanding common data analysis techniques in criminology. Most notable among those were <b>SOCL 300 Social Statistics, SOCL 301 Statistics Lab, and SOCL 302 Research Methods. SOCL 301 Statistics Lab</b> was specifically designed and implemented with SLO-3 in mind. Graduating students were provided with materials that instructed them to prepare for the exit exam, which covers key elements of SLO-3, as determined by the criminology faculty. In short, the exam served as a rudimentary assessment of students' recognition and understanding of the role played by data analysis in the field of criminology. This assessment was measured by performance on multiple choice questions on the exam that focused on elements associated with SLO-3.</p> |
| <b>Criteria &amp; Targets</b>             | Having at least 70% of graduating students achieve a passing score (60% or better) on the overall exam AND particularly on the sections of the exam devoted to SLO-3 were deemed to be sufficient as a measure of overall success for this student learning outcome.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Results &amp; Conclusion</b>           | <p><u><b>Results:</b></u> A plurality of students in most semesters passed the senior assesement exam in all semesters reviewed. Categories on the exam addressing recognition of techniques for data analysis proved to be the areas with lowest performance from students taking the senior assessment exam. Target goals of 70% of students passing with a 60% or better were not achieved in any of the semesters.</p> <p><u><b>Conclusions:</b></u> Portions of the senior assessment exam were specifically developed with an eye toward providing a measurement tool for assessing the level of student learning for SLO-3. However, the past three years' results led the criminology committee to conclude that a senior assessment exam may not be the best tool for assessing student learning of SLO-3. Therefore, the committee and department determined that a data literacy class was needed. One has been created and we have just completed the first year of its implementation. Assessment results associated with this course have yet to be collected.</p>                                                                                                                                                                                                                                                                      |

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| <p><b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b></p> | <p>Per the results and conclusions from above, the criminology committee previously determined that new and different sets of performance measures for SLO-3 needed to be implemented. Rather than have a single, comprehensive exam, instructors in each of the classes where SLO-3 is primarily addressed (SOCL 300, SOCL 301, and SOCL 302) will include at least one assessment artifact that will directly address SLO-3. Additional classes may also employ artifacts that address SLO-3. At the end of each semester in which those classes are taught, instructors for the identified classes will create a brief report in which they describe the artifact(s), describe how their artifact(s) addresses SLO-3, and then discuss their assessment results, including identifying what percentage of the students successfully demonstrated learning associated with SLO-3. The desired target will be at least 80% of the students completing the assessment artifacts will be evaluated as successfully demonstrating learning (defined as receiving an assessment score of 70% or a C or better) associated with SLO-3. The program coordinator will then summarize the collective reports to create an overall ASL report for SLO-3 and for the criminology program.</p> |
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**To add more outcomes, if needed, select the table above and copy & paste below.**

| Program Student Learning Outcome 4                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Program Student Learning Outcome</b>                             | Communicate in written/oral/visual form in major coursework.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Evaluation</b>                                                   | A senior paper evaluating learning elements was assigned as part of the senior seminar class for graduating students. While this was the most inclusive measure of SLO-4, various program courses and instructors employed projects/assignments that emphasized communication in written/oral/visual form. However, the only measure of assessment for the ASL reports over the past three years has been the senior seminar paper.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Measurement Instruments</b>                                      | A senior paper evaluating learned elements and then expressed in written form was also part of senior assessment. Papers were evaluated by faculty in charge of the senior seminar class.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Criteria &amp; Targets</b>                                       | Target goals for the senior paper centered around student success at communicating effectively via written form. The senior paper was “graded” on a Pass/Fail basis. The goal of having 75% of students “pass” the senior paper was the target.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Results &amp; Conclusion</b>                                     | <p><b><u>Results:</u></b> An outcome of at least 75% of students completing the senior seminar and related paper was achieved in every semester, with the only students to fail being those who did not submit papers. In fact, the passing rate for the paper was above 90%.</p> <p><b><u>Conclusions:</u></b> With careful and persistent assists from faculty associated with the senior assessment paper, a large majority of students were successfully able to communicate their understanding of criminology-related issues via written form.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b><u>**IMPORTANT - Plans for Next Assessment Cycle:</u></b></p> | <p>The elimination of the senior seminar course, its exam, and its assigned paper will necessitate a significant adjustment in the measurement and evaluation of SLO-4 going forward. The committee has already determined the nature of those changes. Rather than have a single paper, instructors in courses across the criminology program will include at least one assessment artifact that addresses SLO-3. Not every class will require such an artifact, but a significant majority will. At the end of each semester, instructors will create a brief report in which they describe the artifact(s), how their artifact(s) addresses SLO-4, and then discuss their assessment results, including identifying what percentage of the students successfully demonstrated their ability to communicate via written, oral, and/or visual work. The desired target will be at least 80% of the students completing the assessment artifacts will be evaluated to have successfully demonstrated their abilities with SLO-4.</p> |

| Program Student Learning Outcome 5                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Program Student Learning Outcome                      | Apply training in research design and data literacy to socio-legal problems.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Evaluation                                            | For the past three academic years, the primary assessment tool for evaluation of SLO-5 was performance on the Senior Assessment Exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Measurement Instruments                               | <p>The Senior Assessment Exam consisted of multiple choice questions that covered several core areas deemed important for students to learn. Many of the questions from the exam and part of the prompt for the paper addressed issues associated with applying appropriate research designs and data literacy to socio-legal issues (SLO-5).</p> <p>A number of questions on the Senior Assessment Exam were drawn from core courses that focus specifically on understanding common data analysis techniques in criminology. Most notable among those were <b>SOCL 300 Social Statistics, SOCL 301 Statistics Lab, and SOCL 302 Research Methods</b>. <b>SOCL 301 Statistics Lab</b> was specifically designed and implemented with SLO-5 in mind. Graduating students were provided with materials that instructed them to prepare for the exit exam, which covers key elements of SLO-5, as determined by the criminology faculty. In short, the exam served as a rudimentary assessment of students' recognition and understanding of the role played by data analysis in the field of criminology. This assessment was measured by performance on multiple choice questions on the exam that focused on elements associated with SLO-5.</p>                                                                 |
| Criteria & Targets                                    | Having at least 70% of graduating students achieve a passing score (60% or better) on the overall exam AND particularly on the sections of the exam devoted to SLO-5 were deemed to be sufficient as a measure of overall success for this student learning outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Results & Conclusion                                  | <p><b>Results:</b> In recent years, a specific measure for SLO-5 was not as carefully evaluated as other SLO's, especially SLO-3. However, given the similarity, the evaluation of SLO-3 may provide insights into learning results for SLO-5 as well. A plurality of students in most semesters passed the senior assessment exam in all semesters reviewed. Categories on the exam addressing recognition of techniques for data analysis proved to be the areas with lowest performance from students taking the senior assessment exam. Target goals of 70% students passing with a 60% or better was not achieved in any of the semesters.</p> <p><b>Conclusions:</b> Portions of the senior assessment exam were specifically developed with an eye toward providing a measurement tool for assessing the level of student learning for SLO-5. However, the past three years' results led the criminology committee to conclude that a senior assessment exam may not be the best tool for assessing student learning of SLO-5. Therefore, the committee and department determined that a data literacy class was needed. One has been created and we have just completed the first year of its implementation. Assessment results associated with this course have yet to be collected.</p>                |
| <b>**IMPORTANT - Plans for Next Assessment Cycle:</b> | Per the results and conclusions from above, the criminology committee has determined that new and different sets of performance measures for SLO-5 needed to be implemented. Actually, most of the new performance measures have already been used by faculty in the criminology program. We simply have not been evaluating and collecting the artifacts per the ASL reports. Therefore, rather than have a single, comprehensive exam, instructors many classes in the criminology program will employ various assignments/artifacts that address the goal(s) associated with SLO-5. The criminology committee will identify which courses to include in assessment and then at the end of each semester in which those classes are taught, instructors for the identified classes will create a brief report in which they describe the artifact(s), describe how their artifact(s) addresses SLO-5, and then discuss their assessment results, including identifying what percentage of the students successfully demonstrated learning associated with SLO-5. The desired target will be at least 80% of the students completing the assessment artifacts will be evaluated as successfully demonstrating learning (defined as receiving an assessment score of 70% or a C or better) associated with SLO-5. |

