



2022 Academic Program Assessment Report	Program current assessment plan here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/assessment-plans/criminology-assessment-plan-may-2020.pdf
Criminology	Program prior assessment report here: https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/criminology-ba-bs-assessment-report-2020.pdf

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Date Report Completed:	6/2022
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Please describe this year's assessment activities and follow-up for your program below. (Separate sheet for each undergraduate major, stand-alone minor, certificate, and graduate program in your department.) Please also submit any addenda such as rubrics which are not available in your assessment plan. The reports will be available to the Dean of your college/school and to the Executive Director for Assessment as well as faculty peer reviewers.

Brief Statement of Program Mission and Goals:	<p>The criminology program provides students with a strong foundation in sociological theory and research to foster a comprehensive and contextual understanding of crime and justice in society and the capacity to think critically and creatively about what does and doesn't work in current crime control efforts. Courses focus on the social construction or definitions of crime, the causes of crime and delinquency, and on the origin, nature, and consequences of societal reactions to criminal offending, including practices in both public and private justice agencies. Students pursuing careers in traditional criminal justice fields, such as policing, probation & parole, corrections and reintegration, will develop a strong foundation to work and effect social change in these fields. The criminology curriculum emphasizes the importance of research-based knowledge, theoretically informed practice, critical analysis and ethical decision-making. Students are strongly encouraged to engage in experiential learning through courses, including our field experience class with placements in criminal justice, juvenile justice, victim services, and community-based agencies. Criminology majors interested in careers in legal advocacy, victim assistance, community activism and social research will develop the skills and knowledge enabling them to become transformational leaders in their profession.</p> <p>The criminology curriculum emphasizes the importance of research-based knowledge, theoretically informed practice, critical analysis and ethical decision-making. Students are strongly encouraged to engage in experiential learning through courses, including our field experience class with placements in criminal justice, juvenile justice, victim services, and community-based agencies.</p>
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I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the program are planned based on this assessment?
1. A comprehension of and the ability to critically assess and compare the major criminological theoretical perspectives.							
2. An ability to understand, interpret, and apply various research methodologies in the field of criminology.	The Criminology major was first offered in AY 2018-2019. This is the first year we've assessed SLO 2 with reported data covering a two year period. The timing was intentional to allow students to allow a cohort of students to complete the major, including the revised foundational methods class, that was changed from an upper level class to a lower level (sophomore) class.	After reading an assigned published criminology research article students responded to a series of 8 open-ended questions about the methods and data analysis employed in the reported research. [Scoring rubric is posted in this folder]	Criminology majors in their senior year were asked to complete the assessment. Nine students completed the assessment.	75% of students will demonstrate proficiency with an average score of 3 or higher.	6 (66.7%) of the 9 students received an average score of 3 or higher, demonstrating proficiency on SLO 2.	Student performance fell below department expectations, with questions 4-7 receiving the lowest scores across students:	In addition to examining how these topics are introduced in the required methods course, dept. faculty will review program curricula to determine how all areas addressed by SLO 2 are reinforced and what course assessments are designed to support student in mastering SLO 2.
3. An ability to apply criminological theories and methods to substantive issues and in order to understand social problems and inform crime-related social policy							
4. An ability to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.							

Comments on part I:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?				
SLO 4 An ability to engage in critical thinking about various aspects of social life and organization, including crime and criminal justice institutions.	Spring 2020	<ol style="list-style-type: none"> 1. We will review the assignments used for assessment to improve consistency across courses. 2. We will consider collecting artifacts during both fall and spring semester in order to increase the percentage of majors assessed. 3. We will revisit the rubric selected for this year's review since it is the first time it was used. 4. We will examine course content and the assignments across program curriculum to evaluate how effectively we provide opportunities for students to develop, reinforce, and master critical thinking skills as they progress through program. This includes attention to the students' ability to demonstrate these skills in written work. 	The criminology program review is scheduled for AY 2022-2023 during which time the recommendations in item C will be part of our curriculum and assessment review procedures.	SLO 4 was not assessed this year.				
Comments on part II:								

Sociology and Criminology SLO 2 Assessment 2021-2022

SOCIOLOGY Program SLO 2:

Apply a variety of quantitative and qualitative research methods in the gathering and analysis of sociological data, and recognize common methodologies used in sociological literature.

CRIMINOLOGY Program SLO 2:

An ability to understand, interpret, and apply various research methodologies in the field of criminology.

After reading <i>Changing Police Officers' Attitudes in Sexual Offense Cases</i> by Tidmarsh, Hamilton, and Sharman, respond to the questions below. Your primary objective is to demonstrate your achievement of Criminology SLO 2 by accurately using relevant criminological terms, phrases, concepts, theories, and facts to respond to the questions below. Additionally, your responses should be well-organized in a logical and "intuitively" easy-to-follow manner, and adhere to the conventions of Standard Written English.	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
1. What is the article's research question? Please respond in 150 words or less.					
2. What method of data collection did the authors use? Please respond in 150 words or less.					
3. What are some advantages or disadvantages to using this method? Please respond in 150 words or more.					
4. Why is this an appropriate method for investigating this question? Please respond in 150 words or more.					
5. Discuss another data collection method that could be used to improve this research. Explain your reasoning in 150 words or more.					
6. Who/what is included in the sample? That is, what is the unit(s) of analysis? Please respond in 150 words or less.					
7. How do the author(s) measure the key concepts? Please respond in 150 words or more.					
8. What are the findings? Please respond in 150 words or more.					

4 points = The student has expressed an extensive understanding of the concept. The student answered the question correctly and fulfilled all the requirements. The response is clear, concise, detailed, and indicative of a well-developed understanding of the topic.

3 points = The student provided an answer that is accurate and fulfills all the requirements, but the response was not detailed or well-developed.

2 points = Response shows a partial understanding of the concept. The student response is general and incomplete, and important components of the correct response are missing.

1 point = The student response is limited and/or incomplete. May be incorrect or the student only answered fragments of the question posed.

0 points = No response is given, or the response is inaccurate.