**Department and Degree: Criminology B.S.**

Please either download this document and provide a response to each question in the appropriate section or cut and paste all six questions into a Word document and provide a response for each one. E-mail your assessment report(s) to the Director of Assessment, Dr. Melissa Jordine ([mjordine@csufresno.edu](mailto:mjordine@csufresno.edu)). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

|  |
| --- |
| **Department and Degree: Criminology B.S.**  **Assessment Coordinator: Dr. Yoshiko Takahashi**   1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP, please explain). Do not describe the measures or benchmarks in this section. Also, please only describe major assessment activities in this report. No GE assessment was required for the 2016–2017 academic year.   SLO: Students will demonstrate discipline-related knowledge in Criminology and Criminal Justice.  SLO: Students will perform data analysis, interpret the findings, and make statistical conclusions. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the time line on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome, please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On Outcome 2.3, we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   SLO: Students will demonstrate discipline-related knowledge in Criminology and Criminal Justice.  The students’ discipline-related knowledge in Criminology, Criminal Justice, and Victimology was evaluated by the internship journal for CRIM 182 (Internship in Victimology) in Spring 2018. After completing 120 hours of the internship, the students were asked to answer the following questions.   1. Analysis of the organization’s structure, mission, purpose, and role/function within the CJ system 2. Criminology classes and knowledge areas that were most helpful in completing the internship 3. Criminology classes and knowledge areas that were deficient and could have provided better preparation for the internship experience   **Benchmark**  The below rubric was used for the assessment. The **benchmark** is for all three questions. We expected **75% or more of the senior students** would achieve a **3 (proficient) or higher** score on the rubric.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Above Benchmark | **Proficient**  **(Benchmark)** | Partially Proficient | Unsatisfactory | |  | 4 | **3** | 2 | 1 | | Q1: Analysis of the organization’s structure, mission, purpose, and role/function within the CJ system | Depth and insightful analysis with pertinent examples | Successful analysis but examples are limited | Some analysis is presented but not well elaborated | Limited and/or unrelated analysis | | Q2: Criminology classes and knowledge areas that were most helpful in completing the internship | Multiple classes are mentioned and demonstrated complete understanding of knowledge areas | More than one class is mentioned, and some knowledge is presented | At least one class is mentioned, but knowledge of the area is limited | Failed to mention a class and/or demonstrate knowledge | | Q3: Criminology classes and knowledge areas that were deficient and could have provided better preparation for the internship experience | Multiple classes are mentioned and demonstrated complete understanding of knowledge areas that are deficient | More than one class is mentioned, and knowledge areas that are deficient are presented | At least one class is mentioned, but knowledge of the deficient areas is limited | Failed to mention a class and/or demonstrate knowledge |   SLO: Students will perform data analysis, interpret the findings, and make statistical conclusions.  The students’ quantitative skills were assessed from a final exam in Statistical and Computer Applications in Criminal Justice (CRIM 50) in Fall 2017. The final exam asked the students to develop the hypotheses, conduct analyses using SPSS software, discuss the findings, and make conclusions. The databases were provided to the students during the exam.  These questions in the final exam were used for the assessment.  Question 1. The researcher is interested in how temperature is associated with delinquent activities and collected the relevant data. Run a statistical analysis and discuss the findings. Then, make a conclusion as to whether the association is statistically supported.  Question 2. You want to test if the sensitivity training for law enforcement officers would improve their attitude toward citizens. Test the relationship between the number of complaints before the training and after the training in the Happy Police Department. In doing so, develop a hypothesis, run an appropriate statistical analysis, and discuss the findings. Then, make a conclusion as to whether the relationship is statistically significant.  Question 3. You are asked from the Behavioral Mental Health Department to see if those who were diagnosed with bipolar disorder have more arrests than those who did not. In doing so, develop the hypothesis, analyze the data, and report the findings. Then, make a conclusion as to whether the relationship is statistically significant.  **Benchmark**  The below rubric was used for the assessment. The benchmark is for all three areas. We expected that **75% or more of the students** would achieve a **3 (proficient) or higher score** on the rubric.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Above Benchmark | **Proficient**  **(Benchmark)** | Partially Proficient | Unsatisfactory | |  | 4 | **3** | 2 | 1 | | Ability to perform the data analyses | All analyses are presented and correct | All relevant analyses are made, but there were a few mistakes in the process | Some attempts are made, but those were irrelevant or incorrect | Failed to perform the analysis | | Ability to interpret the findings | All interpretations are presented and justified | Correct and relevant discussions are made, but some important aspects were not presented | Attempts to describe findings, but interpretations are irrelevant or incorrect | Failed to interpret the findings | | Ability to make and draw conclusions | All conclusions are relevant and correct | Conclusions are made, but there were a few mistakes in the conclusions | Demonstrated ability to draw conclusions, but conclusions are incorrect or incomplete | No reasonable conclusion is made | |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   **Discipline-Related Knowledge**  The total number of students enrolled in the class (CRIM 182) was 27. One student was a junior, but all the others were seniors. Twenty-three students submitted a journal. Four students received an incomplete as they were not able to complete 120 hours of their internship during the semester.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | % of students meeting the benchmark | 4  (Above) | 3 (Benchmark) | 2  (Below) | 1  (Unsatisfactory) | | Q1 | **78%** | **13 (3)** | **65.2 (15)** | 17.4 (4) | 4.3 (1) | | Q2 | **78%** | **8.7 (2)** | **69.6 (16)** | 17.4 (4) | 4.3 (1) | | Q3 | **39%** | **8.7 (2)** | **30.4 (7)** | 43.5 (10) | 17.4 (4) |   In Q1 and Q2, 78%, or 18 students, met the benchmark. However, in Q3, only 39.1%, or 9 students, achieved the benchmark. A clear majority of the students were able to identify the mission of the agency and the role of the agency in the criminal justice system. Also, most students listed two or more criminology classes that were helpful for the internship and explained how some content in the classes was particularly helpful. The students who had more advanced knowledge were able to discuss specific laws (e.g., mandatory reporting, T-Visa, U-Visa) applicable to particular tasks of the internship.  However, fewer than 10 students were able to identify the deficiency of their knowledge in criminal justice/criminology to complete the internship more successfully. Rather, several students mentioned a lack of basic skills in completing the internship tasks or being more competitive in the job market. The examples of such skills mentioned in the papers are basic computer skills (e.g., Excel, Word), knowledge of the hiring process for law enforcement, and the capability to speak Spanish and other languages.  **Quantitative Proficiency**  The assessment was administered for the CRIM 50 class (Computer Applications in Criminal Justice). The total number of students enrolled in the class was 35. All the students completed the assessment. As this is a lower-division class, most of the students were sophomores (*n* = 20, 57%) and juniors (*n* = 8, 23%). There were a few senior (*n* = 3) and freshman students (*n* = 4).   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | % of students meeting the benchmark | 4  (Above) | 3 (Benchmark) | 2  (Below) | 1  (Unsatisfactory) | | Data analyses | **94.3%** | **40 (14)** | **54.3 (19)** | 6.7 (2) | 0 (⎯) | | Interpretations | **85.7%** | **37.1 (13)** | **48.6 (17)** | 11.4 (4) | 2.9 (1) | | Conclusions | **62.9%** | **28.6 (10)** | **34.3 (12)** | 34.3 (12) | 2.9 (1) |   In Data analyses, almost all students (94.3%, *n* = 33) met the benchmark. In Interpretations, a clear majority achieved the benchmark (85.7%. *n* = 30). However, in Conclusions, only 62.9%, or 22 students, met the benchmark.  The data indicate that the students were able to run the SPSS and get the results. However, some students failed to demonstrate knowledge of statistical significance and the *p*-value, and the relationship between an obtained value and critical value. Therefore, those students made the wrong conclusions even though the analyses were correct. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   We learned that several students expressed limited basic job skills at the time of graduation. The Department is currently strengthening the content of CRIM 1 (Strategies for Success in Criminology), which is offered for the all Criminology major students who are in the first year at Fresno State. For example, the class invites many guest speakers to mention how to be successful in the Criminology major. Those guest speakers include a representative from the Career Center at Fresno State and a former Chief of Police in Kingsburg. The Department will continue to make CRIM 1 more meaningful to the students and advise the students to visit the Career Center and encourage them to attend job fairs before becoming a senior so that they will be aware of the needed skills to be market competitive in their early stage of academics.  In addition, the Department is making several changes in our internship program. We are adding more internship placement options so that they can select the placement that matches their skill sets and interests. We also mandate the students to attend a face-to-face pre-orientation meeting one semester before they plan to enroll in the internship course. We found that this approach sends a clear message about what they should prepare for and potential restrictions in a certain placement.  The Department has partially utilized SI for CRIM 50 classes (2 to 3 sections) in AY 2017–18, but after Fall 2018, all CRIM 50 courses (five sections or more) will be supported by the SI. We hope that the support from the SI will help those students who do not have a strong math background to better understand basic statistics. In the future, we will explore other services such as tutor services offered by the learning center and provide more resources to the students. |
| 1. **What assessment activities will you be conducting in the 2018–2019 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not, please explain.   The Department is considering assessment of the following outcomes in AY 2018–19.  SLO: Students will demonstrate proficiency in basic writing skills.  SLO: Students will access the needed information effectively and efficiently and evaluate the information and its sources critically.  Research papers from the Research Methods class (CRIM 170) will be used for the assessment.  Please note that the plan might change depending on the feedback from the program review committee. The 5-year action plan will be developed in AY 2018–19 as we conclude our program review process.  **Additional Guidelines:** If you have not fully described the assignment, then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used), then please attach a copy of the rubric. If you administered a survey, please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.  The action plan is currently being developed and will be included next year. |