Academic Program Assessment Report

Assessment is a term commonly used to encompass the process of gathering and using evidence to guide improvements.

SACSCOC requires that an institution "<u>identifies</u> expected outcomes, <u>assesses</u> the extent to which it achieves these outcomes, and <u>provides evidence of seeking improvement</u> based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Criminology, B.S.

Submission Year
2020-2021

Assessment Coordinator Name
Linda Carson

Enter Assessment Coordinator Email
lcarson@lander.edu

Program Goal

Goal

Goal 1

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Students will demonstrate knowledge and understanding of concepts, processes, and institutions in the field of criminology.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percent of question on the ETS Criminology Major Field Test (MFT) on which the percentage of students answering correctly was as high or higher than the national average of students answering correctly.

Timeframe for this Outcome
Fall 2019 and Spring 2020 in AY 2019-2020

Performance Target for "Met"
The percentage of students answering the questions correctly was high or higher than the national average of 70% or more of the questions.

Performance Target for "Partially Met"
The percentage of students answering the questions correctly was lower than 70% of the national average but higher than 60% of the national average of the questions.

Performance Target for "Not Met"
The percentage of students answering the questions correctly lower than 60% of the national average.

Assessment Measure Used
ETS - Major Field Test - Criminology

Frequency of Assessment
Every Fall and Spring semester to students enrolled in Crim.499

Data Collected for this Timeframe (Results)
Spring 2019 - - Met - 2
                Partially Met - 5
                Not Met - 0

Fall 2019 -   - Met - 1
                Partially Met - 0
                Not Met - 6

Total - Met - 3
        Partial Met - 5
        Not Met - 6

Score (Met=3, Partially Met=2, Not Met=1)
2

Comments/Narrative
This data was a summary of four semesters of itemized questions on the MFT (Criminal Justice). It took all four semesters to have enough data for an itemized analysis. There are several issues of concern this data highlighted. The Criminology curriculum gives students several options of courses to take at the 200 and 300 levels. These options are all very topic-specific, so a student could never have a course dealing with Corrections, Community Policing, Constitutional Law, and Introduction to Law. Yet, there are numerous questions on the MFT directly related to these courses. A second key issue is the breadth of the Criminology curriculum versus a Criminal Justice curriculum. The Criminology degree includes political science and sociology courses to address the wide scope of career paths. A third issue dealing with Spring 2019, 5 students had a minimum of 24 transfer hours applied to their Criminology degree.

Academic year 2019 saw a decrease in all seven areas being examined on the MFT in Criminal Justice. This poses several questions: is the use of adjunct faculty for 100 and 200-level criminology courses providing the information needed to scaffold knowledge for further courses? Are the students in the upper level courses being provided more in-depth knowledge to expand their knowledge?

Adjustments to be made in AY 2020-2021: 1). The development of standardized course material (to include syllabus, course schedule, examinations, and assignments) in 100 and 200-level courses. 2). Incorporate theory in every course, beginning in the 100-level course. 3). Develop an examination to be given in the beginning of 300-level criminology courses to test memory of 100 and 200-level material. 3). Continue providing reading quizzes on material in courses. 4). Incorporate identification of research methodology and statistics from journal articles into courses beginning at the 200-level.

Resources Needed to Meet/Sustain Results
The "Item Information Report" on the MFT - Criminology from the ETS, which can be purchased for $350.00 per year is required to increase understanding of areas needing more reinforcement. It is very important to continue purchasing this report. This report assisted in identifying the areas in the curriculum which needed to be strengthen.

Explanation of How Resources Will Be Used
The results of the "Item Information Report" on the MFT - Criminology, will be used to strengthen and reinforce areas of content where students are falling below the national 70%.

The results of the "Item Information Report" on the MFT - Criminal Justice, will be broken down into the testing categories for the purpose of identification of information in which the students had difficulty with on the exam. By knowing the categories and information the students did not answer correctly on the exam will allow the information to be strengthened throughout the curriculum, instead of only in a few courses.

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of students will correctly answer 70% or higher on a series of multiple-choice quizzes given to students in Crim.309. These multiple-choice quizzes will question students on material from Criminology 100 and 200 level courses and material from Political Science 300-level courses required for the Criminology degree.

Timeframe for this Outcome
AY 2019 - 2020

Performance Target for "Met"
Students who correctly answered all combined quiz total scores of 70% or higher.

Performance Target for "Partially Met"

Students who correctly answered all combined quiz total scores less than 70% but higher than 60%.

Performance Target for "Not Met"
Students who correctly answered all combined quiz total scores below 60%.

Assessment Measure Used
Two online quizzes worth 6 points each were provided.

Frequency of Assessment
Crim.309 is only offered during the Fall semester.

Data Collected for this Timeframe (Results)
Met - 100 of students
Did not meet - 0%

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
The outcomes from this assessment data are at first glance disturbing. Upon further analysis having this assessment placed on-line was a poor choice. It was thought by allowing students to complete the on-line multiple-choice quizzes students would not feel rushed to complete the quizzes and they could take the quizzes at their convenience. By having weekly quizzes, it was thought, it would be easier to determine areas that required additional reinforcement. Many quizzes were not taken. Two students in the "Met" category took 15 quizzes, the other three students completed all the quizzes. No students were in the "Partially met" category. In the "Did not meet" category one student only completed fourteen quizzes with a 57.5% combined total score, one student completed eleven quizzes, one student completed nine quizzes and on student completed seven quizzes, It is unclear using this data if students have a solid knowledge base of understanding of concepts, processes and institutions in the criminology program.

Resources Needed to Meet/Sustain Results
No outside resources needed at this time.

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
The percentage of students will correctly answer 70% or higher on a quiz given to students in Crim.309 after mid-term. This multiple-choice quiz will question students on material from Criminology 100 and 200 level courses and material from Political Science 300-level courses required for the Criminology

degree.

Timeframe for this Outcome
AV 2019 - 2020

Performance Target for "Met"
Students who correctly answered all combined quiz total scores of 70% or higher.

Performance Target for "Partially Met"
Students who correctly answered all combined quiz total scores less than 70% but higher than 60%.

Performance Target for "Not Met"
Students who correctly answered all combined quiz total scores below 60%.

Assessment Measure Used	**Frequency of Assessment**
A series of 8 quizzes (worth 25 questions each) for a total score of 200 points given on-line throughout Crim.309.	Crim.309 is only offered during the Fall semester.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
Met - 100%	3

Comments/Narrative
On-line quizzes were used during this reporting period with two changes: 1). the quizzes were part of the textbook online package and 2). a verbal reinforcement was provided prior to encourage students to take the quiz. Each quiz was taken at the start of a new chapter. By having the student take the quiz after reading the chapter and before faculty lectured on the chapter, the students were able to understand the material.

These results are very skeptical due to the lowest quiz % of 85.5. In the coming year (20-21) a mid-term quiz will still be online but, they will be developed by the faculty member teaching the course.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
It was important to include both semesters of MFT results to determine issues that were identified for the first time in Fall 2018. This was the first time there was enough data to use the "Item Information Report". Using the "Item Information Report" several categories on the MFT were identified as troublesome. The questions in the categories of Community Policing, Corrections, and Constitution Law were below the national 70%.

Changes Made/Proposed Related to Goal
To address the issues with the MFT it is proposed information from 100, 200, and 300 level courses will be reinforced in 300 level courses.
To address the issues identified with the multiple-choice quizzes proposed in Crim.309, the number of quizzes will drop to 3 from 16. The total number of multiple-choice questions will drop from 80 to 75 and the quizzes will be given during class. The quizzes will still contain information from 100 and 200 level

courses taught by adjunct faculty along with the Pols.300-level courses also taught by adjunct faculty.

AY 2018-2019 there were 8 online quizzes for students to complete. Due to the amount of information students needed to be exposed to the quizzes remained online instead of being given during class time. The textbook packet contained the quizzes. The results were all above 70% with the lowest three quiz totals being 85%. This high percentage looks good but, there is a concern of taking the quizzes with an open book.

AY 2019-2020 an exam will be given after mid-term. The quiz will be timed and online and will count as bonus points. Students tend to forget to take quizzes online, so by giving the quiz after mid-term it can be used as an incentive to take and increase their grade in the course.

Upload Rubrics/Other Files

Goal 2

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Students will demonstrate the ability to think critically.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of students demonstrating critical thinking by scoring grade of 70 or higher on the average of two peer reviewed journal article examinations in Crim.403 (Criminology theory).

Timeframe for this Outcome
Spring 2019 AY 2019 - 2020

Performance Target for "Met"
Percentage of students receiving a score of at least 70% or higher on the average of two peer review

journal article examinations.

Performance Target for "Partially Met"
Percentage of students receiving a score of less than 70% but higher than 60% on the average of two peer review journal article examinations.

Performance Target for "Not Met"
Percentage of students receiving a score of less than 60% average on the average of two peer review journal article examinations.

Assessment Measure Used
Crim.403 (Criminology Theory) average on average of two peer review journal article examinations.

Frequency of Assessment
Every Spring semester to students enrolled in Crim.403.

Data Collected for this Timeframe (Results)
61.53% - Met (8)
30.77% - Partially Met (4)
 7.69% - Not Met (1)

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
Two theory courses are in place to scaffold criminology theory. The ability for students taking two courses addressing criminology theory (Crim.309 - Juvenile Delinquency and Crim.403 - Criminology theory) appears to benefit student's critical thinking skills. Crim.309 - Juvenile Delinquency introduces criminology theory while Crim.403 expands these theories into current applications.

In the previous assessment year (AY 2018-2019) all students met the performance target.

In AY 2019-2020 - a new data collection tool was to be used - group debates (pro and con sides) related to a subcategory of criminology. However, due to the pandemic and the campus closing another form of evaluation had to be developed. The students had been analyzing peer-reviewed journal articles of several subcategories of criminology. The questions they presented from the peer-reviewed journal articles became the two essay examinations for the course.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of students demonstrating critical thinking skills through the average of the first and last peer-reviewed journal article assignments in Crim.390 (Current Policy Issues in Criminology). The is the first assignment in Crim.390 focusing on scaffolding information and critical thinking skills toward the end product (persuasive essay).

Timeframe for this Outcome
Spring 2019 AY 2018 - 2019

Performance Target for "Met"
Percentage of students who receive at least 70% on the average of the first and last peer-reviewed journal article assignments in Crim.390.

Performance Target for "Partially Met"
Percentage of students who receive less than 70% but more than 60% on the average of the first and last peer-reviewed journal article assignments in Crim.390.

Performance Target for "Not Met"
Percentage of students who receive less than 60% on the average of the first and last peer-reviewed journal article assignments in Crim.390.

Assessment Measure Used
The average of the first and last peer-reviewed journal article assignments in Crim.390.

Frequency of Assessment
Every Spring semester to students enrolled in Crim.390

Data Collected for this Timeframe (Results)
82.60% - Met (19)
0% - Partially Met (0)
17.39% - Not Met (4)

Score (Met=3, Partially Met=2, Not Met=1)
3

Comments/Narrative
In AY 2017 - 2018 it was proposed that a written assignment from Crim.350 (Ethics in Criminology) was to be used to assess critical thinking skills. Due to faculty staffing shortages, it was not appropriate to use Crim.350 in the assessment. To provide a second assessment tool for critical thinking skills, Crim.390 (Current Policy in Criminology) was used for assessment. This assignment is the outline for students to expand into a fully developed essay.

In AY 2019-2020 the project outline was broken down into 3 separate sections for submission and grading. The final piece was a final persuasive essay. These peer-reviewed journal articles are the first step in scaffolding information and critical thinking skills to develop the final product - a persuasive essay.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Students will begin to develop critical thinking and writing skills by preparing a news article summary and connecting the material in the news article with a criminological theory or concept being discussed in the classroom.

Timeframe for this Outcome
AY 2019-2020

Performance Target for "Met"
Percentage of students who receive at least 70% on the average of the first and last news article writing assignment in Crim.101.

Performance Target for "Partially Met"
Percentage of students who receive less than 70% but more than 60% on the average of the first and last news article writing assignment in Crim.101.

Performance Target for "Not Met"
Percentage of students who receive less than 60% on the average of the first and last news article writing assignment in Crim.101.

Assessment Measure Used	**Frequency of Assessment**
Average of the first and last news article writing assignment.	Fall 2019

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
80.76% - Met (22) 3.84% - Partially Met (1) 7.69% - Not Met (3)	

Comments/Narrative
In AY 2019 - 2020 all but four students met this goal. Two of the students that did not met the goal did not submit the first and last news article writing assignment.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Both of these critical thinking skills assessment tools were designed to scaffold material, concepts, and additional information for students to translate into an application.

Changes Made/Proposed Related to Goal
Scaffolding of material and concepts in lower-lever courses (100, 200, and 300-level) through writing assignments. In 100-level course a summary of a news article connecting to a criminological concept. In the 200-level courses the writing assignment will be an observation connecting with a criminological concept. In the 300-level course annotated summaries, introductions, and abstracts will be added to writing assignments.

Upload Rubrics/Other Files
Pros and Cons Summary_Sp_2020.xls

Article Assessment and Summary.xls

Crim.101_Writing Article Rubric.xlsx

Goal 3

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Students will demonstrate written and oral communication skills.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of students demonstrating communication skills through an oral presentation of their independent research paper.

Timeframe for this Outcome
Fall 2019 AY 2018-2019

Performance Target for "Met"
The percentage of students will receive at least 70% on the presentation of their independent research project.

Performance Target for "Partially Met"
The percentage of students will receive at least 60% but less than 70% on the presentation of their independent project.

Performance Target for "Not Met"
The percentage of students will receive less than 60% on the presentation of their independent project.

Assessment Measure Used	**Frequency of Assessment**
Presentation assignment in Crim.490 (Criminology Internship)	Every semester to students enrolled in Crim.490 (Criminology Internship)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
80% - Met (4)	3
0% - Partially Met (0)	
20% - Not Met (1)	

Comments/Narrative
In AY 2017 - 2018 the assessment tool used was a powerpoint presentation from Crim.309 (Juvenile Delinquency). Additional assignments are being used in this assessment report. Due to the number of assignments being used from Crim.309 in this report, using Crim.490 (Criminology Internship) will expand the number of courses being used to assess the Criminology discipline. The same assessment tool used in Crim.309 is the same assessment tool being used in Crim.490.
AY 2019-2020 All but one student completed the power point presentation in front of their cohorts. The one student was not able to present due to a family emergency.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome
Percentage of students demonstrating writing skills in their essay assignments in Crim.390 (Current Policy in in Criminology).

Timeframe for this Outcome
Spring 2020   AY 2019-2020

Performance Target for "Met"
The percentage of students will receive at least 70% on a persuasive essay assignment.

Performance Target for "Partially Met"
The percentage of students will receive at least 60% but less than 70% on a persuasive essay assignment.

Performance Target for "Not Met"
The percentage of students will receive below 60% on a persuasive essay assignment.

Assessment Measure Used	**Frequency of Assessment**
On a persuasive essay assignment.	Students enrolled in Spring Crim.390 (Current Policies in Criminology)

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
77.3% - Met (17)	3
13.6% - Partially met (3)	
9.1% - Not Met (2)	

Comments/Narrative
Students had difficulty completing three essay assignments with a 70% or better - the same percentages of students met and partially met the assessment goal. Project outlines for essay assignments scores in Crim.390 all met 70% so the bridge between the essay outline and the final product (essay) needs to be strengthen. An additional persuasive essay will be placed in Crim.309.

Using the data from AY 2018-2019 half of the students met and half of the students partially met this goal. The criminology department is focusing on scaffolding writing skills, as well as critical thinking skills and the above assessment measure only partially met this goal. The concern for having the students compose three essays without adequate scaffolding preparation will be adjusted in AY 2019-2020.

In AY 2019-2020 this assignment was broken into separate steps. The first step is to critically analyze a peer-reviewed journal article - step two to critically analyze three pro and three con articles - the final step is to prepare a persuasive essay. One student did not submit the persuasive essay assignment.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 3

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of students demonstrating writing skills in their essay assignments in Crim.390 (Current Policy in in Criminology).

Timeframe for this Outcome
AY 2019-2020

Performance Target for "Met"
The percentage of students will receive at least 70% on a Pro and Con article assignment.

Performance Target for "Partially Met"
The percentage of students will receive at least 60% but less than 70% on a Pro and Con article assignment.

Performance Target for "Not Met"
The percentage of students will receive below 60% on a Pro and Con article assignment.

Assessment Measure Used	**Frequency of Assessment**
Pro and con article assignment. Preparing three pro and three con articles summaries to be used in a persuasive essay.	Crim.390 is only taught in the Spring semester.

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
77.3% - Met (17) 4.55%- Partially Met (1) 18.2% - Not Met (4)	3

Comments/Narrative
In AY 2019-2020 article summaries were added into the curriculum to provide students a scaffolding assignment for a final assignment. By giving students the opportunity to provide three pro and three con summaries toward a final persuasive essay assignment. Breaking the final assignment into several pieces (which this assignment was) assisted students in critical thinking skills yet the assignment was not so overwhelming students became lost.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
Students do well with oral communication skills, this appears to be the result of presenting material in the 200 and 300- level courses within the discipline. This scaffolding appears to be a necessary component for oral communication. Writing skills for persuasive essays need to be reinforced. Students do well in developing an outline however, expanding the outline to a complete essay needs to be practiced and reinforced in additional courses.

Changes Made/Proposed Related to Goal
In AY 2019-2020 short essays will be included in Crim.403 (Criminology) in chapter exams. This will give students additional opportunities to use concepts and information to answer questions in a short essay format. Although students met the writing goal for an essay outline the essay part on an examination will assist students in completing concepts and thoughts to answer the larger question or support their response. The goal is for continued practice using an essay format will help reinforce what information to present in a longer essay format.

Upload Rubrics/Other Files
Crim.390_Essay_Rubric_S_2020.xlsx

Pros and Cons Summary_Sp_2020.xls

Power Point_Presentation_Presentation.xlsx

Goal 4

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
Students will demonstrate the ability to apply criminological concepts and theories.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?

Student Learning Outcome

Enter Outcome
Percentage of students demonstrating the ability to apply criminological concepts and theories in a research paper in Crim.490 (Criminology Internship).

In AY 2019-2020 Crim.499 (Criminology Capstone) will have an independent research paper and this paper will be used for the assessment of applying criminological concepts and theories.

Timeframe for this Outcome
AY 2019 - 2020

Performance Target for "Met"
Percentage of students will receive at least 70% on a final research paper in Crim.499 (Criminology Capstone Experience).

Performance Target for "Partially Met"
Percentage of students will receive at least 60% but less that 70% on a final research paper in Crim.499 (Criminology Capstone Experience).

Performance Target for "Not Met"
Percentage of students will receivedless than 60% on a final research paper in Crim.499 (Criminology Capstone Experience).

Assessment Measure Used	**Frequency of Assessment**
Final paper assignment in Crim.499 (Criminology Capstone Experience)	Every semester to students enrolled in Crim.499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
71.42% - Met (5) 0% - Partially Met 28.57% - Not Met (2)	3

Comments/Narrative
AY 2019 - 2020 there were two students that /dud bit meet this goal. These two students struggled completing assignment and submitting assignments. The goal is to increase the "Met" score to 100%. Continue breaking down parts of the final paper (annotated article summaries, introduction, conclusion) into an additional course - Crim.390 (Current Policies in Criminology).

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of

performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Percentage of students demonstrating the ability to apply criminological concepts and theories in three distinct modules in Crim.499 (Criminology Capstone).

Timeframe for this Outcome
Spring AY 2019-2020

Performance Target for "Met"
Percentage of students who receive at least 70% on a cumulation score of three discussion modules.

Performance Target for "Partially Met"
Percentage of students who receive at least 60% but no more than 70% on a cumulative score on three discussion modules.

Performance Target for "Not Met"
Percentage of students who receive below 60% on a cumulative score on three discussion modules.

Assessment Measure Used	**Frequency of Assessment**
The cumulatiive score on three discussion modules in Crim.499 (Criminology Capstone)	Students enrolled in the Spring course of Crim.499

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
50%	3

Comments/Narrative
All students who met the 70% marker responded to all three discussion modules and responded to al least wo cohorts in all three modules. There were two students who partially met the marker, these students answered only two disussion modules and responded to at least two cohorts for the two discussion modules. There were three students who did not meet the 70% marker were lacking in their responses to cohorts and/or failed to respond to all three modules.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
for the first goal was 88% "met" during the AY 2017-2018 summary, this has increased to 91.6% during this assessment. The second goal had 93% "met" during AY 2017-2018 summary, this decreased to 50% during this assessment.

Changes Made/Proposed Related to Goal

In AY 2019-2020 the course being used for the assessment summary will be Crim.499 (Criminology Capstone) instead of Crim.490 (Criminiology Internship). In AY 2019-2020 Crim.490 (Criminology Internship) is now a Pass/Fail course without a final research paper. In AY 2019-2020 Crim.499 (Criminology Capstone) will have an independent research paper and this paper will be used for the assessment of applying criminological concepts and theories.

Students will be encourged in Crim.499 (Criminology Capstone) class to complete the discussion modules.

Upload Rubrics/Other Files
Crim.499_Final Paper_Rubric.xlsx

Goal 5

Program Goals are broad and overarching statements about the skills, knowledge, and dispositions students are expected to gain by the end of their course of study (big picture). They support the Institution's Mission/Goals.

Program Goal
To comply with Program Productivity Standards as defined by the South Carolina Commission on Higher Education.

Pillar of Success Supported
High-Demand, Market-Driven Programs

Outcomes

Outcome 1

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Major enrollment

Timeframe for this Outcome
AY 2018-2019

Performance Target for "Met"
Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is greater than or equal to 12.5.

Performance Target for "Partially Met"

Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is less than 12.5

Performance Target for "Not Met"
Using a five-year rolling average, the number of students enrolled in the major for Baccalaureate programs is less than 12.5

Assessment Measure Used	**Frequency of Assessment**
South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's academic Degree Program Inventory, Lander University Fact Book	Annually

Data Collected for this Timeframe (Results)	**Score (Met=3, Partially Met=2, Not Met=1)**
98.0	3

Comments/Narrative
In Fall 2018 - 105 students declared Criminology as their major.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

Outcomes are specific, **measurable** statements that reflect the broader goals.

Academic Programs are required to develop **Student Learning Outcomes**, which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences.

Academic Programs may also develop **Operational Outcomes**, which describe the level of performance of an operational aspect of a program or office (ex. graduation rates, retention, employment data).

Most goals have at least two outcomes measured.

What type of Outcome would you like to add?
Student Learning Outcome

Enter Outcome
Completion (degrees awarded)

Timeframe for this Outcome
AY 2019-2020

Performance Target for "Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is greater than or equal to 8.

Performance Target for "Partially Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less

than 8.

Performance Target for "Not Met"
Using a five-year rolling average, the number of degrees awarded for Baccalaureate programs is less than 8.

Assessment Measure Used
South Carolina Commission on Higher Education Management Information System (CHEMIS), the Commission's academic Degree Program Inventory, Lander University Fact Book

Frequency of Assessment
Annually

Data Collected for this Timeframe (Results)
7.0

Score (Met=3, Partially Met=2, Not Met=1)
1

Comments/Narrative
In AY 2018-2019 fourteen students graduated with a B.S. in Criminology.

In AY 2019-2020 nine students graduated with a B.S. in Criminolog

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Goal Summary

Goal Summary/Comments
In the first year of the stand alone Criminolgoy degree there weree 61 declared majors with a total of twelve graduates. In the second year (AY 2018-2019) of the stand alone Criminology degree there are 105 declared majors with a total of fourteen graduates.

AY 2019-2020 Criminology has 128 declared majors with graduating nine. The program has had a total of 35 graduates since becoming a stand alone major.

Changes Made/Proposed Related to Goal
The department will continue to work toward meeting our productivity goals by offering relevant courses and experiences.

Upload Rubrics/Other Files