

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 "identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results".

Be sure to SAVE your progress as you work!

Academic Program
Criminology, B.S.

Submission Year
2021-2022

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 2020 and Spring 2021 in AY 2020-2021

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 2021 - - Met - 7
Partially Met - 4
Not Met - 3

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

3

Fall 2020 - - Met - 10
Partially Met - 2
Not Met - 0

Total - Met - 17
Partial Met - 6
Not Met - 3

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 2020-2021 saw a decrease in all seven areas being examined on the Major Field Test (MFT) in Criminal Justice. Many of the questions from AY went unanswered due to the pandemic making major changes in teaching modalities. From AY 2019-2020: 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?

AY 2020-2021 using the above concerns along with the following: What impact did the pandemic and changes in teaching modalities have on the Spring 2021 students? 65% of students taking the MFT in both Fall 2020 and Spring 2021 met the goal. However, there was a drop in Spring 2021 - these students experienced major changes in their final year.

Proposed 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.

AY 2020-2021 one of the proposed changes has been accomplished: 3). Continue providing reading quizzes on material in courses.

Adjustments proposed for 2021-2022: Begin making the changes proposed in AY 2019-2020 with the hiring of another full-time faculty member. 1) Continue standardizing 100 and 200-level courses with textbooks, syllabi, assignments, and rubrics - for both on-line and face-to-face courses. 2). Incorporate quizzes focusing on material from 100 and 200-level courses in all 300-level 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 strengthened.

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. chapter reading material.

Timeframe for this Outcome

AY 2020-2021

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

Three on-line exams in Crim.210

One on-line quiz in Crim.309

Frequency of Assessment

Crim.210 was taught during the Fall semester

Crim.309 is only offered during the Fall semester.

Data Collected for this Timeframe (Results)

Crim.210

Met - 99% of students

Did not meet - 1% - student did not take two of the three exams

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

3

Crim.309

Met - 64%

Partially met - 10%

Did not meet - 26% - 7 students did not take the quiz

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 one 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.

AY2020-2021 - there was still an issue with students in Crim.309 not taking on-line quizzes and in

Crim.210 on-line examinations. The number of on-line quizzes dropped in this reporting period due to having examinations and other assignments placed on-line due to the pandemic.

Proposed changes for AY 2021-2022: Encourage students to participate in on-line examinations and quizzes. Attempt to have more face-to-face examinations and quizzes (as absences due to the pandemic allow).

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

This outcome was changed to address the change in teaching modalities in AY 2020-2021. 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 2020 - 2021

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

A ten point on-line quiz in Crim.309

Blog posts from Crim.371 (Mental health and criminal justice)

Frequency of Assessment

Crim.309 is only offered during the Fall semester.

Crim.371 was taught during the Spring semester.

Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
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Crim.309

Met - 67%

Partially Met - 10%

Did not meet - 23% - 5 students did not take the quiz

2

Crim.371

Met - 89%

Partially met - 0%

Not met - 11% - one student completed one blog post and one student completed two blog posts out of four

Comments/Narrative

AY 2019-2020: The number of students not taking the on-line quizzes is still disturbing. However, the students taking the on-line quiz is still over 50% of students having acquired knowledge from 100 and 200-level courses. Continue to encourage students to take the on-line quiz.

AY 2020-2021: Combining the results from these two courses (Crim.309 and Crim.371) lowered the assessment from Met to Partially Met. Results for these two courses is disturbing, both courses had a lack of participation. Students will be reminded in class and through Blackboard announcements to increase participation in the quiz.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 4

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

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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 chapter quizzes in both Crim.210 and Crim.309. Instead of a quiz given to students in Crim.309 after mid-term.

Timeframe for this Outcome

AY 2020-2021

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

A series of 6 chapter quizzes given in Crim.210 on-line throughout the semester.

A series of 6 chapter quizzes (worth 20 questions each) for a total score of 120 points given on-line throughout Crim.309.

Data Collected for this Timeframe (Results)

Crim.210

Met - 65%

Partially met - 13 - one student missed three quizzes with a total of 64% and two students missed two quizzes for a combination of 61%

Did not meet - 22% - three students completed six quizzes, one student completed five quizzes, and one student completed four quizzes

Crim.309

Met - 67%

Partially met - 13% - one students missed one quiz

Did not meet - 20% - 1 student only took one quiz, 3 students did not take two quizzes, 2 students did not take three quizzes

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.

AY 2021-2022: Continue proposed above for following year.

AY 2021-2022: There is a benefit for students to read the chapter material prior to having a lecture and discussion on the required material. These chapter quizzes will continue to be used.

AY 2021-2022: There is a benefit for students to read the chapter material prior to having a lecture and discussion on the required material. These chapter quizzes will continue to be used. However, many students in both of these courses failed to take all of the on-line quizzes. Students will be encouraged in

Frequency of Assessment

Crim.210 offered during the Fall semester.

Crim.309 is only offered during the Fall semester.

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

2

face-to-face classes to take the quizzes and reminders will be placed in on-line courses to take the quizzes.

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.

AY 2020-2021 students are still failing to take the on-line quiz. Continue encouraging students to take the quiz. The addition of one full-time faculty member will address material found in Corrections. Community Policing and Constitutional Law are still being taught by adjunct faculty. Full-time faculty members will need to add information from these courses into the core classes they teach.

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

Outcomes

Outcome 1

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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.

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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). Percentage of students demonstrating critical thinking by scoring a grade of 70 or higher on the average of four blog posts.

Timeframe for this Outcome

Spring 2021 AY 2020 - 2021

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.371 - Special topics (Mental Health and Criminal Justice)

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

Frequency of Assessment

Special topics class taught Spring semester

Every Spring semester to students enrolled in Crim.403.

Data Collected for this Timeframe (Results)

Crim.214 - blog post

Met - 86%

Partially met - 0%

Not met - 14% - two students did not complete any

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

3

of the blog posts and one student completed two out of four blog posts

Crim.371 - blog post

Met - 89%

Partially met - 0%

Not met - 11%

Crim.403

Met - 100%

Partially met - 0%

Not met - 0%

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.

AY 2020-2021 There was measurable increase in the change proposed from last report (AY 2019-2020). Having students read and analyze peer-reviewed journal articles, discuss them in class, and have essay questions on examinations has been successful. Students exhibited critical thinking skills using this method. Continue in the future.

It will continue to be important to remind students to complete assignments through face-to-face interaction (when possible) and/or notices in Blackboard.

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). This is the first assignment in Crim.390 focusing on scaffolding information and critical thinking skills toward the end product (persuasive essay).

AY 2021-2022 a persuasive essay was not done during this period due to changes in course due to issues with the pandemic. The first and second peer-reviewed journal articles are still used in this assessment. Crim.350 Ethics in Criminal Justice first and last writing assignments are used to focus on scaffolding of critical thinking skills.

Timeframe for this Outcome

Spring 2021 AY 2020-2021

Performance Target for "Met"

Percentage of students who receive at least 70% on the first and last peer-reviewed journal article assignments in Crim.390 and Crim.350.

Performance Target for "Partially Met"

Percentage of students who receive less than 70% but more than 60% on the first and last peer-reviewed journal article assignments in Crim.390 and Crim.350.

Performance Target for "Not Met"

Percentage of students who receive less than 60% on the first and last peer-reviewed journal article assignments in Crim.390 and Crim.350

Assessment Measure Used

The first and last blog assignments in Crim.350.

The first and last peer-reviewed journal article assignments in Crim.390.

Frequency of Assessment

Spring semester to students enrolled in Crim.350

Every Spring semester to students enrolled in Crim.390

Data Collected for this Timeframe (Results)

Crim.350

First blog assignment

Met - 92%

Partially Met - 0%

Not met - 8% - one student did not complete

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

3

Second blog assignment

Met - 80%

Partially met - 0%

Not met - 20% - five students did not complete this assignment

Crim.390

First peer-reviewed journal article
Met - 92%
Partially met - 0%
Not met - 4% - one student did not complete the assignment

Last peer-reviewed journal article
Met - 70%
Partially Met - 0%
Not Met - 30% - seven students did not complete this assignment

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.

In AY 2020-2021 Crim.350 (Ethics in Criminal Justice) was added to the assessment. The second blog writing assignment increased the percentage of Not Met due to students failing to complete the assignment. Crim.390 (Current Policies in Criminal Justice) also had an increase in Not Met due to students failing to complete the last peer-reviewed journal article assignment.

Proposed increased reminders in Blackboard and face-to-face classes (when possible) for upcoming assignments. The persuasive essay will be added to Crim.390 in AY 2021-2022 if face-to-face classes resume.

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.

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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 2020-2021

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

The first and last news article writing assignment for two Crim.101 sections.

Frequency of Assessment

Spring 2021

Data Collected for this Timeframe (Results)

First news article

Met - 34%

Partially Met - 34%

Not Met - 32%
16 students did not submit the assignment

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

2

Second news article

Met - 37%

Partially Met - 41%

Not met - 22% - this represents the 13 students that did not submit the assignment

Comments/Narrative

In AY 2020-2021 the Not met category contained all but two students that did not submit both assignments. A third of the students that submitted both assignments Met the goal while a second third of the assignments Partially Met the assessment goals.

Proposed change - this was a challenging year to teach criminal justice definitions, concepts, and theories due to changes in the presentation of materials. Many students were in and out of class due to the pandemic and virtual classes. This year's assessment cannot be used to compare with previous years due to the unusual conditions,

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.

AY 2020-2021 300-level courses did not add annotated summaries, introductions or abstracts to writing assignments. Students had a difficult time understanding these skills in a face-to-face course. These skills were not added to writing assignments during the complicated teaching parameters of this year.

Upload Rubrics/Other Files

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.

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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.

In AY 2020-2021- independent research project were not completed due to changes in Crim.490. Students are no longer required to complete independent research project due to Independent Research being a course students can register to attend. Crim.490 (Criminology Internship) had to be redesigned due to the pandemic, internship placements were not taking interns due to the pandemic.

This category will be redesigned in AY 2021-2022 using Crim.499 No assessment could be done on this outcome due to the pandemic.

Timeframe for this Outcome

AY 2020-2021

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 research project.

Performance Target for "Not Met"

The percentage of students will receive less than 60% on the presentation of their independent research project.

Assessment Measure Used

No measures were used during the AY 2020-2021

Frequency of Assessment

No assessment available

Data Collected for this Timeframe (Results)

There was no data collected.

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

3

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.

In AY 2020-2021 the pandemic made power point presentation not possible. Power point presentations will be resumed when the pandemic permits.

Resources Needed to Meet/Sustain Results

Explanation of How Resources Will Be Used

Outcome 2

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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 Criminology).

This outcome is being completed altered to omit the oral presentations. This year's assessment will use Crim.350 (Ethics in Criminal Justice) and Crim.390 (Current Policies in Criminal Justice) first discussion board post to assess written communication instead of a persuasive essay.

Timeframe for this Outcome

Spring 2020 AY 2019-2020

Performance Target for "Met"

The percentage of students will receive at least 70% on the first discussion post of the semester.

Performance Target for "Partially Met"

The percentage of students will receive at least 60% but less than 70% on the first discussion post of the semester.

Performance Target for "Not Met"

The percentage of students will receive below 60% on the first discussion post of the semester.

Assessment Measure Used

Second discussion post in Crim.350

Second discussion post in Crim.390

Frequency of Assessment

Spring semester of Crim.350

Every Spring semester of Crim.390

Data Collected for this Timeframe (Results)

Crim.350 first discussion post

Met - 92%

Partially met - 0%

Not met - 8% - one student did not complete this post

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

2

Crim.390 first discussion post

Met - 41%

Partially met - 0%

Not met - 54% - one student's discussion post actually did not meet - 12 students did not

complete a discussion post

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 strengthened. 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.

In AY 2020-2021 By adding Crim.390 to Crim.350 student assessment scores dropped from Met to Partially Met. The first discussion post for both courses had numerous student's failure to post on the discussion board. Students participation in assignments at the beginning of the semester pose several questions: 1) Did the students fail to remember the assignment due date? or 2) Did the complicated semester, due to the pandemic, overwhelm the students which created a lack of participation?

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 last discussion post in Crim.390 (Current Policy in Criminology) and Crim.350 (Ethics in Criminal Justice).

Timeframe for this Outcome

AY 2020-2021

Performance Target for "Met"

The percentage of students will receive at least 70% on the student's last discussion post.

Performance Target for "Partially Met"

The percentage of students will receive at least 60% but less than 70% on the student's last discussion post.

Performance Target for "Not Met"

The percentage of students will receive below 60% on the student's last discussion post.

Assessment Measure Used

Second discussion post in Crim.350

Second discussion post in Crim.390

Frequency of Assessment

Crim.350 taught every four semesters

Crim.390 is only taught in the Spring semester.

Data Collected for this Timeframe (Results)

Crim.350 - second discussion post

Met - 80%

Partially Met - 0%

Not Met - 20% - Five students did not submit on the discussion board

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

3

Crim.390 - second discussion post

Met - 73%

Partially met - 0%

Not met - 27% - 6 students did not post on the discussion board

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.

In AY 2020-2021 - The quality of the student's last discussion post increased in postings for Crim.390 but decreased in Crim.350. It is unclear what caused the altering of not submitted discussion posts. Reminders on Blackboard for on-line courses and verbal reminders in face-to-face classes should help to increase participation in assignments.

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.

In AY 2020-2021 - Assignments had to be altered due to the pandemic. Considering all the changes both faculty and students were dealing with during the Spring semester, students worked hard to learn the material being presented. Student participation in on-line assignments varied from course to course and semester to semester. Faculty will encourage students to participate in on-line assignments and provide reminders in Blackboard.

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.

In AY 2020-2021 essay writing in Crim.403 is being moved to Goal 4

Upload Rubrics/Other Files

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.

In AY 2020-2021 Crim.490(Criminology Internship) this course is not being used in this assessment - The pandemic cancelled internships for this reporting period. Crim.499 (Criminology Capstone) has been redesigned to focus on professional development and careers, no longer is a research paper required. Crim.499 (Criminology Capstone) will be assessed through discussion posts. Independent research courses had been added to the major, students now have the option of registering for Independent Research each semester. Crim.403 take home examinations will be used to assess this goal.

Timeframe for this Outcome

AY 2020-2021

Performance Target for "Met"

Percentage of students will receive at least 70% on discussion posts in Crim.499 (Criminology Capstone Experience).

Performance Target for "Partially Met"

Percentage of students will receive at least 60% but less than 70% on discussion posts in Crim.499 (Criminology Capstone Experience).

Performance Target for "Not Met"

Percentage of students will received less than 60% on discussion posts in Crim.499 (Criminology Capstone Experience).

Assessment Measure Used

Discussion post in Fall Crim.499 (Criminology Capstone Experience)

Discussion post in Spring Crim.499 (Criminology Capstone Experience)

Data Collected for this Timeframe (Results)

Fall 2020

Met - 75%

Partially Met - 0%

Not Met - 25% - three students did not complete the post

Spring 2021

Met - 100%

Partially met - 0%

Not met - 0%

Frequency of Assessment

Every semester to students enrolled in Crim.499

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

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).

In AY 2020-2021 - Crim.390 was not used in this goal assessment due to the number of changes that were made due to required changes because of the pandemic. Three students failed to post on the

discussion board in Fall 2020 - all students completed the discussion post in Spring 2021. Students were reminded to submit to the discussion board prior to the due date.

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 four discussion posts in Crim.210 (Corrections, Pardon, and Parole).

Timeframe for this Outcome

Spring AY 2019-2020

Performance Target for "Met"

Percentage of students who receive at least 70% on a cumulative score on Crim.210 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 Crim.210 discussion modules.

Performance Target for "Not Met"

Percentage of students who receive below 60% on a cumulative score on Crim.210 discussion modules.

Assessment Measure Used

Crim.210 cumulative score on discussion post modules

Frequency of Assessment

Students enrolled in the Spring course of Crim.210

Data Collected for this Timeframe (Results)

Met - 78%

Partially met - 0%

Not met - 22% - one student did not complete three of the four discussion posts and two students did

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

3

not complete two of the four discussion posts

Comments/Narrative

All students who met the 70% marker responded to all three discussion modules and responded to at least two cohorts in all three modules. There were two students who partially met the marker, these students answered only two discussion 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.

In AY 2020-2021 Crim.210 discussion posts were used to assess criminological concepts and theories in lower level courses.

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 the ability to apply criminological concepts and theories in Crim.403 essay examinations.

Timeframe for this Outcome

In AY 2020-2021

Performance Target for "Met"

Percentage of students who receive at least 70% on average score on Crim.403 essay examinations.

Performance Target for "Partially Met"

Percentage of students who receive at least 60% but no more than 70% on an average score on Crim.403 essay examinations.

Performance Target for "Not Met"

Percentage of students who receive below 60% on a cumulative score on an average score on Crim.403 essay examinations.

Assessment Measure Used

Frequency of Assessment

Average of four essay examinations in Crim.403	Every Spring semester - Crim.403
Data Collected for this Timeframe (Results)	Score (Met=3, Partially Met=2, Not Met=1)
Crim.403 - essay exams	2
Met - 60%	
Partially met -30%	
Not met - 10%	
Comments/Narrative	
In AY 2020-2021 Crim.403 take home exams which focused on essay questions. More time should be spend to break down information to increase student's understanding of the material.	
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.

In AY 2020-2021 many goals had to be adjusted to accommodate data from additional full-time faculty and dealing with restraints due to the pandemic.

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 (Criminology 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 encouraged in Crim.499 (Criminology Capstone) class to complete the discussion modules.

In AY 2020-2021 Crim.490 (Criminology Interns) had to be restructured due to the pandemic and few internships in the community. Crim.499 (Criminology Capstone) has been restructured due to Independent Research being a separate course students may register to take. Crim.499 now focuses on professional development and careers.

Upload Rubrics/Other Files

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 2020-2021

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

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)

110.75

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

3

Comments/Narrative

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

In Fall 2019 - 128 students declared Criminology as their major.

In Fall 2020 - 149 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 2020-2021

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)

16.3

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

3

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 Criminology

In AY 2020-2021 thirty students graduated with a B.S. in Criminology

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 Criminology 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.

In AY 2020-2021 Criminology has 149 declared majors with graduating nine. The program has had a total of 65 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

Dean's Email Address

smcmillan@lander.edu

Approved by Dean?

Yes

Signature of Dean

Lucas McMillan

Comments from Dean's Review

Linda,

Thanks for your hard work on this report. You are orienting the major toward best practices of a nationally use ETS major field test. I think you have some strong reflections about possible curricular changes that are needed given the deficiencies that Lander students have in terms of exposure to some coursework as well as to how best to reinforce knowledge with scaffolding techniques. I provide some detailed questions and comments in a separate document.

One theme that emerges in this report is that we have entirely too few full-time faculty in Criminology. This is known by all, so I hope that the University will invest in a third full-time faculty member to serve so many students. In addition to only having 2 full-time faculty and numerous adjuncts, it should be noted that one full-time faculty member had her first year at Lander in 2020-21, the year under review. Thus, there has been much heavy lifting by the program assessment coordinator, Linda Carson.

In a separate e-mail message, I am sending a copy of the report with my comments as notes in Adobe. Please review these and consider how you might best move forward with planning. I offer these reflections to help in future planning.

Regarding the attached CRIM 101 writing article rubric, I am a little confused as to what parts are used in program assessment. The math in terms of total points and those used in assessment doesn't add up for me, so please look at this again. We want to have clarity of point values for assignments and for assessment purpose.

Linda, your good work is appreciated.

SLM

Thank you for reviewing and approving this report. The approval and a copy of the report will be emailed to you and the Assessment Coordinator.