

# **Department Assessment Reports**

## **Criminology**

### **Department of Criminology Learning Outcome Assessment Report Academic Year 2018-2019**

#### **Mission Statement of the Department of Criminology**

The Bachelor of Arts program in Criminology is based on the study of criminal behavior and society's response to it, including the analysis of those policies and systems designed to control criminality. Through the in-depth exploration and study of both theoretical and empirical social science research, students learn about many aspects of crime as a social phenomenon, including the correlates of crime and criminal behavior, victimization and victim's rights, the tools and methods used to study and prevent crime, and the institutions involved in the processing of offenders.

The Department has established six learning outcomes that it anticipates graduates of its program will achieve. These are:

1. Understand how the various agencies that comprise the criminal justice system are structured and how those agencies function.
2. Understand criminological theories that explain the etiology of crime, criminality, delinquency and victimization.
3. Understand research, planning, and evaluation methods used to expand knowledge in the field.
4. Understand the social, political and fiscal forces that shape crime policies.
5. Develop oral and written communication skills with particular emphasis on persuasive argumentation supported by logic and scholarly research.
6. Understand the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system.

The Department's 2018-2019 Learning Outcomes Assessment Plan specifies an assessment strategy that the Department employed during the AY 2018-2019 to assess all six learning goals in Senior Capstone in Policy Analysis (CRI 498). As oral communication skills in CRI 498 had just been assessed the previous year, in AY 2017-2018, and based on our finding that 89% of presentations were evaluated as meeting or exceeding expectations, we elected not to assess oral communication skills again in AY 2018-2019 in order to focus our attention on the other learning outcomes.

The assessment strategy consisted of three tenure-track faculty members reviewing a total of 20 final papers in CRI 498:01 and CRI 498:02 from the spring 2019 semester. The rubric is included at the end of this document.

### Assessment of Learning Outcomes #1-#6 with CRI 498 Students

Twenty final papers—ten from each section—were randomly selected from the two spring 2019 sections of CRI 498 (Senior Capstone in Policy Analysis; total enrollment=37).

| <b>Learning Outcome #1</b><br>Understand how the various agencies that comprise the criminal justice system are structured and how those agencies function. |                   |                   |                   |     | <b>Learning Outcome #2</b><br>Understand criminological theories that explain the etiology of crime, criminality, delinquency, and victimization. |                   |                   |                   |     |
|---|-------------------|-------------------|-------------------|-----|---|-------------------|-------------------|-------------------|-----|
| <i>Section #1</i>   |                   |                   |                   |     | <i>Section #1</i>   |                   |                   |                   |     |
| Student Paper   | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG | Student Paper   | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG |
| #1  | 1                 | 2                 | 2                 | 1.7 | #1  | 0                 | 0                 | 0                 | 0   |
| #2  | 3                 | 2                 | 3                 | 2.7 | #2  | 0                 | 1                 | 0                 | .3  |
| #3  | 2                 | 2                 | 3                 | 2.3 | #3  | 1                 | 0                 | 1                 | .7  |
| #4  | 3                 | 2                 | 3                 | 2.7 | #4  | 2                 | 2                 | 0                 | 1.3 |
| #5  | 2                 | 2                 | 3                 | 2.3 | #5  | 0                 | 1                 | 0                 | .3  |
| #6  | 3                 | 2                 | 3                 | 2.7 | #6  | 0                 | 1                 | 1                 | .7  |
| #7  | 3                 | 2                 | 3                 | 2.7 | #7  | 3                 | 2                 | 0                 | 1.7 |
| #8  | 2                 | 2                 | 3                 | 2.3 | #8  | 0                 | 2                 | 0                 | .7  |
| #9  | 2                 | 2                 | 2                 | 2   | #9  | 1                 | 2                 | 1                 | 1.3 |
| #10   | 3                 | 2                 | 2                 | 2.3 | #10   | 2                 | 2                 | 0                 | 1.3 |
| <i>Section #2</i>   |                   |                   |                   |     | <i>Section #2</i>   |                   |                   |                   |     |
| Student Paper   | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG | Student Paper   | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG |
| #1  | 3                 | 2                 | 2                 | 2.3 | #1  | 3                 | 2                 | 2                 | 2.3 |
| #2  | 3                 | 2                 | 2                 | 2.3 | #2  | 3                 | 2                 | 2                 | 2.3 |
| #3  | 3                 | 2                 | 2                 | 2.3 | #3  | 3                 | 2                 | 2                 | 2.3 |
| #4  | 3                 | 2                 | 1                 | 2   | #4  | 3                 | 2                 | 1                 | 2   |
| #5  | 2                 | 0                 | 0                 | .7  | #5  | 2                 | 0                 | 0                 | .7  |
| #6  | 3                 | 2                 | 1                 | 2   | #6  | 3                 | 2                 | 1                 | 2   |
| #7  | 3                 | 1                 | 1                 | 1.7 | #7  | 3                 | 1                 | 1                 | 1.7 |
| #8  | 3                 | 2                 | 2                 | 2.3 | #8  | 3                 | 2                 | 2                 | 2.3 |
| #9  | 3                 | 0                 | 1                 | 1.3 | #9  | 3                 | 0                 | 1                 | 1.3 |
| #10   | 2                 | 0                 | 2                 | 1.3 | #10   | 2                 | 0                 | 2                 | 1.3 |

The results of the faculty assessments are presented in the following tables:

| <b>Learning Outcome #3</b><br>Understand research, planning, and evaluation methods used to expand knowledge in the field. |                   |                   |                   |     | <b>Learning Outcome #4</b><br>Understand the social, political, and fiscal forces that shape crime policies. |                   |                   |                   |     |
|--|-------------------|-------------------|-------------------|-----|--|-------------------|-------------------|-------------------|-----|
| <i>Section #1</i>  |                   |                   |                   |     | <i>Section #1</i>  |                   |                   |                   |     |
| Student Paper  | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG | Student Paper  | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG |
| #1   | 0                 | 2                 | 2                 | 1.3 | #1   | 2                 | 2                 | 2                 | 2   |
| #2   | 2                 | 3                 | 3                 | 2.7 | #2   | 3                 | 3                 | 3                 | 3   |
| #3   | 2                 | 2                 | 3                 | 2.3 | #3   | 2                 | 2                 | 2                 | 2   |
| #4   | 2                 | 2                 | 3                 | 2.3 | #4   | 3                 | 2                 | 3                 | 2.7 |
| #5   | 1                 | 2                 | 3                 | 2   | #5   | 2                 | 2                 | 3                 | 2.3 |
| #6   | 3                 | 2                 | 3                 | 2.7 | #6   | 3                 | 2                 | 3                 | 2.7 |
| #7   | 3                 | 2                 | 3                 | 2.7 | #7   | 3                 | 2                 | 3                 | 2.7 |
| #8   | 1                 | 2                 | 3                 | 2   | #8   | 2                 | 2                 | 3                 | 2.3 |
| #9   | 1                 | 2                 | 3                 | 2   | #9   | 2                 | 2                 | 2                 | 2   |
| #10  | 2                 | 2                 | 3                 | 2.3 | #10  | 3                 | 2                 | 3                 | 2.7 |
| <i>Section #2</i>  |                   |                   |                   |     | <i>Section #2</i>  |                   |                   |                   |     |
| Student Paper  | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG | Student Paper  | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG |
| #1   | 3                 | 2                 | 2                 | 2.3 | #1   | 3                 | 2                 | 3                 | 2.7 |
| #2   | 3                 | 2                 | 2                 | 2.3 | #2   | 3                 | 1                 | 1                 | 1.7 |
| #3   | 3                 | 2                 | 2                 | 2.3 | #3   | 3                 | 2                 | 2                 | 2.3 |
| #4   | 3                 | 2                 | 1                 | 2   | #4   | 3                 | 2                 | 2                 | 2.3 |
| #5   | 2                 | 2                 | 2                 | 2   | #5   | 2                 | 2                 | 1                 | 1.7 |
| #6   | 3                 | 2                 | 2                 | 2.3 | #6   | 3                 | 2                 | 2                 | 2.3 |
| #7   | 3                 | 2                 | 2                 | 2.3 | #7   | 3                 | 2                 | 2                 | 2.3 |
| #8   | 3                 | 2                 | 3                 | 2.7 | #8   | 3                 | 0                 | 2                 | 1.7 |
| #9   | 3                 | 2                 | 2                 | 2.3 | #9   | 3                 | 2                 | 2                 | 2.3 |
| #10  | 2                 | 2                 | 2                 | 2   | #10  | 2                 | 2                 | 2                 | 2   |

| <b>Learning Outcome #5</b><br>Develop oral and written communication skills with particular emphasis on persuasive argumentation supported by logic and scholarly research. |                   |                   |                   |     | <b>Learning Outcome #6</b><br>Understand the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system. |                   |                   |                   |     |
|---|-------------------|-------------------|-------------------|-----|--|-------------------|-------------------|-------------------|-----|
| <i>Section #1</i>   |                   |                   |                   |     | <i>Section #1</i>  |                   |                   |                   |     |
| Student Paper   | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG | Student Paper  | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG |
| #1  | 1                 | 2                 | 1                 | 1.3 | #1   | 2                 | 2                 | 3                 | 2.3 |
| #2  | 2                 | 2                 | 3                 | 2.3 | #2   | 3                 | 1                 | 2                 | 2   |
| #3  | 2                 | 2                 | 2                 | 2   | #3   | 1                 | 0                 | 1                 | .7  |
| #4  | 2                 | 2                 | 3                 | 2.3 | #4   | 2                 | 1                 | 0                 | 1   |
| #5  | 2                 | 2                 | 3                 | 2.3 | #5   | 0                 | 0                 | 0                 | 0   |
| #6  | 3                 | 2                 | 3                 | 2.7 | #6   | 3                 | 2                 | 3                 | 2.7 |
| #7  | 3                 | 2                 | 3                 | 2.7 | #7   | 3                 | 2                 | 3                 | 2.7 |
| #8  | 2                 | 2                 | 3                 | 2.3 | #8   | 1                 | 0                 | 0                 | .3  |
| #9  | 1                 | 2                 | 2                 | 1.7 | #9   | 1                 | 0                 | 0                 | .3  |
| #10   | 3                 | 2                 | 3                 | 2.7 | #10  | 2                 | 0                 | 2                 | 1.3 |
| <i>Section #2</i>   |                   |                   |                   |     | <i>Section #2</i>  |                   |                   |                   |     |
| Student Paper   | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG | Student Paper  | Faculty Member #1 | Faculty Member #2 | Faculty Member #3 | AVG |
| #1  | 3                 | 2                 | 2                 | 2.3 | #1   | 2                 | 2                 | 2                 | 2   |
| #2  | 3                 | 2                 | 2                 | 2.3 | #2   | 3                 | 0                 | 1                 | 1.3 |
| #3  | 3                 | 2                 | 2                 | 2.3 | #3   | 2                 | 2                 | 2                 | 2   |
| #4  | 3                 | 1                 | 1                 | 1.7 | #4   | 3                 | 2                 | 1                 | 2   |
| #5  | 2                 | 2                 | 2                 | 2   | #5   | 2                 | 1                 | 2                 | 1.7 |
| #6  | 3                 | 2                 | 2                 | 2.3 | #6   | 3                 | 0                 | 2                 | 1.7 |
| #7  | 3                 | 2                 | 2                 | 2.3 | #7   | 3                 | 2                 | 2                 | 2.3 |
| #8  | 3                 | 2                 | 2                 | 2.3 | #8   | 3                 | 1                 | 2                 | 2   |
| #9  | 3                 | 1                 | 2                 | 2   | #9   | 3                 | 2                 | 2                 | 2.3 |
| #10   | 2                 | 2                 | 2                 | 2   | #10  | 2                 | 2                 | 2                 | 2   |

The faculty was moderately pleased with the degree of uniformity in ratings between reviewers—there was inter-rater reliability. In most instances, a majority of reviewers assigned the same score for each learning outcome. However, several notable exceptions exist; in five instances, one reviewer determined the paper exceeded expectations and assigned the highest category of a “3” to the paper on a specific outcome, and with the same paper, another faculty member determined that demonstration of the outcome was insufficient and gave the lowest category of a “0”. Overall, the faculty were moderately pleased with the outcomes of the assessment. As can be seen in the mean scores displayed in the table below, a supermajority of at least 75% of papers were assessed as meeting or exceeding expectations for Learning Outcomes #1, #3, #4,

and #5. A majority of papers were assessed as meeting or exceeding expectations for Learning Outcomes #6, while 30% of papers were assessed as meeting or exceeding expectations for Learning Outcomes #2.

**Percentage of Papers with an Average Score That Met or Exceeded Expectations**

| <b>Learning Outcome</b> | <b>Team 1</b> | <b>Team 2</b> | <b>Total</b> |
|-------------------------|---------------|---------------|--------------|
| <b>1</b>                | 90%           | 60%           | 75%          |
| <b>2</b>                | 0%            | 60%           | 30%          |
| <b>3</b>                | 90%           | 100%          | 95%          |
| <b>4</b>                | 90%           | 70%           | 80%          |
| <b>5</b>                | 80%           | 90%           | 85%          |
| <b>6</b>                | 40%           | 70%           | 55%          |

**Summary and Corrective Strategies**

In AY 2018-2019, the tenure-track criminology faculty assessed Learning Outcomes #1 through #6 in Senior Capstone in Policy Analysis (CRI 498). Most of the student papers met or exceeded expectations for Learning Outcomes #1, #3, #4, and #5. The majority of student papers met or exceeded expectations for Outcome #6: Understand the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system. About one-third of papers met or exceeded expectations for Learning Outcome #2: Understand criminological theories that explain the etiology of crime, criminality, delinquency and victimization.

Overall, the faculty were pleased with the inter-rater reliability within the teams and student performance on all learning outcomes with the exceptions of #2 and #6. With regard to corrective measures, the faculty have agreed on three. First, in future assessments, we will avoid assessing all learning outcomes with a single assignment. Second, faculty will indicate the required elements of each paper on the assignment instructions and share the assignment rubric—which includes the value of each required element—with students in advance of the assignment's deadline. Third, faculty will review the outcome assessment plan when designing or revising a course to ensure that the ascribed learning goals receive necessary coverage.

Rubric to Assess Learning Objectives #1-6 in CRI 498 in AY 2018-2019

**CRI 498**

**Capstone Research Paper  
Assessment Rubric**

| <b>Learning Outcome</b>  | <b>3-Exceeds Expectations</b>   | <b>2-Meets Expectations</b>  | <b>1-Below Expectations</b>   | <b>0-Demonstration Insufficient</b>  |
|--|---|--|---|--|
| <b>1. Students will demonstrate an understanding of how the various agencies that comprise the criminal justice system are structured and how those agencies function.</b> | Student demonstrates a thorough understanding of how the various agencies that comprise the criminal justice system are structured and how they function. All points are clearly-stated and well-supported by appropriate evidence. | Student demonstrates a sufficient understanding of how the various agencies that comprise the criminal justice system are structured and how they function. Most points are clearly-stated and well-supported by appropriate evidence. | Student demonstrates a minimal understanding of how the various agencies that comprise the criminal justice system are structured and how they function. Points are underdeveloped, not clearly-stated, and/or unsupported by appropriate evidence. | The paper is devoid of any reference to criminal justice agencies and how they relate to the paper topic   |
| <b>2. Students will demonstrate an understanding of various criminological theories about the etiology of crime, criminality, delinquency and victimization.</b>           | Student demonstrates a thorough understanding of criminological theory. All points are clearly-stated and well-supported by appropriate evidence.   | Student demonstrates a sufficient understanding of criminological theory. Most points are clearly-stated and well-supported by appropriate evidence.   | Student demonstrates a minimal understanding of criminological theory. Points are underdeveloped, not clearly-stated, and/or unsupported by appropriate evidence.   | The paper is devoid of any reference to criminological theories and how they relate to the paper topic.    |
| <b>3. Students will demonstrate an understanding of how research, planning, and evaluation methods are used to expand knowledge in the field and discipline.</b>           | Student demonstrates a thorough understanding of how research, planning, and evaluation methods are used to expand knowledge in the field and   | Student demonstrates a sufficient understanding of how research, planning, and evaluation methods are used to expand knowledge in the field and  | Student demonstrates a minimal understanding of how research, planning, and evaluation methods are used to expand knowledge in the field and  | The paper is devoid of any reference to social scientific research methods in relation to the paper topic. |

|   |  |   |  |  |
|---|--|---|--|--|
|   | discipline. All points are clearly-stated and well-supported by appropriate evidence.  | discipline. Most points are clearly-stated and well-supported by appropriate evidence.  | discipline. Points are underdeveloped, not clearly-stated, and/or unsupported by appropriate evidence.   |  |
| <b>4. Students will demonstrate an understanding of how ideological, social, political and fiscal forces shape crime policies.</b>  | Student demonstrates a thorough understanding of how ideological, social, political and fiscal forces shape crime policies. All points are clearly-stated and well-supported by appropriate evidence.                    | Student demonstrates a sufficient understanding of how ideological, social, political and fiscal forces shape crime policies. Most points are clearly-stated and well-supported by appropriate evidence.                    | Student demonstrates a minimal understanding of how ideological, social, political and fiscal forces shape crime policies. Points are underdeveloped, not clearly-stated, and/or unsupported by appropriate evidence.                    | The paper is devoid of any reference to ideological, social, political and fiscal forces in relation to the paper topic.                                       |
| <b>5. Students will develop written communication skills with particular emphasis on persuasive argumentation supported by logic and scholarly research.</b>                | Student's writing communication skills are strong in persuasive argumentation, logic, and scholarly research.  | Student's writing communication skills are sufficient in persuasive argumentation, logic, and scholarly research.   | Student's written communication skills are insufficient in persuasive argumentation, logic, and scholarly research.  | Too minimal to meet any performance threshold.   |
| <b>6. Students will demonstrate an understanding of the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system.</b> | Student demonstrates a thorough understanding of the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system. All points are clearly-stated and well-supported by | Student demonstrates a sufficient understanding of the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system. Most points are clearly-stated and well-supported by | Student demonstrates a minimal understanding of the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system. Points are underdeveloped, not clearly-stated, and/or unsupported by | The paper is devoid of any understanding of the diverse and multicultural nature of society and how that might impact treatment by the criminal justice system |

|                                      |  |   |  |   |
|--------------------------------------|--|---|--|---|
|                                      | appropriate evidence.  | appropriate evidence.   | appropriate evidence.  |   |
| <b>Grammar and Writing Mechanics</b> | Few to no grammatical or writing mechanic errors are made. The paper flows smoothly. | Some grammar or writing mechanic errors are made. For the most part, the paper flows smoothly, though at times it is choppy or awkward in transition. | Many grammatical or writing mechanic errors are made. For the most part, the paper is choppy or awkward in transition. | Due to the errors associated with grammar, writing mechanics, and paragraph structure, the paper is unintelligible. |
| <b>APA Formatting</b>                | Few to no formatting errors are made.  | Some formatting errors are made.  | Many formatting errors are made.   | A formatting style is absent or is unrecognizable as APA.   |