Department of Criminology
Learning Outcome Assessment Report
Academic Year 2016-2017

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 2016 Learning Outcomes Assessment Plan specifies two assessment strategies that the Department will employ during the 2016/2017 academic year to assess the extent to which students have achieved one or more of these learning outcomes. The first assessment strategy consists of all full-time faculty assessing the student writing assignments in CRI 100 (Introduction to Criminology) to determine if learning outcome #1 is achieved. The second assessment strategy consists of all full-time faculty assessing the student writing assignments in CRI 205 (Criminological Theory) to determine if learning outcome #2 is achieved. This Assessment Report summarizes the results of these assessment strategies.

Assessment of Learning Outcomes #1 with CRI 100 Students

Ten student papers were randomly selected from 34 students who were enrolled in the spring 2017 section of CRI 100 (Introduction to Criminology). All identifying information was removed prior to the assessment by the five full-time faculty members in the department. The following rubric was utilized:

Exceeds expectations (3)	Student demonstrates a thorough understanding of how a heavy reliance on law enforcement impacts the other goals and institutions of the criminal justice system. All points are clearly-stated and well-supported by appropriate evidence.
Meets expectations (2)	Student demonstrates a solid understanding of how a heavy reliance on law enforcement impacts the other goals and institutions of the criminal justice system. Most points are clearly-stated and well-supported by appropriate evidence.
Emergent understanding (1)	Student demonstrates an insufficient understanding of how a heavy reliance on law enforcement impacts the other goals and institutions of the criminal justice system. Points are underdeveloped, not clearly-stated, and/or unsupported by appropriate evidence.

The results of the faculty assessments are presented in the table below:

Student Paper	Faculty Member #1	Faculty Member #2	Faculty Member #3	Faculty Member #4	Faculty Member #5
#1	1	3	1	1	2
#2	3	3	3	3	3
#3	2	3	2	2	3
#4	2	3	1	1	2
#5	2	3	1	2	2
#6	2	3	2	3	3
#7	3	3	2	3	3
#8	2	3	1	1	1
#9	1	3	1	2	2
#10	2	3	2	2	3

After the individual assessment of each writing assignment, the faculty then discussed the results. First, the faculty was pleased with the high degree of uniformity in ratings between reviewers – there was a high degree of inter-rater reliability. On 8 of the 10 papers, a majority of reviewers assigned the same score. As further confirmation of the consistency in scores, a faculty member conducted a statistical analysis of the scores and found a Cronbach's coefficient alpha score of .84. Second, the faculty was pleased with the outcomes of the assessments. Overall, most of the student work sampled met or exceeded expectations. Eight papers were assessed as meeting or exceeding expectations by at least three faculty members. While two papers were assessed as failing to meet expectations by at least three faculty members, this represents fewer than 20% of the papers assessed. While the faculty would have liked to see 100% of the students "meet" or "exceed" expectations, there was a consensus view that these were acceptable learning outcomes. Based on the results, the faculty determined that no corrective strategies were deemed necessary.

Assessment of Learning Outcomes #2 with CRI 205 Students

Ten student papers were randomly selected from 36 students who were enrolled in the spring 2017 sections of CRI 205 (Introduction to Criminology). All identifying information was removed prior to the assessment by the five full-time faculty members. The following rubric was utilized:

Exceeds expectations (3)	Student demonstrates a thorough understanding of broken windows theory including its causal chain, policy implications, empirical support, strengths, and criticisms. All points are clearly-stated and well-supported by appropriate evidence.
Meets expectations (2)	Student demonstrates a solid understanding of how a heavy reliance on law enforcement impacts the other goals and institutions of the criminal justice system. Most points are clearly-stated and well-supported by appropriate evidence.
Emergent understanding (1)	Student demonstrates an insufficient understanding of broken windows theory including its causal chain, policy implications, empirical support, strengths, and criticisms. Points are underdeveloped, not clearly-stated, and/or unsupported by appropriate evidence.

The results of the faculty assessments are presented in the table below:

Student Paper	Faculty Member #1	Faculty Member #2	Faculty Member #3	Faculty Member #4	Faculty Member #5
#1	1	3	2	2	3
#2	2	2	2	2	2
#3	2	3	2	1	3
#4	2	3	3	2	3
#5	2	2	3	2	3
#6	3	3	3	3	3
#7	1	2	2	1	2
#8	1	3	2	1	1
#9	2	3	3	1	3
#10	2	3	3	2	3

After the individual assessment of each writing assignment, the faculty then discussed the results. As with the assessment of Learning Outcome #1, the faculty were pleased with the degree of inter-rater reliability. On 8 of the 10 papers, a majority of reviewers assigned the same score. A reliability analysis revealed a Cronbach's coefficient alpha score of .77, indicating consistency in scores. Again, the faculty was pleased with the outcomes of the assessment. Nine papers were assessed as meeting or exceeding expectations by at least three faculty members. One paper was deemed by a majority of reviewers as having an "emergent understanding" of the learning outcome. This represents 10% of the students whose writing assignments were assessed. While the faculty would have liked to see 100% of the students "meet" or "exceed"

expectations, there was a consensus view that these were acceptable learning outcomes. Again, no corrective strategies were deemed necessary, because of these results.