

# Assessment of Student Learning Plan (ASLP): Criminology Program

2014-15 Academic Year

## A. College, Department/Program, Date

<i>College</i>	CAHS
<i>Department/Program</i>	Criminology
<i>Date</i>	5-11-15

## B. Contact Person for the Assessment Plan

*Name and title*            *Jim Messerschmidt, Professor and Chair*

## C. Degree Program

*Name of Degree Program: BA in Criminology*

## D. Assessment of Student Learning in Your Program

**Step 1: Identify Student Learning Outcomes (What are students able to do by the end of your program?)**

*a. List 3-5 of the most important student learning outcomes for your program.*

1. Our students will be able to master local, regional, and global issues of crime and criminal justice.
2. Our students will be able to understand difficult theoretical, methodological, and practical aspects of crime and the criminal justice system in the USA. On the basis of each of these, our students will be able to critically and objectively relate to the reality of crime and criminal justice.
3. Due to our emphasis on comparative, gender and race based criminology, our students enrich the criminal justice system by helping to eradicate ethnocentrism, sexism, and racism.

- b. *Then, identify which student learning outcomes were assessed this past academic year.*

All the outcomes were assessed this academic year.

**Step 2: How and When were the Learning Outcomes assessed?**

- a. *Briefly describe the assessment tools, measures, or forms of evidence that were utilized to demonstrate students' accomplishment of the learning outcomes selected.*

Student's success has been assessed by many different measures, such as: comprehensive exams, book and video reviews, class presentations, and group/individual research reports.

- b. *Briefly describe when and how you implemented the assessment activity.*

Comprehensive exams are given throughout the semester. Book and video reviews are required to be done during the exams and at the end of the semester as a special report. Class presentations are proffered at the end of the semester and group/individual research projects are monitored and assessed throughout the semester.

**Step 3: Process of Using the Assessment results to Improve Student Learning**

- a. *Briefly describe your unit's process of reviewing the program assessment results, and how you expect to improve student learning.*

Our program regularly offers new courses and we consistently update our course required and supplemental reading to stay current with discipline research. We also demand certain prerequisites for the upper level courses.

E. Other Course Assessment Activities: None

F. Are there “community engagement” activities integrated in your departmental curriculum?

a. Please indicate which of the components, listed below, are included in your program’s curriculum, and then indicate if the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	O	R	O
Student-Faculty Community Research Project	O	R	O
Internship, or a Field Experience	R	R	O
Independent Study (community-related project)	O	R	O
Capstone Course (community-related project)	R	R	O
Service-Learning (a component of a course)	O	R	O
Study Abroad, or an International Program	O	R	O
Interdisciplinary Collaborative Project (community related)	O	R	O
Student Leadership Activities (related to a team project)	R	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	O	R	O
Other Activities (not mentioned above):			

b. Please list the courses (i.e. EDU 400) that have a “community engagement” activity in your program:

Entry-level courses:

Mid-level courses:

Upper-level courses: CRM 350 Race and Punishment, CRM 395 Internship