



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Reminder: All Department/Program Chairs are responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form is designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards. If you have questions about this form, or need assistance with your program assessment plans, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu. **Please email this form by May 31, 2020.**

Overview Information:

College CAMS

Department Criminology

Degree Program BA

Contact Person for the Assessment Plan: Jim Messerschmidt

Current Date: _____

List the date of the most recent academic program review/self-study: many years ago!

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? Yes No

If YES, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____ . Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If NO, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Step 2: Assessment Methods Selected and Implemented /Summary of Results

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**
Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

<u>Check Assessment Methods Used this Academic Year</u>	<u>When Implemented</u>		
<input type="checkbox"/> Artistic Exhibition/Types of Performance	Fall	Spring	Summer
<input type="checkbox"/> Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
<input type="checkbox"/> Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
<input type="checkbox"/> Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
<input type="checkbox"/> Exit Exam (created by department or program)	Fall	Spring	Summer
<input type="checkbox"/> Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Employer meetings/discussions on student outcomes	Fall	Spring	Summer
<input type="checkbox"/> Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
<input type="checkbox"/> Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
<input type="checkbox"/> Oral Performance/conference presentation	Fall	Spring	Summer
<input type="checkbox"/> Portfolio of student work	Fall	Spring	Summer
<input type="checkbox"/> Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
<input type="checkbox"/> Research Papers (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
<input type="checkbox"/> Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Other: please explain			

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).
- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

Step 3: Using the Assessment results to Improve Student Learning

- a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

- b. How did they evaluate, analyze, or interpret those results? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored ~~exams/tests/quizzes~~ *Capstone Papers*
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

- c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)
- Course pedagogy changes (teaching)
- Personnel or resource allocation changes

- Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)
- Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)
- Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)
- Results indicated no action needed, students met expectations
- Other: please explain

- d. Briefly explain each of the program changes/improvements indicated above.

- e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

Reminder: Please complete and submit this form by May 31, 2020.

Assessment of Student Learning Plan (ASLP): Academic Programs

2018-19 Academic Year

University of Southern Maine

Reminder: All Department/Program Chairs will be responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form was designed to align with the NEASC accreditation- assessment standards.

If you have questions about this form, or need assistance with your program assessment plans during this academic year, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu. Please email this form by May 31, 2019.

A. College, Department, Date

College CAHS _____
Department Criminology _____
Date September 20, 2018 _____

B. Contact Person for the Assessment Plan

Name and title: Jim Messerschmidt, Distinguished University Professor and Chair

C. Degree Program

Name of Degree Program: Criminology _____

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? Yes/No
 - i. If yes, please indicate the url: _____
 - ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

1. How to conduct, read, interpret, and critique quantitative and qualitative criminological research.
2. How to access, elucidate, and coherently structure a properly documented and well-supported argument.
3. The ability to design and complete an original research paper that includes a solid literature review, the gathering and interpretation of appropriate data, and the documentation and support of a specific argument.
4. A theoretically- and empirically-driven understanding of social inequalities and their relation to crime, social control, and why certain individuals engage in street, white-collar, and political crimes.
5. How to critically analyze popular conceptions of crime in everyday life through a criminological lens.
6. Understand historically and conceptually the differences among criminal, regulatory, and international laws.
7. Understand the differing agencies associated with the social control of criminal, regulatory, and international law violations.
8. Understand the core concepts in criminology.

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

None

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes/No**

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree. Our assessment measure is listed below and will first be implemented at the end of spring 2019 semester.

The assessment will be based on the quality of the capstone research papers each semester. All full-time faculty will participate in this assessment by reading and analyzing a systematic random sample of five papers.

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___ course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

Step 3: Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc). See 2a above.
- b. What specific changes have been or will be made to improve student learning, as a result of using the program assessment results? Forthcoming.
- c. Date of most recent program review/self-study? We have no idea.

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects. No.*

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O

Student-Faculty Community Research Project		
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)		
Service-Learning (course-based)		
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)		
Student Leadership Activities (related to a team project)		
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)		
Other activities:		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: _____ Mid-level courses: X Upper-level courses: _____

CRM 225 Crimes Against the Environment

Reminder: Please complete and submit this form by May 31, 2019.