

Student Learning Outcome 1

Student Learning Outcome 1	Undergraduates completing the B.A. will define general criminological concepts and describe processes within the American Criminal Justice system.		
Measurement Instrument 1	<p>DIRECT measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., SOCL 100: Introduction to Sociology; SOCL 300: Social Statistics; SOCL 302: Strategies of Research Methods; CRIM 330: Criminology). At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student’s understanding of general criminological concepts.</p>		
Criteria for Student Success	We expect an exceptional portion of students to demonstrate this basic proficiency (see actions).		
Program Success Target for this Measurement	80% (score = 80% or above)	Percent of Program Achieving Target	<p>In Fall 2018, 74% of students scored 80% or better while in spring 2019 53.5% of students did so</p> <p>In Fall 2018, the average score for this assessment was 84% and in spring 2019 it was 76%..</p>
Methods	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) which assessed understanding of general criminological concepts and processes within the American Criminal Justice system.		
Based on the results above, [mark] your conclusion regarding the program’s goal of meeting Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>While we intend to examine the extent to which SLOs from CRIM 101 contribute to the SLOs of the program, and in that process determine whether:</p> <ol style="list-style-type: none"> 1. The course SLOs across multiple instructors are consistent. 2. There is a need to update some SLOs. 3. The SLOs are measurable. 4. There is alignment between the SLOs, course materials, and performance measures. 5. The performance measures are well formulated. <p>We are also generally pleased with the results from this portion of the program and do not intend to modify the metric by which it is assessed. We will also be mindful of the “exceptional” “excellent” “good” “fair” language as it relates to our expectations and how the data support conclusions that an SLO has been achieved from the perspective of such alignment. We have set our sights on some substantial work this semester, to set consistent SLOs for core courses and use 1-2 of those as program SLOs. We believe the next assessment will be a much more realistic evaluation of where we would like to be/go—even if our standard of measurement to assess the new won’t be in place for some time.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
We are working on curriculum mapping during spring of 2020 and will implement changes to core courses and program assessment in the 2020/21 AY.			

Student Learning Outcome 2

Student Learning Outcome 2	Undergraduates completing the B.A. will demonstrate knowledge of quantitative techniques used to analyze the social problem of crime.		
Measurement Instrument 1	<p>DIRECT measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., SOCL 100: Introduction to Sociology; SOCL 300: Social Statistics; SOCL 302: Strategies of Research Methods; CRIM 330: Criminology). At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student’s understanding of quantitative techniques used to analyze the social problem of crime.</p>		
Criteria for Student Success	We expect an average portion of students to demonstrate this more advanced proficiency (see actions).		
Program Success Target for this Measurement	70% (score = 70% or above)	Percent of Program Achieving Target	Below Benchmark <ul style="list-style-type: none"> • 16.1% of students in Fall 2018 and 23.3% of students in Spring 2019 scored 70% or better. • In Fall 2018, the average score for this assessment was 56% and in spring 2019 it was a 68%.
Methods	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) which assessed understanding of quantitative techniques used to analyze the social problem of crime.		
Based on the results above, circle your conclusion regarding the program’s goal of meeting Student Learning Outcome 2.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>To start we will examine the extent to which (SLOs) for the SOCL 300 contribute to the SLOs of the program, and in that process determine whether:</p> <ol style="list-style-type: none"> 1. The course SLOs across multiple instructors are consistent. 2. There a need to update some SLOs. 3. The SLOs are measurable. 4. There alignment between the SLOs, course materials, and performance measures. 5. The performance measures are well formulated. <p>We also intend to explore the option of modifying the senior seminar to further develop, while still assessing, skills begun in the SOCL 300 course. Finally, in subsequent reports, we will include the number of students who completed the senior seminar/took the subject exam for each SLO assessed. We will also be mindful of the “exceptional” “excellent” “good” “fair” language as it relates to our expectations and how the data support conclusions that an SLO has been achieved from the perspective of such alignment. We have set our sights on some substantial work this semester, to set consistent SLOs for core courses and use 1-2 of those as program SLOs. We believe the next assessment will be a much more realistic evaluation of where we would like to be/go—even if our standard of measurement to assess the new won’t be in place for some time.</p>			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>We actually began a thorough examination of the effectiveness of SOCL 300 in Fall 2019. The three current faculty who offer SOCL 300 prepared a proposal to create a 1 hour statistics lab which would be required for all SOCL/CRIM majors. Unfortunately, the following challenges forced us to table the proposal for now:</p> <ul style="list-style-type: none"> • The fact that our SOCL 300 course is taken by multiple majors (from Fall 2016-Spring 2016, only 40% of enrolled students were SOCL majors or minors or CRIM majors—all internal departmental programs which require the course). As such, it was difficult to imagine requiring an experience we believe beneficial to only a portion of students enrolled in the lecture course, especially as the lecture and lab would best deliever as a fluid/concurrent discussion. 			

- It was impossible to work out staffing details as both our sociology and criminology programs would be impaired by the drain of faculty resources required to implement up to 3 one-hour statistics labs (the minimum number we estimated based on internal enrollments).

However, the course will be part of the curriculum mapping work we do during spring of 2020. No doubt, we will implement changes to our program assessment in the 2020/21 AY.

For our own Assurance of Student Learning, we will explore the option of changing the capstone course to one which allows application of statistics in “real world” settings.

Student Learning Outcome 3

Student Learning Outcome	Undergraduates completing the B.A. will demonstrate knowledge of research methodologies used by criminologists to examine the complexities of the social problem of crime.		
Measurement Instrument 1	<p>DIRECT measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., SOCL 100: Introduction to Sociology; SOCL 300: Social Statistics; SOCL 302: Strategies of Research Methods; CRIM 330: Criminology). At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student’s understanding of research methods used by criminologists to examine the complexities of the social problem of crime.</p>		
Criteria for Student Success	We expect an average portion of students to demonstrate this more advanced proficiency (see actions)..		
Program Success Target for this Measurement	70% (score = 70% or above)	Percent of Program Achieving Target	Below Benchmark <ul style="list-style-type: none"> • 54.8% of students in Fall 2018 and 48.8% of students in Spring 2019 scored 70% or better. • In Fall 2018, the average score for this assessment was 68% and in spring 2019 it was a 52%.
Methods	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) which assessed understanding of research methods used by sociologists to examine the complexities of social life and social problems.		
Based on the results above, circle your conclusion regarding the program’s goal of meeting Student Learning Outcome 3.			Met Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
To start we will examine the extent to which (SLOs) for the SOCL 302 contribute to the SLOs of the program, and in that process determine whether: <ol style="list-style-type: none"> 1. The course SLOs across multiple instructors are consistent. 2. There a need to update some SLOs. 3. The SLOs are measurable. 4. There alignment between the SLOs, course materials, and performance measures. 5. The performance measures are well formulated. 			

We also intend to explore the option of modifying the senior seminar to further develop, while still assessing, skills begun in the SOCL 302 course. We will also be mindful of the “exceptional” “excellent” “good” “fair” language as it relates to our expectations and how the data support conclusions that an SLO has been achieved from the perspective of such alignment. We have set our sights on some substantial work this semester, to set consistent SLOs for core courses and use 1-2 of those as program SLOs. We believe the next assessment will be a much more realistic evaluation of where we would like to be/go—even if our standard of measurement to assess the new won’t be in place for some time.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

The three faculty who offer SOCL 302 have begun a thorough examination of the purpose, consistency, and effectiveness of SOCL 302 visa vie discussions of a Data Literacy certificate within PCAL.

In addition to course development in relation to that external agenda, we have also had internal reason to contemplate the status of this course. During AY 2019-20, we have served a higher-than-average group of students in SOCL 302. In comparison to AY 2018/19, we taught an additional section on our BG campus (5 sections—all reaching capacity—instead of 4), served 39 students via the ondemand course (compared to 14 in AY 2018/19) and taught 26 students at the regional campuses. It appears we are attracting a higher than typical group of non-majors to the course as it fulfills degree requirements for 5 other majors.

Specifically, this course is both necessary and ideal for the curriculum mapping work we are doing during spring of 2020. No doubt, we will implement changes to our program assessment in the 2020/21 AY. For our own Assurance of Student Learning, we will explore the option of changing the capstone course to one which allows application of research methods to creatively solve complex problems.

Student Learning Outcome 4

Student Learning Outcome	Undergraduates completing the B.A. will demonstrate knowledge of criminological theories used to explain the social problem of crime.				
Measurement Instrument 1	<p>DIRECT measure of student learning: Students complete a 1 hour senior seminar after completing all core courses (i.e., SOCL 100: Introduction to Sociology; SOCL 300: Social Statistics; SOCL 302: Strategies of Research Methods; CRIM 330: Criminology). At the start of the senior seminar, they are provided a study guide and instructed to prepare for an exit exam which covers each of the four core areas. The exam is a 100 question multiple choice exam with questions evenly drawn from the four areas.</p> <p>In short, the exit exam includes 25 questions which assess student’s understanding of criminological theories used to explain social the social problem of crime.</p>				
Criteria for Student Success	We expect an average portion of students to demonstrate this more advanced proficiency (see actions).				
Program Success Target for this Measurement	70% (score = 70% or above)	Percent of Program Achieving Target	<p>Benchmark</p> <ul style="list-style-type: none"> In Fall 2018, the average score for this assessment was 68% and in spring 2019 it was a 68%. 67.7% of students in Fall 2018 and 51.2% of students in Spring 2019 scored 70% or better. 		
Methods	Direct: Score on a multiple choice exam which included 25 questions (randomly distributed among 100 total) which assessed understanding of research methods used by sociologists to examine the complexities of social life and social problems.				
Based on the results above, circle your conclusion regarding the program’s goal of meeting Student Learning Outcome 3.			<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;">Met</td> <td style="width: 50%; text-align: center;">Not Met</td> </tr> </table>	Met	Not Met
Met	Not Met				
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					

While we intend to examine the extent to which (SLOs) for the SOCL 304 contribute to the SLOs of the program, and in that process determine whether:

1. The course SLOs across multiple instructors are consistent.
2. There a need to update some SLOs.
3. The SLOs are measurable.
4. There alignment between the SLOs, course materials, and performance measures.
5. The performance measures are well formulated.

We will also be mindful of the “exceptional” “excellent” “good” “fair” language as it relates to our expectations and how the data support conclusions that an SLO has been achieved from the perspective of such alignment. We have set our sights on some substantial work this semester, to set consistent SLOs for core courses and use 1-2 of those as program SLOs. We believe the next assessment will be a much more realistic evaluation of where we would like to be/go—even if our standard of measurement to assess the new won’t be in place for some time.

We also acknowledge that we are really close to our goal on this metric (average scores are but 2% below expectation) and, for now, do not intend to substantially modify the metric by which it is assessed.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

We are working on curriculum mapping during spring of 2020 and will implement changes to core courses and program assessment in the 2020/21 AY.