

CRIM B.S. Assessment Report: 2015-16

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to Dr. Angel Sanchez (aansanchez@csufresno.edu) in the Office of Institutional Effectiveness and copy Dr. Melissa Jordine (mjordine@csufresno.edu). Please complete a separate report for each Bachelor's and Master's program offered by the department.

1. What learning outcome(s) did you assess this year? List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP, please indicate explain). Do not describe the measures or benchmarks in this section Also, please only describe major assessment activities in this report. The G.E. Committee will issue a separate call for G.E. assessment reports.

SLO: Students will demonstrate discipline-related knowledge in Criminology and Criminal Justice.

SLO: Students will demonstrate proficiency in basic writing skills.

SLO: Students will access the needed information effectively and efficiently and evaluate the information and its sources critically.

2. What instruments (assignment) did you use to assess them? If the assignment (e.g., activity, survey) does not correspond to the activities indicated in the time line on the SOAP, please indicate why. Please clearly indicate how the instrument (assignment) is able to measure the outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome, please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP, then this information can just be copied into the report). An example of an expectation or standard would be "On outcome 2.3."

We slightly changed the assessment plan for this year based on the findings from the employers' survey conducted in 2014–15 whereby the employers showed some concerns about our students' writing skills and the competitiveness of our students in the criminal justice field. Therefore, we felt that it was critical to assess further need in those areas. We also felt that the SOAP should keep track of the students' learning outcomes in an objective manner. As such, we developed the assessment questions and tested during the AY 2015–16. Prior to writing this report, the Department SOAP coordinator had a conversation with Dr. Melissa Jordine regarding the changes in the assessment plan and received approval. The assessment survey consists of 10 questions about knowledge in criminal justice, 10 questions about writing proficiency, and 10 questions about information literacy (see attached).

The survey was given in the internship meeting in Spring 2016, in which the graduating seniors were enrolled. As the Forensic Behavioral Sciences (FBS) option students are not required to do the internship, additional data collections were made by visiting two FBS option specific classes. The students had 30 minutes to answer the questions.

The same survey was also given during the CRIM 1 (Introduction to Criminology) class, which is designed for the incoming freshmen and transfer students. As this was the first time to use the assessment questions, we were not able to set the benchmark at this time. However, the expectation is that the average score of the senior students in each section would be higher than that of the CRIM 1 students and that the difference would be statistically significant.

The total number of CRIM 1 students who took the assessment was 227 and that of the senior students was 186. The data were entered into the SPSS software, and the mean scores were compared.

3. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).

To compare the mean for CRIM 1 and senior students, the independent *t*-test was used. Overall, the mean total score of the seniors was higher than that of the CRIM 1 students (14.81 for CRIM 1 and 16.82 for senior students; $t(411) = 5.9, p < .05$). Although the mean score of discipline-related knowledge and information literacy showed statistically significant improvement, the mean score for the writing sections did not find any significant difference: 6.07 for freshmen and 5.97 for seniors, $t(411) = .73, p > .05$.

Even though the discipline-related knowledge showed significant improvement, the mean score of seniors was 4.2, which indicated that the majority of senior students missed half of the questions.

Group Statistics

	CODE	N	Mean	Std. Deviation	Std. Error Mean
totalscore	Fresh	227	14.81	3.545	.235
	Senior	186	16.82	3.373	.247
writing	Fresh	227	6.07	1.503	.100
	Senior	186	5.97	1.331	.098
library	Fresh	227	5.07	1.938	.129
	Senior	186	6.60	1.700	.125
criminology	Fresh	227	3.66	1.592	.106
	Senior	186	4.24	1.745	.128

The data showed that 20% of CRIM 1 students already had more than 91 units when they took the class. The class is designed for incoming students to inform about the criminology requirements and future career opportunities. Also, various campus resources were described during the meeting. As a delay in taking the class would defeat the purpose of the class, there is a need to explore the reasons why some students waited so long before taking the class.

unit^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30 and under	59	26.0	26.3	26.3
	31-60	53	23.3	23.7	50.0
	61-90	68	30.0	30.4	80.4
	91 and above	44	19.4	19.6	100.0
	Total	224	98.7	100.0	
Missing	System	3	1.3		
Total		227	100.0		

a. CODE = Fresh

4. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.

Much research has found that the first year experience is critical to improve the retention and graduation rates. Therefore, the Department has made major revisions in CRIM 1 (Intro to Criminology) to provide valuable resources and career information so that the students can set their goals at an early stage and stay focused on their core curriculum.

The following are some examples of changes made during 2015–16.

- Each option made a presentation regarding the option focus, the requirements, and possible careers.
- The guest speakers from the campus and the community discussed available opportunities and resources for students.
- The instructor explained netiquette (i.e., online communication) and proper ways to communicate with the professors.
- The instructor explained plagiarism, and the students were required to submit a paper via Turnitin.

However, we found that some students delayed taking the CRIM 1 class, and the Department will explore a mechanism through which all students will complete the CRIM 1 class in their first year at Fresno State.

During the department faculty retreat in Spring 2015, we discussed how to improve students' writing, but the ideas were not feasible because of the shortage of faculty. Given more faculty in the Department after successfully hiring five tenure-track faculty, we will explore innovative ideas to improve students' writing proficiency during the year.

5. What assessment activities will you be conducting in the 2016–2017 AY? List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP time line; if they are not, please explain.

We will continue to use the same assessment forms and monitor students' progress. Also, we will make the assessment of critical thinking skills that was originally planned this year.

Reflection papers from the Internship will be evaluated for discipline-related knowledge. (Outcome #1)

Student papers from the family violence class (CRIM 140) will be evaluated for critical thinking skills. (Outcome #4)

The project report from Statistics and Computer Applications in CJ will be evaluated for methodological and statistical competency. (Outcome #5, GE Outcome Area B4)