**Annual Assessment Report for 2018-2019 AY**

Reports completed on assessment activities carried out during the 2018-2019 AY will be due September 30th 2019 and must be e-mailed to the Director of Assessment, Dr. Melissa Jordine (mjordine@mail.fresnostate.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Criminology Degree: B.A

Assessment Coordinators: Dr. Marcus Shaw and Dr. Monica Summers

1. **Please list the learning outcomes you assessed this year.**

SLO: Graduates will be able to perform data analysis, interpret findings, and make statistical conclusions.

1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** **Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.**

The students’ quantitative skills were assessed from a final project in Statistical Applications in Criminal Justice (CRIM 50) in Spring 2019. Two different projects were evaluated, in which each asked students to develop hypotheses, use appropriate variables, conduct analyses using SPSS software, interpret findings, and make conclusions.

Below are example questions from one of the assignments analyzed (the other project is similar):

Analysis 1 (25 points)

1. Discuss the descriptive statistics of two ratio and/or interval variables (i.e., central tendency and dispersion). One of the two variables must be your assigned variable.
2. Create a histogram and discuss the skewness. Please copy and paste the created figures.

Analysis 2 (25 points)

1. Using your assigned variable, develop a null hypothesis and research hypotheses for an independent t test. You are free to choose any dichotomous question to separate the data into two groups.
2. Run the SPSS analysis and cut and paste your results into the report.
3. Report your findings in the proper manner and discuss:
   1. If you find statistical significance
   2. If you reject the null hypothesis.

Analysis 3 (25 points)

1. Using your assigned variable, develop a null hypothesis and research hypotheses for a t test of significance for the correlation coefficient. You are free to choose any other interval or ratio data set for comparison
2. Run the SPSS analysis and cut and paste your results into the report.
3. Report your findings in the proper manner and discuss:
   1. If you find statistical significance
   2. If you reject the null hypothesis.

Analysis 4 (25 points)

1. Using your assigned variable, perform a linear regression analysis. You are free to choose any other interval or ratio data set for comparison
2. Run the SPSS analysis and cut and paste your results into the report, including a scatterplot with the regression line.
3. Report your findings in the proper manner.

**Benchmark:**

The following rubric was used for this assessment. The benchmark is for all three questions. We expected 75% or more of the senior students would achieve a score of 3 (proficient or higher) on the rubric.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Above Benchmark | **Proficient (Benchmark)** | Partially Proficient | Unsatisfactory |
|  | 4 | **3** | 2 | 1 |
| Ability to perform the data analyses | All analyses are presented and correct | **All relevant analyses are made, but there were a few mistakes in the process** | Some attempts are made, but those were irrelevant or incorrect | Failed to perform the analysis |
| Ability to interpret the findings | All interpretations are presented and justified | **Correct and relevant discussions are made, but some important aspects were not presented** | Attempts to describe findings, but interpretations are irrelevant or incorrect | Failed to interpret the findings |
| Ability to make and draw conclusions | All conclusions are relevant and correct | **Conclusions are made, but there were a few mistakes in the conclusions** | Demonstrated ability to draw conclusions, but conclusion are incorrect or incomplete | No reasonable conclusion is made |

1. **What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.**

The assessment was administered for CRIM 50 (Computer Applications in Criminal Justice). There were 170 final assignments submitted for evaluation. Of the 170 assignments, 23 assignments were from seniors. These 23 assignments were the source of data for this analysis. (Note: 1 assignment was omitted due to lack of consistency with the other 22).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | % of students meeting this benchmark | 4  (Above) | 3  (Benchmark) | 2  (Below) | 1  (Unsatisfactory) |
| Data Analyses | **95.5%** | **31.8(7)** | **63.6(14)** | 4.5(1) | 0 |
| Interpretations | **72.8%** | **4.5(1)** | **68.2(15)** | 27.3(6) | 0 |
| Conclusions | **72.8%** | **4.5(1)** | **68.2(15)** | 27.3(6) | 0 |

In the area of data analyses, almost all students (95.5%, *n* = 22) met the benchmark. In both interpretations and conclusions, only 72.8% (*n*= 16) met the benchmark. The data suggest that students are able to run analyses in SPSS and get results. However, some students failed to demonstrate knowledge of independent/dependent variables, levels of measurement, statistical significance and the p-value. In addition, while many students reported the SPSS results, they failed to interpret the findings. Therefore, while students were able to read SPSS results, they did not demonstrate an understanding of what the results indicate.

In areas of interpretations and conclusions only 72.8% of students met the benchmark and can be considered proficient. As statistics is a course that requires specific language, it is important that these habits are enforced. Numbers without theory or interpretation have little meaning. Students were able to run analyses but often used incorrect variables, such as categorical variables in Pearson’s r correlation which is incorrect, and often did not interpret their findings. Many of those who reached linear regression did not interpret the findings or scatterplots at all and simply attached SPSS output.

Another consistent error was not referring to output in terms of the unit of analysis. For example, students wrote, “The mean was 3.93” instead of “the mean crime rate in the region was 3.93 arrests per 100,000 respondents”. The assignments analyzed were final projects, making the lack of accurate statistical writing problematic. By the last week of the course, habits such as correctly labeling units and using the correct level variables for each analysis should be firmly developed. Finally, in regards to conclusions, students need to associate the data to real world implications. Instead of simply saying, “The correlation coefficient between the variables was positive and significant,” students should understand statistics have social implications and should be specific about relationships, “The correlation between home foreclosure rate and drug arrests was statistically significant and positive. In sum, the data reveals that as home foreclosure increases in a region, drug arrests will also increase in that region. This can possibly relate to broken windows theory and arguments of neighborhood deterioration and crime….etc.” An emphasis on real world statistics in criminology should be the focus.

1. **What changes, if any, do you recommend based on the assessment data?**

After Fall 2018, all CRIM 50 (five sections or more) are supported by an SI. Four instructors teaching CRIM 50 reported that the SIs were extremely helpful to student success in CRIM 50. The instructors also suggested that students should be allowed to participate in any SI session, as some students’ schedules were not compatible with the SI leader of their specific CRIM 50 course. This suggestion would require some continuity among assignments and work across CRIM 50 sections.

The assessment of students’ quantitative proficiency suggests that the students may not understand the utility of statistical analyses. A recommendation is to develop a learning community for statistics instructors in which instructors’ can discuss appropriate projects/assignments to improve students’ understanding of statistics and overall standards of practice.

An additional recommendation is that of continuity. Across the data analyzed different instructors had different requirements. Some sections progressed to linear regression, some stopped at T-tests, others didn’t use ANOVA. Efforts should be made to ensure continuity of teaching and a more standardized statistical requirement that ensures all students are getting a similar breadth of experience and skills.

Efforts should also be made to use real world data. Some of the relationships were non-sensical, such as age of person and sex trafficking in the region, or number of siblings and broken bones. When possible efforts to analyze real data should be encouraged. Data sets such as GSS (general social survey) are downloadable and tackle real social issues. All Fresno State Students also have access to ICPSSR. Students and Professors can download data sets in specific areas of criminology and do real world analyses.

Finally, enforce statistical habits! Writing is important in statistics, not just number crunching or pointing and clicking. As we are a social science, we need to understand the social implications of our research. 1) Make sure students label everything in the correct unit of analysis. 2) Make sure students know what level variables (nominal, ordinal, interval) can be used with which analysis (cannot use categorical for correlation as categories cannot be ranked). 3) Make sure students interpret their results. They need to clearly interpret results so we know that the analysis has hit home. The last step of relating the findings to the real world is of the upmost importance.

1. **If you recommended any changes in your response to Question 4 in last year’s assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year’s report please write N/A as your answer to this question.**

We have begun strengthening the content of CRIM 1 (Strategies for Success in Criminology) in efforts to improve students’ basic job skills at the time of graduation. One challenge associated with the delivery of CRIM 1 involves the ability to offer the course frequently enough that students can complete the course early in their academic endeavors at Fresno State. Completing the course early on is essential as the course provides students with career path guidance, examples of employers’ expectations, and department, major concentration, and University resources. As such, the Department is planning on adding additional sections of CRIM 1 in the next two years to reduce the backlog.

The Department has also made numerous changes to the internship program. There are six new placement options for a total of 67 available agencies. The Department also implemented new procedures to make evaluations of students’ internships more efficient. For example, paper documents were previously delivered to faculty. Now, all course requirements are uploaded to CANVAS. An additional issue was that students believed their CRIM courses had to directly relate to their internship for CRIM courses to have value. To alleviate this problem, language was added to internship syllabi encouraging students to understand that all coursework applies to the practice, as course components contribute to skills and knowledge within the field. In addition, the Department is now keeping a database with students’ contact information to examine job placements post-graduation. Post-graduate placement statistics with strengthen knowledge of the effectiveness of our program.

The Department now utilizes SIs in all CRIM 50 courses and continues to explore other avenues to support CRIM 50 students, such as tutoring services through the learning center.

1. **What assessment activities will you be conducting during the next academic year?**

The Department is considering assessment of the following outcomes in AY 2019-20:

SLO: Graduates will be able to correctly and accurately define and describe key criminological terms, theories, and specific examples from criminal law, as well as various aspects of the criminal justice system.

SLO: Writing proficiency: Students will attain basic writing skills that prepare them for long-term careers in Criminology and Criminal Justice.

SLO: Graduates will be able to access needed information effectively and efficiently and evaluate the information and sources critically.

SLO: Graduates will be able to demonstrate their ability to apply critical thinking to evaluate situations make decisions in their specific field.

Method of Evaluation:

A rubric for assessing CRIM 170 research papers will be developed. This will be accomplished working with current CRIM 170 instructors.

An employer survey will be developed in efforts to assess students’ readiness to work in the agency in terms of the agency-specific knowledge, critical thinking skills, and written and oral communication skills. These surveys will be distributed to organizations that are part of CRIM 180 (internship).

1. **What progress have you made on items from your last program review action plan?**

**Action Plan Progress to Date:**

Action 1:

As of Fall 2019, all current Fresno State students wishing to transfer into the Criminology or FBS majors must have a minimum GPA of 2.5.

Action 2:

A new assistant professor joined the Criminology Department in August 2019. The Department has an active search for a new tenure-track hire to start in August 2020.

Action 3:

The Assessment Coordinators will work with faculty who teach CRIM 170 (Research Methods) to develop a rubric to assess CRIM 170 writing assignments.

Action 4:

Writing Committee currently being developed as of Fall 2019. Faculty will meet to discuss two possible W courses. “Report Writing and Professionalization in Criminal Justice Related Fields” and “Research and Writing in Criminology”. A taskforce and timeline for curriculum development and implementation will be discussed by the committee.

Action 5:

Mentioned above in respect to the Department’s response to last year’s recommendations (question #5).

Action 6:

In addition to our longstanding collaborations with other Departments and Colleges, the Criminology Department continues to work with the Philosophy Department on the redevelopment of the Peace and Conflict Studies (PAX) certificate. The Department is also in discussion with the Philosophy Department about adding Criminology courses (specifically CRIM 138 and CRIM 178) to their new Social Justice & Social Change Certificate. We continue to accept ART 109T as an elective in our major, and courses from our Department are part of the new Correctional Recreation certificate offered through the Department of Recreational Education. Our CRIM 120 and CRIM 120(S)-mentoring at risk youth, also count for the Certificate in Serving At-Risk Youth, offered by the Recreation Administration Department.

Action 7:

The Department is working with Supplemental Instruction (SI) to ensure that there is SI support for all sections of CRIM 50 and FBS 155. The Department is also piloting SI support for both sections of CRIM 10 in Fall 2019.

Action 8:

The Department is offering more sections than normal in Fall 2019 and has slightly reduced class sizes as a result. We also had a number of sections with open seats at the start of the Fall 2019 semester, increasing the opportunities for students to register in courses they need to graduate. Additional sections are also scheduled for Spring 2020. This includes a second section of CRIM 1 to assist with the bottleneck issue for this course.