|  |
| --- |
| **California State University, Fresno**  **College of Social Sciences**  **Criminology B.S.**  **Department of Criminology: Monica Summers** |
| **Student Outcomes Assessment Plan (SOAP)** |
| Mission Statement |
| The general mission of the Department of Criminology at California State University, Fresno, is to offer high-quality, inclusive and equity-based educational opportunities to qualified students at the bachelor's degree level. The Department of Criminology's mission statement for undergraduate education includes 1) offering quality academic programs, 2) promoting and enhancing the teaching and learning experience of students and faculty, 3) preparing students for entry into criminal justice system agencies, and 4) preparing students for graduate education. The mission will be accomplished in an environment of mutual respect and support among students, faculty, and staff. The Department of Criminology's undergraduate mission will complement the Department's overall mission and the missions of the College of Social Sciences and California State University, Fresno. |

## Institutional Learning Outcomes, Department Learning Outcomes/Goals, and SLO’s

* 1. **Institutional Learning Outcomes:** Fresno State ILO’s are posted on the following webpage: <http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>
  2. **Department Goals and related SLO’s**
     1. **Discipline-related knowledge:** Students will attain discipline-related knowledge that prepare them for long-term careers in Criminology and Criminal Justice.
        1. 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.
     2. **Writing proficiency:** Students will attain basic writing skills that prepare them for long term careers in Criminology and Criminal Justice.
        1. Graduates will be able to write a paper with appropriate use of skills in conveying relevant content, and the use of mechanics, organization, and format.
     3. **Information literacy:** Students will be able to identify, locate, access, and use information relevant to their inquiries and be able to cite this information appropriately.
        1. Graduates will be able to access the needed information effectively and efficiently and evaluate the information and its sources critically.
     4. **Critical Thinking:** Students will think critically and will apply specific knowledge and skills in order to evaluate situations according to professional values and ethics and make appropriate decisions.
        1. Graduates will be able to demonstrate their ability to apply critical thinking to evaluate situations and make decisions in their specific field.
     5. **Methodological and statistical competency:** Students will understand basic research and quantitative strategies for uses specific to criminal justice and criminology.
        1. Graduates will be able to perform data analysis, interpret findings, and make statistical conclusions.
     6. **Justice, Equity, Diversity and Inclusion:** Students will acquire knowledge about diverse social group memberships as they relate to community contexts and societal struggles in the administration of criminal justice.
        1. Graduates will be able to identify social, political, and historical events that shape and challenge systematic privilege and oppression.
        2. Graduates will be able to identify, analyze, ad evaluate ways in which individuals and groups in the US have unequal experiences, access to opportunity, or life outcomes based on intersections of race, gender, social class, sexual orientation, or other dimensions of difference.

## Curriculum Map: Courses in which SLO’s are addressed and evaluated

| **Core Courses: All Options** | **PLO 1/SLO a** | **PLO 2/SLO a** | **PLO 3/SLO a** | **PLO 4/SLO a** | **PLO 5/SLO a** | **PLO 6/SLO a** | **PLO 6/SLO b** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Lower Division** |  |  |  |  |  |  |  |
| CRIM 1 | I |  |  |  |  |  |  |
| CRIM 2 | I | I | I | I |  | I | I |
| CRIM 20 | I | I | I | I |  | I | I |
| CRIM 50 |  |  |  |  | I |  |  |
| **Upper Division** |  |  |  |  |  |  |  |
| CRIM 100 | D | D | D | D |  | D | D |
| CRIM 100H | D | D | D | D |  | D | D |
| CRIM 112 | D | D | D | D |  | D | D |
| CRIM 170 | D | D | D | D | D | D | D |
| CRIM 170H | D | D | D | D | D | D | D |
| CRIM 174 | D | D | D | D |  | D | D |
| **Senior** |  |  |  |  |  |  |  |
| CRIM 180 | M | M | M | M | M | M | M |

## SLO’s Mapped to Assessment Measures and Methods

| **Assessment Measure** | **Evaluation**  **Method** | **PLO 1/SLO a** | **PLO 2/SLO a** | **PLO 3/SLO a** | **PLO 4/SLO a** | **PLO 5/SLO a** | **PLO 6/SLO a** | **PLO 6/SLO b** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Direct Measures |  |  |  |  |  |  |  |  |
| Assessment Exams | Score | X |  |  |  |  |  |  |
| Research Papers | Rubric |  | X | X |  |  |  |  |
| Critical Thinking | Rubric |  |  |  | X |  | X | X |
| Reflection Papers | Rubric |  | X |  | X |  | X | X |
| Quantitative Exercises | Score |  |  |  |  | X |  |  |
| Indirect Measures |  |  |  |  |  |  |  |  |
| Exit Survey | Criteria | X | X | X | X | X | X | X |
| Employer Survey | Criteria | X | X | X | X | X | X | X |

## Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment

* 1. Direct Measures
     1. Assessment Exams
     2. Research Papers
     3. Critical Thinking
     4. Reflections Assignments
     5. Quantitative Exercises
  2. Indirect Measures
     1. Exit Survey
     2. Employer Survey

## Assessment Schedule/Timeline

| Academic  Year | Measure | SLO | SLO | SLO | SLO |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2023-2024 | Assessment Exams | 1a |  |  |  |  |  |  |  |  |
| 2024-2025 | Research Papers | 2a | 3a |  |  |  |  |  |  |  |
| 2025-2026 | Quantitative Exercises & Exit Survey | 1a | 2a | 3a | 4a | 5a | 6a | 6b |  |  |
| 2026-2027 | Critical Thinking Assignments | 4a | 6a | 6b |  |  |  |  |  |  |
| 2027-2028 | Assessment Exams & Employer Survey | 1a | 2a | 3a | 4a | 5a | 6a | 6b |  |  |
| 2028-2029 | Research Papers | 2a | 3a |  |  |  |  |  |  |  |
| 2029-2030 | Quantitative Exercises & Exit Survey | 1a | 2a | 3a | 4a | 5a | 6a | 6b |  |  |
| 2030-2031 | Reflection Assignments | 2a | 4a | 6a | 6b |  |  |  |  |  |

|  |
| --- |
| Closing the Loop |
| **Fresno State Closing the Loop process is described immediately below.** |
| A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. |
| **Department Closing the Loop process:** The members of the Assessment Committee, which consists of the department assessment coordinator and three full-time faculty members are responsible for designing and carrying out assessment activities with the help of the entire faculty as needed. The Assessment Committee analyzes the resulting data and suggests changes to the program as necessary, being sure to reassess outcomes once changes have been made. Assessment data, suggested program changes, and outcomes will be presented to the entire faculty at monthly faculty meetings and the entire faculty decides whether to implement any changes. |