**2019-2020 Annual Program Assessment Report Guide**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to [james.solomon@csun.edu](mailto:james.solomon@csun.edu), Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form and be sure to check that your report is ADA accessible.**

**College: Social and Behavioral Sciences**

**Department: Criminology and Justice Studies**

**Assessment liaison: Nayan G. Ramirez**

1. **Please check off whichever is applicable:**

**A. \_\_\_X\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments

**3. Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

# Criminology and Justice Studies 2019-20 Annual Program Assessment Report:

## Overview:

The Criminology and Justice Studies program was established in 2017. In our first year (2017-18), we developed assessment instruments and procedures. Last year (2018-19), we assessed our first PLO/SLO’s (communication in writing). This year (2019-20), we conducted assessment of student work (N=82 class papers), conducted analysis of the results, and are awaiting decision on application of this data, which will be discussed at an upcoming faculty meeting. We will examine how results from this year’s assessment could impact our curriculum and help modify the SLO’s.

This year, our program assessment focused on:

**CJS Program Learning Objective #2**: Criminology and Justice Studies students will demonstrate the ability to apply criminological theory, research methods, and appropriate technology to assess, evaluate, and address issues in the practice of criminology and criminal justice.

***Student Learning Outcome 2B***: Students will apply research findings to hypothetical or real case study situations in the practice of criminology and criminal justice.

## Assessment Results:

Overall, we measured the work of 82 students across all four academic levels. Students’ work was assessed across six domains associated with the PLO/SLOs stated above. The **overall** score represents the percentage of points achieved by students in that academic level out of the total number of points. As demonstrated in the table below, we see growth from freshmen status to senior status, with juniors and seniors having similar overall scores to each other but substantially higher overall scores than freshmen and sophomore.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Level** | **Sample** | **Overall** | **Organization** | **Engagement** |
| Freshmen | 26 | 63% | 77% | 73% |
| Sophomore | 9 | 67% | 72% | 67% |
| Junior | 23 | 79% | 96% | 76% |
| Senior | 24 | 78% | 92% | 81% |

**Organization** examined whether the students successfully organized their assignments in a coherent, logical manner. The results show that freshmen and sophomores received scores in the 70s compared with scores in the 90s for juniors and seniors. This pattern demonstrates growth across the academic levels. **Engagement** measured the depth of students’ engagement with the quantitative and qualitative components of the assignment. For engagement, we observe growth as students progressed through the program from freshmen to senior status; however, sophomores had slightly lower scores than anticipated based on academic level.

We also separately examined students’ ability to analyze **quantitative** and **qualitative** **data**. Students demonstrated growth for quantitative data analysis from freshmen to senior status. Students’ performance with qualitative data analysis was lower for all four academic levels compared with their quantitative data analysis skills. Despite students’ lower performance with qualitative data, students still demonstrated growth across academic levels.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic Level** | **Sample** | **Quantitative Data Analysis** | **Qualitative Data Analysis** | **Below Grade Level Data Analysis** | **At Grade Level Data Analysis** | **Above Grade Level Data Analysis** |
| Freshmen | 26 | 75% | 50% | 8% | 85% | 8% |
| Sophomore | 9 | 89% | 72% | 11% | 78% | 11% |
| Junior | 23 | 93% | 80% | 0% | 83% | 17% |
| Senior | 24 | 98% | 79% | 8% | 79% | 13% |

Last, from the table above, we examined the percentage of students that were **below, at, and above their grade level** for overall data analysis (both quantitative and qualitative). As shown in the table below, a vast majority of student performed at or above grade level. Only 8% of freshmen, 11% of sophomores, and 8% of seniors performed below their grade level.

Last, below we present the student demographic information of CJS students (Spring 2020), which we examine to help us better understand and address student success within our student population. As shown below, a large majority of our students are female (62%) and Hispanic/Latino (79%) representing the increasing diversity within criminology and criminal justice and a need to hire additional faculty that represent our student population.

| **CJS Student Demographic Information (N=1,468)** | | |
| --- | --- | --- |
| **Sex** | **n** | **%** |
| Females | 910 | 62% |
| Males | 558 | 38% |
| **Race/Ethnicity** |  |  |
| American Indian/Alaska Native | 2 | 0% |
| Asian | 50 | 3% |
| Black/African American | 71 | 5% |
| Hispanic/Latino | 1161 | 79% |
| Native Hawaiian/Other Pacific Islander | 1 | 0% |
| White | 126 | 9% |
| Two or More Ethnicities/Race | 26 | 2% |
| Not Specified | 31 | 2% |
| **Academic Level** |  |  |
| Freshman | 316 | 22% |
| Sophomore | 282 | 19% |
| Junior | 441 | 30% |
| Senior | 429 | 29% |

## Recommendations to Faculty:

Based on the results from this year’s assessment, it appears that a greater emphasis should be placed on qualitative data analysis while maintaining or expanding the program’s emphasis on quantitative data analysis. The greatest differences between under- and upperclassmen is visible in students’ organization and engagement skills; however, growth was still demonstrated as students progressed through the program.

As a new program, we have a limited number of full-time faculty available to teach courses related to these skills while tremendous growth in our student population over the past 3 years (approximately 400 students in 2017-2018 to approximately 1,500 students in 2019-2020). Moreover, greater efforts should occur to recruit, hire, and retain faculty that represent the diversity of our student population in order to increase student success across the program.

Our recommendations include the following:

* Additional full-time faculty hires in statistics and research methods, in particularly faculty that can help us serve our large Latinx student population as this would enhance student success in these courses.
* Design/implement assignments that allow students to analyze quantitative and qualitative differences.
* Ensure that students are progressing through data analysis/methods classes in a logical manner that builds on prior skills/knowledge.
* Examine whether differences in skills vary by whether students started at CSUN or transferred to the program.
* Review instrument, SLOs and PLOs as needed based on data.

## Preview of Planned Assessment Activities for 2020-21:

Because the department is still relatively new, we are continuing to assess the baseline skills and knowledge of students. We plan on taking the results to the faculty and ask advice on how to best address shortfalls, program changes, and revisiting assessment procedures. This upcoming year, we plan on assessing one of our courses (CJS 340: Ethics in Criminal Justice), which fulfills the GE Section E: Lifelong Learning requirement. Exact details will be provided in the yearly report for September 2021.