

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Sociology	202	SOC 202 12/03/2019- Criminology
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	Behavioral Sciences	Maria Ortega
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes 2011

2. Briefly describe the results of previous assessment report(s).

Outcomes 2 and 3 were met. However, Outcome 1 was not.
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

The recommendation was for more classroom time to be spent focusing on perspectives and theories.

II. Assessment Results per Student Learning Outcome

Outcome 1: Compare and contrast the historical and current perspectives and theories explaining criminal behavior and punishment.

- Assessment Plan
 - Assessment Tool: Essays based on a prompt
 - Assessment Date: Winter 2018
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of the students will score "good" or "superior" (3 or 4 on a 1-4 point scale)
- Who will score and analyze the data: Departmental and/or other college faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that completed the exam were assessed. The difference is due to withdrawals and absences.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. The section is offered on campus, face-to-face. All students enrolled in the Fall 2019 semester were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given an essay exam. The tool used to assess was a departmentally-developed four-point rubric. A score of 4 reflects superior work and a score of 3, good work.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
 The outcome was assessed by having students answer question one, parts a and b, of an essay exam. Students were asked to give an example and explanation of a

criminal behavior that is no longer criminal and a deviant behavior that is no longer considered deviant. A departmentally-developed four-point scale rubric was used to score the responses.

Twenty-two of the twenty-seven students(81%) scored a 3 or 4 on the four point rubric. Four students (15%) scored a 1 or 2 and one student (4%) scored a zero on this question. Based on these results, the standard of success was met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

The students were able to state and identify theoretical concepts.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While the outcome was met, it appeared the students struggled with applying the theoretical concepts. It may be wise to provide more opportunities for students to apply these through additional assignments and classroom discussions.

Outcome 2: Describe the social, economic and political impact of criminal behavior and punishment in the U.S.

- Assessment Plan
 - Assessment Tool: Essays based on a prompt
 - Assessment Date: Winter 2018
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score "good" or "superior" (3 or 4 on a 1-4 point scale)
 - Who will score and analyze the data: Departmental and/or other college faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that completed the exam were assessed. The difference is due to withdrawals and absences.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. The section is offered on campus, face-to-face. All students enrolled in the Fall 2019 semester were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given an essay exam. The tool used to assess was a departmentally-developed four-point rubric. A score of 4 reflects superior work and a score of 3, good work.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The outcome was assessed by having students answer questions two, four, and ten of an essay exam. Students were asked to discuss reasons why individuals might commit a crime, differentiate between general and specific deterrence, and identify and explain possible social, political and economic impact of criminal behavior and punishment in the United States. A departmentally-developed four-point scale rubric was used to score the responses.

The results are as follows:

Essay question 2: 76% of the students answering this question scored either a 3 or 4.

Essay question 4: 82% of the students answering this question scored either a 3 or 4.

Essay question 10: 100% of the students answering this question scored either a 3 or 4.

Based on these results, the students met the standard of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

As with outcome one, students demonstrated a basic understanding of theoretical concepts. They were able to identify theoretical concepts.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

While students' responses reflect a good understanding of the social, economic and political impact of criminal behavior and punishment on society (86%) along with incentives for the engagement in criminal behavior (82%), their grasp of theory is still an area of concern. Students were required to complete the first three questions and permitted to select five of the remaining twelve questions to answer. Of the twenty-seven students, only seven elected to answer question ten. The concern is perhaps twenty students chose not to answer this question owing to its focus on theory. There continues to be a need to provide students with more opportunities to apply criminology theory through assignments, readings, and lectures.

Outcome 3: Identify various types and patterns of crime, and analyze them in terms of applicable theories.

- Assessment Plan
 - Assessment Tool: Essays based on a prompt
 - Assessment Date: Winter 2018
 - Course section(s)/other population: All
 - Number students to be assessed: All students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of the students will score "good" or "superior" (3 or 4 on a 1-4 point scale)

- Who will score and analyze the data: Departmental and/or other college faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2019		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
29	27

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students that completed the exam were assessed. The difference is due to withdrawals and absences.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Only one section of this course is offered each semester. The section is offered on campus, face-to-face. All students enrolled in the Fall 2019 semester were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students were given an essay exam. The tool used to assess was a departmentally-developed four-point rubric. A score of 4 reflects superior work and a score of 3, good work.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The outcome was assessed by having students answer questions three, nine, and fifteen of an essay exam. Students were asked to list and discuss why people do not report crimes, why the National Crime Victimization Survey generally report higher crime activity than the Uniform Crime report, and what might account for

the increase in crime rates in the 1960s. A departmentally-developed four-point scale rubric was used to score the responses.

The results are as follows:

Essay question 3: 63% of students who answered the question scored a 3 or 4.

Essay question 9: 38% of students who answered the question scored a 3 or 4

Essay question 15: 100% of students who answered the question scored a 3 or 4

The average of these three essay exam question results is 67%. Therefore the standard of success of 70% was not met.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students appear to have a basic understanding of national criminal reporting data collection and criminal trends as they are tied to population demographics (specifically age).

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

These results indicate the application of theory tends to be a bit challenging for students. While 100% of the students who answered essay question five did answer it correctly, it should be noted this represents only 18% of all the students taking the essay exam. It may be helpful to address the application of criminology theory and the significance of the two major criminal reporting data methods through assignments, readings, and discussions.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

It appears there continues to be a need to focus on theoretical perspectives. Perhaps providing students with more opportunities to apply these theories and explaining how these theories were developed may help their comprehension.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

My overall impression is that the course is meeting the students needs. I share the previous assessment's concern that we need to spend more time on the theoretical perspectives.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

Results of the assessment and action plan will be shared at the department meeting and part-time faculty teaching the course.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	Questions that students did not do well on will be reviewed with criminology instructor.	Improve student learning.	2020
Course Assignments	Provide students with additional assignments, readings, and discussions of application of criminology theory and the significance of the two major criminal reporting data methods.	Improve student learning.	2020

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Criminology Assessment Rubric](#)

Faculty/Preparer: Maria Ortega **Date:** 12/06/2019
Department Chair: Starr Burke **Date:** 12/09/2019
Dean: Scott Britten **Date:** 12/09/2019
Assessment Committee Chair: Shawn Deron **Date:** 01/27/2020

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
Course Discipline Code and Number: **SOC 202**
Course Title: **Criminology**
Division/Department Codes: HSS/Behavioral Sciences Department

2. Semester assessment was conducted (check one):

- Fall 2011
- Winter 20__
- Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

- Portfolio
- Standardized test
- Other external certification/licensure exam (specify):
- Survey
- Prompt
- Departmental exam (essay)
- Capstone experience (specify):
- Other (specify):

4. Have these tools been used before?

- Yes
- No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed and the total number of students enrolled in the course.

38 of the 58 students enrolled, completed the essay exam.

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

All students who completed the course and took the exam were assessed.

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.

N/A

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

- 1. Compare and contrast the various perspectives and theories explaining criminal behavior and punishment.**
- 2. Describe the social, economic and political impact of criminal behavior and punishment in the U.S.**
- 3. Identify various types and patterns of crime and analyze them in terms of applicable theories.**

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*

70% of the students will score good or superior (3 or 4 on a 1 – 4 point scale).

Approved by the Assessment Committee July 2011

*for done
2/17/12
logged 12/15/11 sjv*

COURSE ASSESSMENT REPORT

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

37 of 38 students (97%) scored a 3 or 4 or higher. Only one student did not achieve the learning outcome. Three (3) students scored between 70 or 80% on the essay test.

This essay test was given as an addition to the regular grading process. The students were given extra credit for completing the exam. It is clear that most students took the task very seriously and completed the work well.

They were able to identify various types and patterns of crime. They were able to apply the theories within the context of the exam. Students were also able to describe the various factors that impact criminal behavior. Students are less able to compare and contrast the various perspectives and theories as they relate to criminal behavior and punishment. The four students who did not score at 100% were unable to answer question #5 (no answer was included in the essay).

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

Strengths: Students met the learning outcomes. They were strongest in the areas of identifying types and patterns of crime. They were also strong on their ability to apply the theories of criminology. Some of the essays were reviewed by faculty in the Criminal Justice Department. They expressed that the essays were very well done and that students seemed to have a good understanding of the concepts that were tested.

Weaknesses: There are three major perspectives in studying sociology as it relates to criminology. Some students weren't able to describe or apply the perspectives to the topic of the "Death Penalty". Because they did not answer the specific question (#5), it is difficult to determine the nature or cause of their inability to respond. As noted above, this test was done for extra credit. Because it was not required, students may have chosen not to complete this question, which is one of the more difficult ones to answer.

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations describe your plan for continuous improvement.)*

Since outcomes two and three were met, no additional focus needs to be placed on those concepts. We will focus a little more time on the perspectives as we move through the chapters in the text so that this will be clearer and make answering this question easier.

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.
- a. Outcomes/Assessments on the Master Syllabus
Change/rationale:
 - b. Objectives/Evaluation on the Master Syllabus
Change/rationale:
 - c. Course pre-requisites on the Master Syllabus
Change/rationale:
 - d. 1st Day Handouts
Change/rationale:

COURSE ASSESSMENT REPORT

- e. Course assignments
Change/rationale:
- f. Course materials (check all that apply)
 - Textbook
 - Handouts
 - Other:
- g. Instructional methods
Change/rationale:
- h. Individual lessons & activities

Change/rationale: Emphasize the sociological perspectives throughout the course, rather than teaching it as a unique topic.

3. What is the timeline for implementing these actions?

The change will be implemented immediately.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

The tool was very effective. It allowed students to write out and explain their understanding of the topic. They were able to articulate and apply the sociological concepts to a specific consequence of committing a crime. The disadvantage was that, when a student did not respond to one of the questions, it was unclear why.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

No changes will be made

3. Which outcomes from the master syllabus have been addressed in this report?

All Selected _____

If "All", provide the report date for the next full review: Fall 2014.

If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Print: Mimi Norwood
Faculty/Preparer

Signature Mimi Norwood Date: 12/13/11

Print: Starr Burke
Department Chair

Signature Starr Burke Date: 12/15/11

Print: Bill Abernethy
Dean/Administrator

Signature Bill Abernethy Date: 12/15/11