

Undergraduate Academic Assessment Plan 2012 2013

Criminology & Law

Liberal Arts & Sciences

Tanya Koropecyj-Cox

tkcox@ufl.edu

B.A. Criminology and Law: CLAS

Undergraduate Academic Assessment Plan

Mission Statement

The Bachelor of Arts in Criminology and Law provides students with knowledge of criminal behavior, criminal justice systems and law from a multidisciplinary, liberal arts perspective. Emphasis is on the ability to understand crime, how society reacts to it (especially through the criminal justice system and law) and the interrelationships between features of society and law, as well as on learning about theories of crime and methods for studying crime, law and society. Our mission aligns with the UF and CLAS missions to engage our students in scholarly work and preparing them to become the next generation of intellectual and scientific pioneers.

Student Learning Outcomes (SLOs, CK=Content Knowledge, CT=Critical Thinking; C=Communication)

<https://catalog.ufl.edu/ugrad/current/liberalarts/alc/criminology.aspx>

Existing SLOs in the 2012-13 undergraduate catalog:

1. Know the criminal justice system, the interrelationships among its components and their fit with society.
2. Know the legal institutions, the law and their interaction in society.
3. Analyze theories of crime and their implications for programs and policies to reduce crime.
4. Interpret and evaluate research in criminology, law and society and exhibit proficiency in the techniques used to conduct such research.
5. Communicate ideas clearly and effectively in an accepted style of presentation.

Revised SLOs for the 2013-14 undergraduate catalog:

Content

1. Define and describe the criminal justice system, the interrelationships among its components and their fit with society.
2. Define and describe the legal institutions, the law and their interaction in society.

Critical Thinking

3. Analyze theories of crime and their implications for programs and policies to reduce crime.

4. Interpret and evaluate research in criminology, law and society and exhibit proficiency in the techniques used to conduct such research.

Communication

5. Communicate ideas clearly and effectively in an accepted style of presentation.

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
Content	
Define and describe the criminal justice system, the interrelationships among its components and their fit with society.	Know the criminal justice system, the interrelationships among its components and their fit with society.
Define and describe the legal institutions, the law and their interaction in society.	Know the legal institutions, the law and their interaction in society.
Critical Thinking	
Analyze theories of crime and their implications for programs and policies to reduce crime.	Analyze theories of crime and their implications for programs and policies to reduce crime.
Interpret and evaluate research in criminology, law and society and exhibit proficiency in the techniques used to conduct such research.	Interpret and evaluate research in criminology, law and society and exhibit proficiency in the techniques used to conduct such research.
Communication	
Communicate ideas clearly and effectively in an accepted style of presentation.	Communicate ideas clearly and effectively in an accepted style of presentation.

*undergraduate catalog dates

Curriculum Map

Curriculum Map for: Criminology and Law

Program: Bachelor of Arts

College: Liberal Arts & Sciences

Key: Introuced

Reinforced

Assessed

Courses SLOs	Course1	Course2	Course3	Course4
Content Knowledge	CCJ 3024	CJL 3038	CCJ 3701	CCJ 4014
#1	I, R, A Exam			
#2		I, R, A Exam		
Critical Thinking				
#3				I, R, A Exam
#4			I, R, A Paper	
Communication				
#5			I, R, A Paper	

Assessment Cycle

The assessment cycle is shown in tabular form (see below). Evaluation of SLOs will consist of review by a team of faculty. Faculty will be asked to provide materials for the evaluation process. Materials will be made available to the faculty in August-October of the assessment year and the team will formulate a list of improvement actions by January of the following year and disseminate those materials by March.

Assessment Cycle Chart

Assessment Cycle for: Criminology and Law

Program: Bachelor of Arts _____

College: Liberal Arts and Sciences _____

Analysis and Interpretation:

August-October

Improvement Actions:

completed by January

Dissemination:

completed by March

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
SLO #1		x	x	x	x	x	x
SLO #2		x	x	x	x	x	x
Critical Thinking							
SLO #3		x	x	x	x	x	x
SLO #4		x	x	x	x	x	x
Communication							
SLO #5		x	x	x	x	x	x

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Define and describe the criminal justice system, the interrelationships among its components and their fit with society.	Exam	Exam score
Define and describe the legal institutions, the law and their interaction in society.	Exam	Exam score
Analyze theories of crime and their implications for programs and policies to reduce crime.	Exam	Exam score
Interpret and evaluate research in criminology, law and society and exhibit proficiency in the techniques used to conduct such research.	Paper	Rubric
Communicate ideas clearly and effectively in an accepted style of presentation.	Paper	Rubric

Direct Assessments

- (1) Review of CCI 3701 written paper to check for appropriate levels of success in meeting the student learning outcomes.
- (2) Senior Thesis- Students who wish to pursue research projects (usually for Honors designation, but not exclusively) will conduct independent research projects under the direct supervision of faculty. We maintain a record of these research projects and the quality of the resulting

Indirect Assessments

- (3) Document and review internship placement data.
- (4) Document (through exit surveys) the number of graduates continuing in higher learning, industry, government and other occupations.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Tanya Koropecjy-Cox	Sociology and Criminology & Law	tkox@ufl.edu	294-7177
Lonn Lanza-Kaduce	Sociology and Criminology & Law	llkll@ufl.edu	294-7180

Grading Rubric

Departmental Rubric for Assessing Communication Skills
Department of Criminology, Law and Society
University of Florida
(created October 11, 2005; amended November 2012)

Students will demonstrate their communication skills by completing an individual research project as outlined in this departmental rubric. All instructors who teach our required course *CCJ 3701 – Research Methods in Criminology* will require students to complete the project, and it will contribute to their overall grade for the course.

The goal of the project will be to conduct a study using research methods commonly employed in the areas of Criminology and Law & Society. This will include establishing a research question, reviewing existing research related to this question, developing and testing at least one hypothesis, describing results, and discussing the implications of the research. The finished product will follow a format, structure, and style similar to what is found in peer-reviewed academic journals in the discipline. Each stage of the research project will be described below, followed by a discussion of grading procedures.

Elements of the research project

Establish a research question

Students will be required to clearly state the purpose of their study and concisely summarize that purpose in the form of a thesis statement. They must also provide a rationale for conducting this specific study, including a discussion of why the topic is important, and who may find the research useful.

Superior performance is indicated by: a research statement that succinctly identifies concepts that are to be studied, how they may be related and why it is important to study that issue in terms of theory, past research, and/or policy, all of which is done in a way that sets up and is linked to the other sections of the paper.

Good performance is indicated by: a less precise statement of the concepts and their relationships or the importance of researching the issue and/or less integration with the other sections of the paper.

Poor performance is indicated by a failure to identify one of the concepts, and/or a failure to make the nature of the relationship among concepts clear, and/or the failure to tie the research question together with the other parts of the paper.

Literature review

After identifying the topic and establishing its importance, the student will provide a review of the relevant literature. Students must follow a recognized citation style, or a specific style presented by the instructor.

Superior performance is indicated by: identifying theoretical and empirical work that is central to the stated problem and reviewing that work in ways that show how that work contributes to the research question and/or the design of the research project.

Good performance is indicated by: identifying theoretical and empirical work that is relevant (but may not be so central to the research problem) and/or a review that gives background to the research and/or design in only general ways.

Poor performance is indicated by: an incomplete identification of theoretical and empirical work that is relevant to the research problem and/or a failure to review that work in ways that help readers understand either the problem or the design of the research project.

Hypotheses

After conducting the literature review, the student will formally state at least one research hypothesis.

Superior performance is indicated by: a clear specification of features of the underlying concepts that links the concepts to researchable referents and to each other by stating either a null relationship or an alternative expected relationship that is closely tied to the methodology section of the paper.

Good performance is indicated by: a general presentation of the concepts in a way that relates to the research methodology and that provides a basic statement of relationship that generally fits with the methodology section of the paper.

Poor performance is indicated by: a failure to present the concepts in a way that relates to the research methodology and/or that does not provide a basic statement of the relationship that fits with the methodology section of the paper.

Research methodology

Before conducting the actual analysis, the student will describe the research methods that will be used in the study. This will include a discussion of various issues in research methodology such as sampling methods, survey construction, data collection methods, data management and manipulation procedures, and analytical methods.

Superior performance is indicated by: a clear and complete description and orderly presentation of the methods (design, sampling, survey construction or data collection procedures, data management and manipulation procedures, and statistical/analytical methods) that are clearly linked to the hypothesis.

Good performance is indicated by: a mostly complete description and mostly organized presentation of the methods (design, sampling, survey construction or data collection procedures, data management and manipulation procedures, and statistical/analytical methods) that are generally linked to the hypothesis.

Poor performance is indicated by: an incomplete description and/or weakly organized presentation of the methods (design, sampling, survey construction or data collection procedures, data management and manipulation procedures, and statistical/analytical methods) that are poorly linked to the hypothesis.

Analysis

This portion of the project will involve conducting an original analysis appropriate to the research question. Primary emphasis will be placed on the proper way to conduct analysis and describe findings in a fashion that is standard in the discipline of Criminology, Law and Society.

Superior performance is indicated by: a complete and clear presentation of the results of the statistical analyses that directly address the research question and hypothesis using tables/charts and that is reviewed accurately and in detail in the text.

Good performance is indicated by: a mostly complete presentation of the results of the statistical analyses that directly address the research question and hypothesis using tables/charts and that is reviewed generally or mostly accurately in the text.

Poor performance is indicated by: a less than complete presentation of the results of the statistical analyses and/or a weak fit between the results reported and the research question and hypotheses and/or inaccuracies in the results presented in tables/charts or in their review in the text.

Conclusion and discussion

The final portion of the project will involve summarizing the analytical findings, discussing whether or not the findings confirmed the previously stated hypothesis, relating the findings back to previous literature, critiquing the student's own research, and suggesting future directions for research in this area.

Superior performance is indicated by: a clear succinct summary of the results, a clear discussion of their importance (in terms of theory, research findings, and/or policy) that does not over-reach the data and findings, a considered review of any limitations in the research, and reasoned arguments for future research that flows from the findings.

Good performance is indicated by: a general summary of the results, a basic discussion of their importance (in terms of theory, research findings, and/or policy) that is relevant to the data and findings, a review of any limitations in the research, and arguments for future research that are generally relevant to the findings.

Poor performance is indicated by: a weak summary of the results and/or a weak discussion of their importance and/or a weak review of any limitations of the research and/or failure to raise directions for future research or to tie those suggestions to the findings.