

Feedback on 2016-2017 Yearly Assessment Report
Michael Jonas, FDCD Social Sciences – College of Arts and Sciences

Criminal Justice Studies Minor

Hello Robert and Brian,

On behalf of myself, Associate Dean Professor Suparna Chakraborty, and the University Assessment Committee, I would like to thank you for the timely submission of *2016-2017 Yearly Assessment Report*. Please find below our responses and feedback to relevant sections of your report. Please keep in mind that these suggestions are based on WASC guidelines and are intended to aid in maintaining compliance with WASC requirements.

We recognize that this is the first year that minor programs have been asked to provide much of this information, and are more than willing to help with any aspect of the process.

Note that any suggestions of changes or alterations to your report do not require any additional submission at this time, but are simply a continuation of the dialog between FDCD's and program directors such as yourself aimed at improving student learning and achieving WASC compliance.

Below are a few notes on your assessment submission.

PLO's

The Program Learning Outcomes submitted for your minor are excellent. Your PLOs are stated with active verbs (demonstrate, develop, apply), and fit well within USF's Institution Learning Outcomes. They are well-organized, focusing on key skill sets and values that students will learn in the program, with the added advantage of being expressed in simple language which makes it easy to understand.

Most importantly, the PLO's submitted provide measurable outcomes. Great job!

Mission Statement

The mission statement is well-written, distinctive and memorable. It accurately captures the intent and purpose of your minor program, reflects your curriculum, identifies the specific population served by your department/program, and fits well within USF's mission statement.

Direct Assessment Methods

In future cycles, please attempt to develop a set of specific assignments that relate to the PLO in question for use in direct assessment. This would typically be an essay assignment or specific question on a final exam. A rubric would then be developed linking student achievement (grade) on the assignment to a level of achievement of the PLO.

Indirect Assessment Methods

A student survey is an excellent way of assessing the level of success your program is having both in bringing your students to the mastery level of your PLO's, but also in communicating those PLO's to the students. For example, a survey question might posit "In this course I learned X", with the responses ranging from "strongly disagree" to "strongly agree". If you decide to implement such a survey, please let me know if I can offer any assistance, or provide successful examples from other programs.

While faculty evaluations do address the issue of whether students feel as if they learned a significant amount of material, it is difficult to relate to a specific PLO.

Results

Thank for the data indicating percentage of students attaining an 'A' grade in the course assessed. In the future, it would be helpful if additional detail were available in the narrative. This would include total sample size, number of students within course that are minors, full frequency breakdown (percent students 90% above, 80-90% etc.)

Likewise, a clearer interpretation of the results as they relate back to attainment of the PLO in question would be appreciated.

Closing the Loop

You have described planned changes that flow directly from assessment results to improve department curriculum and/or programming so that student learning will improve. Thank you for recognizing realistic ways of achieving meaningful direct assessment in future cycles. We recognize that many minor programs did not have adequate time to put these in place this round, and your patience is much appreciated!

Again, thank you very much for your cooperation in this process, and please feel free to contact me with any questions or concerns going forward.

Best Wishes,

Mike Jonas

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