SoTL Commons Conference

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Shaping and Sharing Active Learning at a Large University

Celia C. Lo  
University of Alabama, clo@twu.edu

Lin Olin  
University of Alabama, lolinj@bama.ua.edu

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Course Assessment Chart  
Celia C. Lo  
Department of Criminal Justice  
February, 2008

Course Number and Name: Criminological Theory  
Enrollment (end of semester): 15

Performance Criteria: For each outcome, average of >80% corresponds to acceptable performance; average of >90% corresponds to good performance  
Goals: All students should at least show acceptable performance; At least 40% of students should show good performance

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Direct Assessment Measures</th>
<th>Indirect Assessment Measures</th>
<th>Results</th>
<th>Actions Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognize that crime and deviance are socially constructed</td>
<td>Class Presentation; Pre-class exercises; Group participation exercises; Papers</td>
<td>discursive evaluation of course and teacher; discursive evaluations of group and self activities in class</td>
<td>53.5% -- good performance; 46.7% -- acceptable performance</td>
<td>Continue present focus on topic</td>
</tr>
<tr>
<td>comprehend major criminological theories</td>
<td>Class Presentation; Pre-class exercises; Group participation exercises; Papers</td>
<td>discursive evaluation of course and teacher; discursive evaluations of group and self activities in class</td>
<td>53.5% -- good performance; 46.7% -- acceptable performance</td>
<td>Continue present focus on topic</td>
</tr>
<tr>
<td>understand the role of social control in defining crime and developing theories of crime</td>
<td>Class Presentation; Pre-class exercises; Group participation exercises; Papers</td>
<td>discursive evaluation of course and teacher; discursive evaluations of group and self activities in class</td>
<td>53.5% -- good performance; 46.7% -- acceptable performance</td>
<td>Continue present focus on topic</td>
</tr>
<tr>
<td>apply criminological theories to explain different types of criminal behavior</td>
<td>Class Presentation; Pre-class exercises; Group participation exercises; Papers</td>
<td>discursive evaluation of course and teacher; discursive evaluations of group and self activities in class</td>
<td>53.5% -- good performance; 46.7% -- acceptable performance</td>
<td>Continue present focus on topic</td>
</tr>
<tr>
<td>explain policy implications arising from various criminological theories</td>
<td>Class Presentation; Pre-class exercises; Group participation exercises; Papers</td>
<td>discursive evaluation of course and teacher; discursive evaluations of group and self activities in class</td>
<td>53.5% -- good performance; 46.7% -- acceptable performance</td>
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