

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Criminal Justice BS

As of: 11/07/2016 10:37 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Mission / Purpose

We live in a world where we are inundated with images of crime and injustice. Our nation spends billions annually on the crime problem. Unfortunately, public policies, programs, and attempted solutions to our crime problem are too frequently driven by media imagery and public scares, rather than empirical reality. It is our departmental mission to contribute to ensuring humane, just, and effective crime and justice policies, programs, and practices by providing our students with the knowledge and skills necessary to become informed citizens and agents of justice.

Our undergraduate program provides the breadth of knowledge of a liberal arts curriculum, combined with interdisciplinary perspectives on crime and justice. It is designed to facilitate personal and professional growth of our students through engaged and experiential learning opportunities. Upon completion of our program, you will be prepared to act as informed and skilled agents of justice, who combine critical thinking and analytical skills with empirical evidence to accurately assess our crime problem and evaluate justice problems, policies, programs, and solutions. You will be prepared for entry level positions in a wide variety of criminal justice related occupations.

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

#### **SLO 1: Critical Thinking and Analysis in Discipline**

Students will critically analyze our crime and justice philosophies, theories, policies, programs, and practices.

#### Related Measures

##### **M 2: Papers (1, 2, 3, 4, 5)**

Beginning in the Fall 2012, graduating seniors will complete an online assignment in Moodle that requires them to apply knowledge, critical thinking, and written communication skills to assess the relative merits of policy and practice within the field of criminal justice. These written assignments will then be assessed with a standardized rubric that will be created by three or more faculty members in our department and that will rate students on critical thinking, written communication, and application of knowledge. During Assessment of the assignments, three faculty members will be used to assess each group of assignments, in order to ensure inter-rater reliability. Data will be collected every semester, but reports of findings will be every other year in the spring semester of a given cycle.

**Beginning in the fall 2014**

**Student Learning Objectives:**

**2. Critically analyze crime and justice philosophies, theories, policies, programs, practices.**

**Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

Data will also be collected from writing assignments in CJUS 305: Criminal Behavior. This course will be required of all majors beginning the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses and 5 writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2014, Fall 2016

**Data Analysis and Reporting Timeline:**

Spring 2015 and Spring 2017

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a

satisfactory or above rating.

### **3. Effectively communicate in writing.**

#### **Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects and oral presentations in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

#### **Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

Additionally, we will utilize an agreed upon oral presentation rubric to assess oral presentation assignments in both sections of 499.

#### **Data Collection Timeline:**

Fall 2015, Fall 2017

#### **Data Analysis and Reporting Timeline:**

Spring 2016, Fall 2018

#### **Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

### **4. Construct evidence-based solutions to problems of crime and justice**

#### **Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

#### **Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2016, Fall 2018

**Data Analysis and Reporting Timeline:**

Spring 2017, Fall 2019

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**5. Apply justice and criminological theories to specific problems of crime and justice**

**Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 305: Criminal Behavior. This course will be required of all majors beginning in the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**6. Draw links between your community-based learning opportunities (our internship program) and the training and knowledge you received in the classroom.**

**Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 495: Internship.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from 395 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016 and Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

This objective will be met when 70% or more of the assignments selected for assessment obtain a satisfactory or above rating.

**Finding (2015-2016) - Target: Not Reported This Cycle**

This objective was not scheduled to be measured during the 2015-2016 academic year.

**Related Action Plans (by Established cycle, then alpha):**

**Increased Student Expectations**

Our department is in the process of developing and/or enhancing current written rubrics used to assess this learning objective. Up to this point, we have relied on rubrics that were not specifically designed to measure critical thinking, but rather the successful completion of a given written assignment, which includes critical thinking along with various other demonstrated abilities. Also, our department is working on a plan to promote the ability of our majors to think critically at all levels of course work. We will require that instructors incorporate assignments that assess this ability in all courses. We have decided that in our future assessments, all 100 level courses should require beginning/developing level, all 200 level courses should require intermediate level ability and all 300 and 400 level courses will require advanced level critical thinking skills in order for this goal to be considered successfully met. We will randomly sample 20 assignments/projects from each level of courses that will then be evaluated using an agreed upon rubric for level of

critical thinking applied. This goal will be considered successfully met when at least 70% of assignments within each level meet the level of critical thinking expected.

**Established in Cycle:** 2009-2010

**Implementation Status:** Terminated

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Papers (1, 2, 3, 4, 5) | **Outcome/Objective:**  
Critical Thinking and Analysis in Discipline

### **Adding assignments that facilitate desired outcomes to all courses**

Our department met to discuss what we can do to enhance student outcomes on this objective. Various suggestions and ideas were discussed including the need to incorporate activities and assignments into all courses that will promote our desired outcomes. Our department head said that we should all be doing this. There was also some discussion directed at changing the process of measuring this outcome, but no firm decisions have been made. Our department will be meeting again soon to finish developing our plan.

In the 2013 and 2014 academic year, our department created agreed upon course specific learning objectives that will promote our departmental learning objectives. The following are new departmental requirements for promoting our student learning outcomes:

1. Beginning in the fall 2014 semester, faculty will be required to incorporate the learning objectives listed below into our syllabi.
2. Beginning in the fall 2014, assessment methods (grade components) of each course should be clearly articulated within syllabi and directly linked to our course specific learning objectives.
3. Beginning in the fall 2014, 100 and 200 level courses will minimally require at least three small writing assignments/projects requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course.
4. Beginning in the fall 2014, 100 and 200 level courses will minimally require at least three small writing assignments/projects requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course.
5. Beginning in the fall 2014, 300 level courses will require at least five small writing assignments or one large research project requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. Type of assignments are up to the instructor, but should be developed with all course learning objectives in mind.
6. Beginning in the fall 2014; 400 levels courses will require at least

five small writing assignments and one large research paper or two 5 to 8 page written exams requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. Exact type of written assignments are up to the instructor, but should be developed with all course learning objectives in mind

**Established in Cycle:** 2010-2011

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Papers (1, 2, 3, 4, 5) | **Outcome/Objective:**  
Critical Thinking and Analysis in Discipline

**Responsible Person/Group:** All Faculty

**Increase percentage of papers expected to obtain a satisfactory or above rating.**

75% of assessed papers will obtain a satisfactory or above rating.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Papers (1, 2, 3, 4, 5) | **Outcome/Objective:**  
Critical Thinking and Analysis in Discipline

## **SLO 2: Effectively communicate in writing and orally**

Students will effectively communicate in writing and orally

### Related Measures

#### **M 2: Papers (1, 2, 3, 4, 5)**

Beginning in the Fall 2012, graduating seniors will complete an online assignment in Moodle that requires them to apply knowledge, critical thinking, and written communication skills to assess the relative merits of policy and practice within the field of criminal justice. These written assignments will then be assessed with a standardized rubric that will be created by three or more faculty members in our department and that will rate students on critical thinking, written communication, and application of knowledge. During Assessment of the assignments, three faculty members will be used to assess each group of assignments, in order to ensure inter-rater reliability. Data will be collected every semester, but reports of findings will be every other year in the spring semester of a given cycle.

**Beginning in the fall 2014**

**Student Learning Objectives:**

## **2. Critically analyze crime and justice philosophies, theories, policies, programs, practices.**

### **Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

Data will also be collected from writing assignments in CJUS 305: Criminal Behavior. This course will be required of all majors beginning the fall 2014.

### **Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses and 5 writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

### **Data Collection Timeline:**

Fall 2014, Fall 2016

### **Data Analysis and Reporting Timeline:**

Spring 2015 and Spring 2017

### **Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.



### **3. Effectively communicate in writing.**

#### **Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects and oral presentations in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

#### **Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

Additionally, we will utilize an agreed upon oral presentation rubric to assess oral presentation assignments in both sections of 499.

#### **Data Collection Timeline:**

Fall 2015, Fall 2017

#### **Data Analysis and Reporting Timeline:**

Spring 2016, Fall 2018

#### **Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

### **4. Construct evidence-based solutions to problems of crime and justice**

#### **Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

#### **Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be

averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2016, Fall 2018

**Data Analysis and Reporting Timeline:**

Spring 2017, Fall 2019

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**5. Apply justice and criminological theories to specific problems of crime and justice**

**Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 305: Criminal Behavior. This course will be required of all majors beginning in the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**6. Draw links between your community-based learning opportunities (our**

**internship program) and the training and knowledge you received in the classroom.**

**Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 495: Internship.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from 395 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016 and Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

This objective will be met when 70% or more of selected assignments rate satisfactory or above.

**Finding (2015-2016) - Target: Not Reported This Cycle**

This objective was scheduled to be measured during the 2015-2016 academic year by collecting documents from the CJUS 499/Senior Seminars in the Fall of 2015. However, due to a number of unforeseen complications, no CJUS 499 classes were taught. We will attempt to collect documents from the 499 course again in the Fall of 2017.

**Related Action Plans (by Established cycle, then alpha):**

**Writing Assignment Requirements**

Our department met to discuss what we can do to enhance student outcomes on this objective. Various suggestions and ideas were discussed including the need to incorporate activities and assignments into all courses that will promote our desired outcomes. Our department head said that we should all be doing this. There was also some discussion directed at changing the process of measuring this outcome, but no firm decisions have been made. Our department will be meeting again soon to finish developing our plan. In the 2013 and 2014 academic year, our department created agreed upon course specific learning objectives that will promote our departmental learning objectives. The following are new departmental requirements for promoting our student learning outcomes: 1. Beginning in the fall 2014 semester, faculty will be required to incorporate the learning objectives listed below into our syllabi. 2. Beginning in the fall 2014, assessment methods (grade components) of each course should be clearly articulated within syllabi and directly linked to our course specific learning objectives. 4. Beginning in the fall 2014, 100 and 200 level

courses will minimally require at least three small writing assignments/projects requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. 5. Beginning in the fall 2014, 300 level courses will require at least five small writing assignments or one large research project requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. Type of assignments are up to the instructor, but should be developed with all course learning objectives in mind. 6. Beginning in the fall 2014; 400 levels courses will require at least five small writing assignments and one large research paper or two 5 to 8 page written exams requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. Exact type of written assignments are up to the instructor, but should be developed with all course learning objectives in mind

**Established in Cycle:** 2013-2014

**Implementation Status:** Finished

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Papers (1, 2, 3, 4, 5) | **Outcome/Objective:**  
Effectively communicate in writing and orally

**Responsible Person/Group:** All faculty

### **M 3: Oral Presentation (2)**

#### **Data Source:**

Data will be collected for assessment of this particular objective from oral presentations in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

#### **Assessment Process:**

To assess this objective, we will randomly select 10 individual oral presentations from each of the two 499 and utilize an agreed upon oral presentation rubric.

#### **Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Fall 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory rating on the assignment.

Source of Evidence: Presentation, either individual or group

**Target:**

This objective will be met when 70% or more of selected oral presentations rate satisfactory or above.

**Finding (2015-2016) - Target: Not Reported This Cycle**

This objective was scheduled to be measured during the 2015-2016 academic year by rating oral presentations from the CJUS 499/Senior Seminars in the Fall of 2015. However, due to a number of unforeseen complications, no CJUS 499 classes were taught. We will attempt to collect ratings on oral presentations from the 499 course again in the Fall of 2017.

**Related Action Plans (by Established cycle, then alpha):**

**Exit interviews & Placement Action Plan**

Oral presentations are not giving us enough quality information. The department has collaborated on an idea to survey a sample of exiting students in order to develop a more effective picture of the impact our program is having on students, including quality of classes, instruction, and experiences. While previously we had been collecting papers and scoring oral presentations, we plan to begin crafting exit questions that we will administer to a handful of graduating seniors every year. We have not yet determined what the questions will be, nor have we determined how many students will be asked to participate in the exit interviews.

In addition, we plan to investigate alumni placement as another measure of our department's quality.

Both the exit interviews and the alumni placement objectives will be linked to the "Quality" objective.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Oral Presentation (2) | **Outcome/Objective:**  
Effectively communicate in writing and orally

**Implementation Description:** To implement this plan, we will need a team to craft interview questions that accurately measure the department's effectiveness. We will also need a team to select students

and a team to interview the selected students.

**Projected Completion Date:** 05/2018

**Responsible Person/Group:** Dave Khey

**SLO 3: Construct evidence-based solutions**

Students will construct evidence-based solutions to problems of crime and justice

**Related Measures**

**M 2: Papers (1, 2, 3, 4, 5)**

Beginning in the Fall 2012, graduating seniors will complete an online assignment in Moodle that requires them to apply knowledge, critical thinking, and written communication skills to assess the relative merits of policy and practice within the field of criminal justice. These written assignments will then be assessed with a standardized rubric that will be created by three or more faculty members in our department and that will rate students on critical thinking, written communication, and application of knowledge. During Assessment of the assignments, three faculty members will be used to assess each group of assignments, in order to ensure inter-rater reliability. Data will be collected every semester, but reports of findings will be every other year in the spring semester of a given cycle.

**Beginning in the fall 2014**

**Student Learning Objectives:**

**2. Critically analyze crime and justice philosophies, theories, policies, programs, practices.**

**Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

Data will also be collected from writing assignments in CJUS 305: Criminal Behavior. This course will be required of all majors beginning the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses and 5 writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2014, Fall 2016

**Data Analysis and Reporting Timeline:**

Spring 2015 and Spring 2017

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**3. Effectively communicate in writing.**

**Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects and oral presentations in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

Additionally, we will utilize an agreed upon oral presentation rubric to assess oral presentation assignments in both sections of 499.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Fall 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**4. Construct evidence-based solutions to problems of crime and justice****Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2016, Fall 2018

**Data Analysis and Reporting Timeline:**

Spring 2017, Fall 2019

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**5. Apply justice and criminological theories to specific problems of crime and justice****Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 305: Criminal Behavior. This course will be required of all majors beginning in the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment



will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**6. Draw links between your community-based learning opportunities (our internship program) and the training and knowledge you received in the classroom.**

**Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 495: Internship.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from 395 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016 and Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

This objective will be met when 70% or more of selected assignments receive a rating of satisfactory or higher.

**Finding (2015-2016) - Target: Not Reported This Cycle**

This objective was not scheduled to be measured during the 2015-2016 academic year.

**Related Action Plans (by Established cycle, then alpha):**

**Required assignments**

Our department met to discuss what we can do to enhance student outcomes on this objective. Various suggestions and ideas were discussed including the need to incorporate activities and assignments into all courses that will promote our desired outcomes. Our department head said that we should all be doing this. There was also some discussion directed at changing the process of measuring this outcome, but no firm decisions have been made. Our department will be meeting again soon to finish developing our plan. In the 2013 and 2014 academic year, our department created agreed upon course specific learning objectives that will promote our departmental learning objectives. The following are new departmental requirements for promoting our student learning outcomes: 1. Beginning in the fall 2014 semester, faculty will be required to incorporate the learning objectives listed below into our syllabi. 2. Beginning in the fall 2014, assessment methods (grade components) of each course should be clearly articulated within syllabi and directly linked to our course specific learning objectives. 4. Beginning in the fall 2014, 100 and 200 level courses will minimally require at least three small writing assignments/projects requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. 5. Beginning in the fall 2014, 300 level courses will require at least five small writing assignments or one large research project requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. Type of assignments are up to the instructor, but should be developed with all course learning objectives in mind. 6. Beginning in the fall 2014; 400 levels courses will require at least five small writing assignments and one large research paper or two 5 to 8 page written exams requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. Exact type of written assignments are up to the instructor, but should be developed with all course learning objectives in mind

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):****Measure:** Papers (1, 2, 3, 4, 5) | **Outcome/Objective:**  
Construct evidence-based solutions**Responsible Person/Group:** All faculty**SLO 4: Apply theories to problems of crime and justice**

Students will apply justice and criminological theories to specific problems of crime and justice

**Related Measures****M 2: Papers (1, 2, 3, 4, 5)**

Beginning in the Fall 2012, graduating seniors will complete an online assignment in Moodle that requires them to apply knowledge, critical thinking, and written communication skills to assess the relative merits of policy and practice within the field of criminal justice. These written assignments will then be assessed with a standardized rubric that will be created by three or more faculty members in our department and that will rate students on critical thinking, written communication, and application of knowledge. During Assessment of the assignments, three faculty members will be used to assess each group of assignments, in order to ensure inter-rater reliability. Data will be collected every semester, but reports of findings will be every other year in the spring semester of a given cycle.

**Beginning in the fall 2014****Student Learning Objectives:**

**2. Critically analyze crime and justice philosophies, theories, policies, programs, practices.**

**Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

Data will also be collected from writing assignments in CJUS 305: Criminal Behavior. This course will be required of all majors beginning the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses and 5 writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2014, Fall 2016

**Data Analysis and Reporting Timeline:**

Spring 2015 and Spring 2017

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**3. Effectively communicate in writing.**

**Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects and oral presentations in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

Additionally, we will utilize an agreed upon oral presentation rubric to assess oral presentation assignments in both sections of 499.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Fall 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**4. Construct evidence-based solutions to problems of crime and justice****Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2016, Fall 2018

**Data Analysis and Reporting Timeline:**

Spring 2017, Fall 2019

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**5. Apply justice and criminological theories to specific problems of crime and justice****Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 305: Criminal Behavior. This course will be required of all majors beginning in the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment

will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**6. Draw links between your community-based learning opportunities (our internship program) and the training and knowledge you received in the classroom.**

**Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 495: Internship.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from 395 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016 and Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

This objective will be met when 70% or more of the assignments selected obtain a satisfactory or above rating.

**Finding (2015-2016) - Target: Met**

Three faculty members rated 10 papers for evidence of their ability to apply criminological theories to problems of crime and justice. 10 papers from the CJUS 305: Theories of Criminal Behavior were selected for measurement, using a rubric. The average score was 4.4 out of a possible 6 points. A score of "4" is considered "satisfactory," per the rubric, so the documents that were analyzed met the 70% or above satisfactory rating.

**Related Action Plans (by Established cycle, then alpha):**

**Required assignments**

Our department met to discuss what we can do to enhance student outcomes on this objective. Various suggestions and ideas were discussed including the need to incorporate activities and assignments into all courses that will promote our desired outcomes. Our department head said that we should all be doing this. There was also some discussion directed at changing the process of measuring this outcome, but no firm decisions have been made. Our department will be meeting again soon to finish developing our plan. In the 2013 and 2014 academic year, our department created agreed upon course specific learning objectives that will promote our departmental learning objectives. The following are new departmental requirements for promoting our student learning outcomes: 1. Beginning in the fall 2014 semester, faculty will be required to incorporate the learning objectives listed below into our syllabi. 2. Beginning in the fall 2014, assessment methods (grade components) of each course should be clearly articulated within syllabi and directly linked to our course specific learning objectives. 4. Beginning in the fall 2014, 100 and 200 level courses will minimally require at least three small writing assignments/projects requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. 5. Beginning in the fall 2014, 300 level courses will require at least five small writing assignments or one large research project requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. Type of assignments are up to the instructor, but should be developed with all course learning objectives in mind. 6. Beginning in the fall 2014; 400 levels courses will require at least five small writing assignments and one large research paper or two 5 to 8 page written exams requiring students to think critically and analytically about particular course related problems/issues, analyze the relative merits of competing theories or philosophies of crime and justice related to the course, and apply theories, philosophies and evidence to development of solutions to crime and justice related problems directly linked to a given course. Exact type of written assignments are up to the instructor,

but should be developed with all course learning objectives in mind

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Papers (1, 2, 3, 4, 5) | **Outcome/Objective:** Apply theories to problems of crime and justice

**Responsible Person/Group:** faculty

**SLO 5: Link community-based learning to disciplinary knowledge**

Students will apply concepts, theories and philosophies from prior criminal justice coursework to critically analyze and reflect upon their field experiences within criminal justice agencies

**Related Measures**

**M 2: Papers (1, 2, 3, 4, 5)**

Beginning in the Fall 2012, graduating seniors will complete an online assignment in Moodle that requires them to apply knowledge, critical thinking, and written communication skills to assess the relative merits of policy and practice within the field of criminal justice. These written assignments will then be assessed with a standardized rubric that will be created by three or more faculty members in our department and that will rate students on critical thinking, written communication, and application of knowledge. During Assessment of the assignments, three faculty members will be used to assess each group of assignments, in order to ensure inter-rater reliability. Data will be collected every semester, but reports of findings will be every other year in the spring semester of a given cycle.

**Beginning in the fall 2014**

**Student Learning Objectives:**

**2. Critically analyze crime and justice philosophies, theories, policies, programs, practices.**

**Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

Data will also be collected from writing assignments in CJUS 305: Criminal



Behavior. This course will be required of all majors beginning the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses and 5 writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2014, Fall 2016

**Data Analysis and Reporting Timeline:**

Spring 2015 and Spring 2017

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**3. Effectively communicate in writing.**

**Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects and oral presentations in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments

from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

Additionally, we will utilize an agreed upon oral presentation rubric to assess oral presentation assignments in both sections of 499.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Fall 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**4. Construct evidence-based solutions to problems of crime and justice**

**Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 499: Senior Seminar. Our department just created this course, which requires students to critically analyze current crime and justice related policies in the U.S., emphasizing the political and ideological forces that influence policy-making practices and evidence-based practices used in assessing policy effectiveness. We will offer two 499 courses per semester beginning in the fall 2014 semester.

**Assessment Process:**

To assess this objective, we will randomly select 5 individual writing assignments from each of the two 499 courses. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2016, Fall 2018

**Data Analysis and Reporting Timeline:**

Spring 2017, Fall 2019

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**5. Apply justice and criminological theories to specific problems of crime and justice**

**Data Source:**

Data will be collected for assessment of this particular objective from writing assignments/projects in CJUS 305: Criminal Behavior. This course will be required of all majors beginning in the fall 2014.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from the 305 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016, Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

**6. Draw links between your community-based learning opportunities (our internship program) and the training and knowledge you received in the classroom.****Data Source:**

Data will be collected for assessment of this particular outcome from writing assignments in CJUS 495: Internship.

**Assessment Process:**

To assess this objective, we will randomly select 10 individual writing assignments from 395 course for assessment with an agreed upon rubric. This assessment will be conducted by three faculty members in order to ensure inter-rater reliability. The three faculty scores will be averaged to obtain the final rubric rating for each writing assignment.

**Data Collection Timeline:**

Fall 2015, Fall 2017

**Data Analysis and Reporting Timeline:**

Spring 2016 and Spring 2018

**Success Indicators:**

This Objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**

This objective will be met when 70% or more of the selected assignments obtain a satisfactory rating or higher.

**Finding (2015-2016) - Target: Met**

Three faculty members rated 10 papers from the CJUS 495: Internship class for evidence of linking community-based learning to disciplinary knowledge. The 10 papers were chosen randomly and de-identified. The average score across all papers was 5.6 out of 6, well above the target of "4" which is "satisfactory."

## **Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

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**O/O 6: Quality of Program**

Quality of program refers to the impact/effectiveness that our coursework, instructors, and experiences have had on a student. Rather than measuring student outcomes, students themselves will measure their perception of the quality of the education they have received. Additionally, alumni who are working in the field will be considered another mark of quality within our program.

**Related Measures****M 4: Exit Interviews**

Outgoing seniors will participate in exit interviews to determine the quality of our program.

We expect to implement exit interviews in AY 2017-2018.

Source of Evidence: Exit interviews with grads/program completers

**Target:**

We will determine our target over the next 12 months.

**Finding (2015-2016) - Target: Not Reported This Cycle**

We plan to implement this Measure in AY 2017-2018.

**M 5: Alumni Placement**

We will obtain career placement information for our alumni and establish a target range for CJ graduates who are currently working in the field of criminal justice.

We plan to implement this Measure in AY 2017-2018.

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**

We will determine our target over the next 12 months.

**Finding (2015-2016) - Target: Not Reported This Cycle**

We plan to implement this Measure in AY 2017-2018.

## **Analysis Questions and Analysis Answers**

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**How were assessment results shared and evaluated within the unit?**

Results will be shared in our upcoming meeting August 2016. At that time, faculty will

consider what changes need to be made.

**Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

No new action plans were implemented. The BS program continues with the original action plan. There do not appear to be measurable changes in last year's assessment and this year's assessment. Faculty will be encouraged to contribute to a new or revised action plan in the next cycle that might more rigorously measure outcomes.

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

We have learned through assessments that the Internship and Theory courses are doing what they are intended to do- furthering students' knowledge about working in the field, connecting classroom material to the job field, and demonstrating knowledge of criminal theories. These two classes are going especially well. We have had an issue developing the Senior Seminar, which is a course tied to important objectives. We hope to be able to teach this course in 2016-2017 in order to begin establishing baselines.