

2017-2018 Assessment Cycle COLA_Criminal Justice BS

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

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.

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Students will critically analyze our crime and justice philosophies, theories, policies, programs, and practices.(Imported)											
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units);											
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Goal/Objective	Students will effectively communicate in written form.(Imported)						
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Goal/Objective	Students will apply justice and criminological theories to specific problems of crime and justice.(Imported)							
Legends	SLO - Student Learning Outcome/Objective (academic units);							
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Goal/Objective	Program Satisfaction/Effectiveness(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	

Assessment Measures			
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	Indirect - Exit Interviews	A revised exit interview will be embedded within the Senior Capstone CJUS 499 in Spring 2018. The goal is to obtain 80% of students who are satisfied with the CJUS program (or better).	

Goal/Objective	Students will effectively communicate in oral form.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Presentation	We will assess oral presentations in CJUS 499/Senior Seminar. 70% of the presentations should "meet expectations."	Rubric_for_Oral_exam.docx

Goal/Objective	Students will complete a "major field exam" as seniors.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
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	Assessment Measure	Criterion	Attachments
	Direct - Standardized Test	A criminal justice exam will be distributed to seniors who are majoring in criminal justice as part of their final semester requirements. Currently, the vendor chosen is ETS, Criminal Justice Major Field Exam. The target would be for each cohort taking the exam to fall within a median range of test takers on this ETS exam.	

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

The current focus of the departmental assessment plan is to focus on deficiencies identified by faculty and by the Major Field Exam. Specifically, the department hopes to improve in three critical areas: 1) oral and written communication proficiency; 2) understanding and proficiency of applying criminological theory; 3) and job readiness. The primary methods of ensuring the assessment of these critical areas is via group-based grading of a rubric of materials and oral presentation, a standardized exam, and exit interviews.

The department expects to see marked improvement on a standardized exam, the ETS Major Field Exam, after reviewing deficiencies and addressing these issues accordingly. At this point, the department is at the nascent stage of reviewing the first two cohorts to take the ETS Major Field Exam.

The data and improvement plan will be shared frequently (on a semester by semester basis) with departmental faculty, and annually with the dean of the College of Liberal Arts.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Students will critically analyze our crime and justice philosophies, theories, policies, programs, and practices.(Imported)

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		above via a rubric (also attached) in the Senior Seminar CJUS 499. been met yet? Met	repeat measure in Spring 2019 with improved rubric.		
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Assessment List Findings for the Assessment Measure level for Students will apply justice and criminological theories to specific problems of crime and justice.(Imported)

Goal/Objective	Students will apply justice and criminological theories to specific problems of crime and justice.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
	Direct - Written Assignment		10 assignments from CJUS 305 "Theories of Criminal Behavior" will be randomly selected and rated by 3 faculty according to a rubric. The goal will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating		
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Written Assignment	Has the criterion 10 assignments from CJUS 305 "Theories of Criminal Behavior" will be randomly selected and rated by 3 faculty according to a rubric. The goal will be successfully met if 70% or	In early September 2018, three faculty met to grade 10 randomly selected papers from CJUS 305 (Spring 2018) using the rubric attached. Accordingly, NONE of the 10 papers selected met the criteria set in this objective.	theory_assessmentResults_Fall18.xlsx	- Assessment Process: Continuous monitoring: Further assessment must be performed to establish a baseline for remediation. - Assessment Process: Measures changed: Suggest refining the rubric to add

		<p>more of the assignments obtain a satisfactory or above rating been met yet? Not met</p>	<p>This is also reflected in the Major Field Exam from Fall 2017. Further assessment must be performed to establish a baseline for remediation. Also, suggest refining the rubric to better meet our needs in assessing deficiencies in this area and to tap into potential improvements.</p>		<p>more depth of assessment. - Task Force / Focus Group / Consultation / Meeting: A team of tenure track faculty is now involved to address this deficiency.</p>
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Assessment List Findings for the Assessment Measure level for Program Satisfaction/Effectiveness(Imported)

Goal/Objective	Program Satisfaction/Effectiveness(Imported)				
Legends	PO - Program Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
	Indirect - Exit Interviews	A revised exit interview will be embedded within the Senior Capstone CJUS 499 in Spring 2018. The goal is to obtain 80% of students who are satisfied with the CJUS program (or better).			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Indirect - Exit Interviews	Has the criterion A revised exit interview will be embedded within the Senior	Only informal interviews were done with our exiting seniors. This assessment		- Assessment Process: Continuous monitoring: Repeat measure

	Capstone CJUS 499 in Spring 2018. The goal is to obtain 80% of students who are satisfied with the CJUS program (or better). been met yet? Not met	measure must be repeated using a formalized exit interview, as planned.		in Spring 2019
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Assessment List Findings for the Assessment Measure level for Students will effectively communicate in oral form.(Imported)

Goal/Objective	Students will effectively communicate in oral form.(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	Assessment Measure		Criterion		
	Direct - Presentation	We will assess oral presentations in CJUS 499/Senior Seminar. 70% of the presentations should "meet expectations."			
Assessment Findings	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Presentation	Has the criterion We will assess oral presentations in CJUS 499/Senior Seminar. 70% of the presentations should "meet expectations." been met yet? Met	Adjuncts from Spring 2018 CJUS 499 Senior Capstone report that 100% of students were able to communicate effectively using the attached rubric via weekly seminar-style discussions. Must repeat measure for more resolution on this measure and suggest improving the rubric.		- Assessment Process: Continuous monitoring: Must repeat in Spring 2019 - Assessment Process: Measures changed: Suggest changing the rubric to allow for better resolution in feedback.

Assessment List Findings for the Assessment Measure level for Students will complete a "major field exam" as seniors.(Imported)

Goal/Objective	Students will complete a "major field exam" as seniors.(Imported)													
Legends	SLO - Student Learning Outcome/Objective (academic units);													
Standards/Outcomes														
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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

The department has devised two committees to address these concerns. One broader undergraduate assessment committee and one dealing with improving assessment tied to theory and methodology/research/statistics. These committees will report to the faculty at monthly faculty meetings for, at minimum, one year.

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle) (selected)

Once per cycle

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee (selected)

Other faculty / staff

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

The changes in assessment have uncovered targeted areas for improvement. The department is in the early stages of having access to the data it needs to serve as a baseline to build on / improve upon. Specifically, the faculty have improved upon the rubrics used to grade oral/written communication used in previous years - AY15-16 and AY16-17. Doing so allowed the faculty to use a tool that had enough resolution to detect potential shortcomings in undergraduates beginning in AY17-18. Before the modification was made, the simplistic rubric in place suggested that the vast majority of students were meeting expectations of the faculty. At was at this time - AY17-18 - that faculty began to understand the

scope of our shortcomings, particularly when the changes in rubrics used were coupled with the results of the Major Field Exam by ETS. When the modifications in the rubric were made to make it more complex and sensitive to various expectations of the faculty, we began to understand that an unseen segment of our population had, in fact, deficiencies that we detected that could use correction.

After review of the results of previous assessment efforts and the new findings, Faculty began planning potential responses to the following issues: quality of written communication seemed to be less than satisfactory in higher division (300/400) level coursework. This was particularly the case for undergraduates when attempting to apply theory in a meaningful way. The faculty has responded by: 1) ensuring that a full-time, tenure track faculty member is responsible for teaching CJUS 305 - Criminal Behavior - to ensure that written communication skills improve at this point for rising Juniors (mostly). 2) the newly required CJUS499 Senior Seminar course 'retests' these rising Juniors' abilities to apply theory in a meaningful way via written communication.

Last, the faculty has discussed ways to improve upon written communication skills earlier in the curriculum. Final decisions are yet to be made to plan, deliver, and examine interventions at the lower division (100/200) level coursework.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

The department is currently in process of measuring performance in a way that gives us better insight on our proposed goals/objectives. At this time, we need one additional assessment cycle before we impose improvements in student learning/program quality/operations. At this time, we are encouraging course-level improvements in two key areas - theory and research methods, yet withholding strategic departmental improvements until the broader faculty can learn from this assessment cycle and agree on ways to remedy the deficiencies found.

In particular, the faculty is focused on improvements in 1) written communications (generally), and 2) theoretical applications of discipline-specific material. The changes discussed in the AY18-19 cycle will begin to give us a better understanding of full-time faculty-led efforts to practice and re-practices those skills, specifically in CJUS 305 Criminal Behavior and CJUS 499 Senior Seminar (two of our seminal required courses).

In the future, the faculty has discussed an interested in developing an assessment plan that would enable faculty to follow a cohort of freshmen (as well as transfers into the major) through the major to determine potential areas of improvement and broader feedback.

Attachments (optional)

Upload any documents which support the program / department assessment process.