

## 2016-2017 Assessment Cycle COLA\_Criminal Justice BS

### Mission (due 1/20/17)

#### 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 / Department / Program Mission

##### College Mission

*Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."*

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.

##### Department / Program Mission

*Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017."*

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.

## Assessment Plan (due 1/20/17)

### Assessment List (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.											
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units);											
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Goal/Objective	Students will apply justice and criminological theories to specific problems of crime and justice.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	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	Rubric_for_Applying_Theory.docx

Goal/Objective	Students will draw links between community-based learning opportunities in the internship program and the knowledge received in the classroom.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
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	Direct - Written Assignment	Data will be collected for this outcome fro writing assignments in CJUS 495: Internship. We will randomly select 10 writing assignments from 495 for assessment with a rubric. The assessment will be conducted by 3 faculty members. The scores will be averaged. The objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating.	internship_rubric.docx

Goal/Objective	Program Satisfaction/Effectiveness
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Legends	PO - Program Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Indirect - Exit Interviews	We have yet to create this survey, but plan to embed it within the Senior Capstone CJUS 499.	

Goal/Objective	Students will effectively communicate in oral form.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
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	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.		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Attachments</b>
	Direct - Written Assignment	A criminal justice exam will be distributed to seniors who are majoring in criminal justice as part of their final semester requirements. As of January 2017, we have not yet created this final exam, nor have we determined a rubric or target. We will be working on this during Summer 2017.	

## Results & Improvements (due 9/15/17)

### 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.**

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		rating or better via rubric (also attached) been met yet? Not met	past cycles. Informatively, only two out of ten students evaluated received half or more of the available point value in the rubric when averaged across all graders (e.g., >=10 out of 20). Also, informatively, both of these students were enrolled in a senior level course (relative to a junior level course). In other words, students averaged higher scores when evaluated as seniors than they did as juniors, at minimum, indicating a progression of knowledge. Overall, these results give us pause. Yet, it does indicate to us that the change in rubric has unearthed room for improvement in our students in regards to critical thinking skills. Opportunities to bring advancements to these skills should be considered as soon as possible and before the next assessment cycle.		Continue to adapt rubric to meet needs. - Assessment Process: Continuous monitoring: Consider more frequent monitoring of critical thinking in the short term to monitor improvements. - Assessment Process: Results Discussed / Shared: All faculty must be informed to aid in improvement as early in the curriculum as possible. Opportunities to learn these skills should be embedded routinely, whenever appropriate.
	Indirect - Exit Interviews	Has the criterion Within the exit interview (embedded in the Spring 2017 Capstone class),	Students engaged in a focus group during the last day of Capstone class in Spring 2017. While a formal interview instrument was not		- Assessment Process: Continuous monitoring: Exit interviews are in their nascent stage. Continue to use exit

	participants will be asked to provide feedback on their perception of development of critical thinking skills across the curriculum. The exit interview has not been created yet. been met yet? Met	used, students expressed that they feel comfortable with the level of critical thinking skills they believe they have acquired across the curriculum. This result is at odds with the assessment performed on written assignments at the junior and senior levels. Future exit interviews need to keep this in mind and probe further.	interviews to understand how improvements in the curriculum are being (or not being) received by students.
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Assessment Findings					
	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Written Assignment	Has the criterion This objective will be satisfactorily met if 70% or more of the assignments (see attached) obtain a satisfactory rating or above via a rubric (also attached) in the Senior Seminar CJUS 499. been met yet? Met	Across three graders, five students averaged a minimum satisfactory level of written communication skills (score of 2 out of 4) using part of a AACU rubric (explanation of issues, top line used to assess).	CriticalThinking.pdf	- Assessment Process: Results Discussed / Shared: Self-reflection is being performed this semester to explore potential shortfalls in written communication training. Refined data collection is highly suggested - Assessment Process: Continuous monitoring: More frequent assessment may be necessary to monitor improvement

**Assessment List Findings for the Assessment Measure level for Students will construct evidence-based solutions to problems of crime and justice.**

Goal/Objective	Students will construct evidence-based solutions to problems of crime and justice.	
Legends	SLO - Student Learning Outcome/Objective (academic units);	
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Assessment Measures	Assessment Measure	Criterion
	Direct - Written Assignment	Data will be collected from writing assignments in the Senior Seminar: CJUS 499. To assess this objective, 5 individual written assignments from each of the 499 classes will be randomly selected and rated. The goal will be met if 70% or more of the assignments obtain a satisfactory or above rating.
Assessment Findings		

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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.**

Goal/Objective	Students will apply justice and criminological theories to specific problems of crime and justice.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
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Assessment Measures	<b>Assessment Measure</b>	<b>Criterion</b>			
	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	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>

	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 more of the assignments obtain a satisfactory or above rating been met yet? Not met	Three tenure-track faculty served as graders during this assessment cycle. On average, 60% of the assignments obtain a satisfactory rating or above in this metric.		<p>- Assessment Process: Results Discussed / Shared: Ongoing discussion about how to measure evidence-based solutions to crime and justice problems are being discussed in upcoming faculty meetings.</p> <p>- Assessment Process: Continuous monitoring: Changes in data collection and/or improvements will need to be monitored</p>
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**Assessment List Findings for the Assessment Measure level for Students will draw links between community-based learning opportunities in the internship program and the knowledge received in the classroom.**

Goal/Objective	Students will draw links between community-based learning opportunities in the internship program and the knowledge received in the classroom.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
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	<p>Direct - Written Assignment</p>	<p>Has the criterion Data will be collected for this outcome fro writing assignments in CJUS 495: Internship. We will randomly select 10 writing assignments from 495 for assessment with a rubric. The assessment will be conducted by 3 faculty members. The scores will be averaged. The objective will be successfully met if 70% or more of the assignments obtain a satisfactory or above rating. been met yet? Met</p>	<p>Observed 10 randomly selected writings across two faculty members, one tenure track, one instructor ("Paper Two, Spring 2017). The attached rubric indicates that 100% of students were satisfactory or better across two domains.</p>		<p>- Assessment Process: Results Discussed / Shared: Consider changing measurement or rubric (or both) to give better indication of performance on this goal.</p>
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**Assessment List Findings for the Assessment Measure level for Program Satisfaction/Effectiveness**

Goal/Objective	Program Satisfaction/Effectiveness														
Legends	PO - Program Objective (academic units);														
Standards/Outcomes															
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Assessment Findings	<table border="1" data-bbox="370 1669 1528 1988"> <thead> <tr> <th data-bbox="370 1669 565 1770">Assessment Measure</th> <th data-bbox="565 1669 789 1770">Criterion</th> <th data-bbox="789 1669 1031 1770">Summary</th> <th data-bbox="1031 1669 1247 1770">Attachments of the Assessments</th> <th data-bbox="1247 1669 1528 1770">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="370 1770 565 1988">Indirect - Exit Interviews</td> <td data-bbox="565 1770 789 1988">Has the criterion We have yet to create this survey, but plan to embed it within the Senior</td> <td data-bbox="789 1770 1031 1988">Semi-structured focus groups performed in Spring 2017 indicates overall student satisfaction with</td> <td data-bbox="1031 1770 1247 1988"></td> <td data-bbox="1247 1770 1528 1988">- Assessment Process: Results Discussed / Shared: Ongoing discussions with faculty to discuss expansion of exit survey and data</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives	Indirect - Exit Interviews	Has the criterion We have yet to create this survey, but plan to embed it within the Senior	Semi-structured focus groups performed in Spring 2017 indicates overall student satisfaction with		- Assessment Process: Results Discussed / Shared: Ongoing discussions with faculty to discuss expansion of exit survey and data
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	Capstone CJUS 499. been met yet? Met	the Criminal Justice program.	collection
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**Assessment List Findings for the Assessment Measure level for Students will effectively communicate in oral form.**

Goal/Objective	Students will effectively communicate in oral form.				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>		
	Direct - Presentation	We will assess oral presentations in CJUS 499/Senior Seminar. 70% of the presentations should "meet expectations."			
Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	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	Students engaged in mock interviews as required by the Senior Seminar course evaluated. 100% of students met expectation or above using the attached rubric.		- Assessment Process: Results Discussed / Shared: Compare findings with the internship oral presentation. It seems that this may be a key strength of the CJUS curriculum. Explore reasons for success and exploit for continued success.

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

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

<p>Assessment Measures</p>	<table border="1"> <thead> <tr> <th data-bbox="358 380 597 449">Assessment Measure</th> <th data-bbox="597 380 1547 449">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="358 449 597 583">Direct - Written Assignment</td> <td data-bbox="597 449 1547 583">A criminal justice exam will be distributed to seniors who are majoring in criminal justice as part of their final semester requirements. As of January 2017, we have not yet created this final exam, nor have we determined a rubric or target. We will be working on this during Summer 2017.</td> </tr> </tbody> </table>					Assessment Measure	Criterion	Direct - Written Assignment	A criminal justice exam will be distributed to seniors who are majoring in criminal justice as part of their final semester requirements. As of January 2017, we have not yet created this final exam, nor have we determined a rubric or target. We will be working on this during Summer 2017.						
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**Reflection (Due 9/15/17)**

**Reflection**

**1) How were assessment results shared in the unit?**

*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

Other (explain in text box below)

**2) How frequently were assessment results shared in the unit?**

Frequently (>4 times per cycle)  
 Periodically (2-4 times per cycle)  
 Once per cycle (selected)  
 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  
 Other faculty / staff (selected)

**4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?**

While it may seem like the program has 'new' problems, it seems that more insightful assessment has indicated room for improvement. Additionally, more faculty are involved in meaningful assessment, yielding 'new' results.

**5) What has the unit learned from the current assessment cycle?**

Simplistic rubrics may mask any indication that a program is not meeting its goals. Measurement should meet the needs of the faculty and its students, and a one-size-fits-all rubric (excellent/satisfactory/needs improvement - on one measure) has failed the department for several years. Assessment needs to grow with the department.

## Attachments

### Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)