2017-2018 Assessment Cycle

COLA_Criminal Justice MS

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	Critical Analysis(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Comprehensive Exam (graduate level)	For all exams, students will average 3/5 "adequate" on the "critical appraisal" dimension of the comprehensive exam rubric.	Comprehensive_Exam_Rubric.pdf
Direct - Thesis	For all theses reviewed, students will average 4/5 ("advanced") on the "Critical Appraisal" dimension of the thesis rubric.	Thesis_and_Research_Methods_Rubric.pdf

Goal/Objective	Written communication skills(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Comprehensive Exam (graduate level)	For all exams reviewed, students will average 12/20 ("adequate") across the four dimensions of the comp exam rubric	Comprehensive_Exam_Rubric.pdf
Direct - Thesis	For all exams reviewed, students will average 15/25 across all dimensions of the thesis rubric	Thesis_and_Research_Methods_Rubric.pdf

Goal/Objective	Oral Communication(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Comprehensive Exam (graduate level)	Students will average 85/100 across all dimensions of the oral examination rubric.	Oral_examination_rubric.pdf
Direct - Thesis	Students will average 85/100 across all dimensions of the oral examination rubric.	Oral_examination_rubric.pdf

Goal/Objective	Knowledge and application of research design(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Direct - Thesis	All theses reviewed will average 4/5 ("advanced") on the "Research Methods Knowledge" dimension of the thesis and research methods rubric.	Thesis_and_Research_Methods_Rubric.pdf
Direct - Written Assignment	For all Research Methods 590 term papers reviewed, average scores of 3/5 ("proficient") on the "Research Methods Knowledge" dimension of the thesis and research methods rubric.	Thesis_and_Research_Methods_Rubric.pdf

Goal/Objective	Placement(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	

Assessment Measures			

Assessment Measure	Criterion	Attachments
Indirect - Survey - alumni	Surveys will indicate that at least 25% of program alumni are employed full time in a criminal justice or related field, or are a full time doctoral student in a criminal justice or related PhD program.	

Goal/Objective	Program Satisfaction(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion	Attachments
Indirect - Exit Interviews	Survey results will indicate an average score of 4 = "satisfied" in relation to satisfaction questions about quality of teaching and availability of courses to take.	Exit_survey_questions_re_satisfaction.pdf

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

We assess outcomes through agreed-upon rubrics. If we achieve the goals and objectives identified above, we feel we will produce significantly stronger candidates for the workforce and for doctoral programs, thereby enhancing our brand and reputation. Because we are paying attention to our goals and objectives, we are working more diligently on oral and

written skills within each course, so that students' comprehensive exams, theses, and defenses will be more likely to meet targets. Because our program is rather small (currently 4 graduate faculty, one of which is temporary), results are shared in face to face bi-annual meetings and immediately following any defenses.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Critical Analysis(Imported)

Goal/Objective	Critical Analysis(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures	

Assessment Measure	Criterion
Direct - Comprehensive Exam (graduate level)	For all exams, students will average 3/5 "adequate" on the "critical appraisal" dimension of the comprehensive exam rubric.
Direct - Thesis	For all theses reviewed, students will average 4/5 ("advanced") on the "Critical Appraisal" dimension of the thesis rubric.

Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Comprehensive Exam (graduate level)	Has the criterion For all exams, students will average 3/5 "adequate" on the "critical appraisal" dimension of the comprehensive exam rubric. been met yet?	No comprehensive exams were given during 2017-2018		
Direct - Thesis	Has the criterion For all theses reviewed, students will average 4/5 ("advanced") on the "Critical Appraisal" dimension of the thesis rubric. been met yet?	All theses for 2017-2018 scored an average of 3.75 on the "Critical Analysis" portion of the thesis rubric. This is close to the target of 4.0 but still fell		- Assessment Process: Continuous monitoring: We are continuing to refine our teaching practices and course curriculum to emphasize critical thinking skills. We

		Not met	short.		will continue monitoring this SLO on departing students' thesis work.

Assessment List Findings for the Assessment Measure level for Written communication skills(Imported)

Goal/Objective	Written communication skills(Imported)				
Legends	SLO - Student Learning Outcome/Objective (academic units);				
Standards/Outcomes					
Assessment Measures					

Assessment Measure	Criterion
Direct - Comprehensive Exam (graduate level)	For all exams reviewed, students will average 12/20 ("adequate") across the four dimensions of the comp exam rubric
Direct - Thesis	For all exams reviewed, students will average 15/25 across all dimensions of the thesis rubric

Assessment Findings	

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Comprehensive Exam (graduate level)	Has the criterion For all exams reviewed, students will average 12/20 ("adequate") across the four dimensions of the comp exam rubric been met yet?	No comprehensive exams were given during 2017-2018		
Direct - Thesis	Has the criterion For all exams reviewed, students will average 15/25 across all dimensions of the thesis rubric been met yet?	The theses completed during AY 2017-2018 scored 19.25 out of 25 across all dimensions of the thesis rubric.		- Assessment Process: Continuous monitoring: We are continuing to expect high scores across all the thesis rubrics and will monitor

		Met			future theses.

Assessment List Findings for the Assessment Measure level for Oral Communication(Imported)

Goal/Objective	Oral Communication(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures	

Assessment Measure	Criterion
Direct - Comprehensive Exam (graduate level)	Students will average 85/100 across all dimensions of the oral examination rubric.
Direct - Thesis	Students will average 85/100 across all dimensions of the oral examination rubric.

Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Comprehensive Exam (graduate level)	Has the criterion Students will average 85/100 across all dimensions of the oral examination rubric. been met yet?	There were no comprehensive exams taken during 2017-2018		
Direct - Thesis	Has the criterion Students will average 85/100 across all dimensions of the oral examination rubric. been met yet? Met	The scoring for graduating students' oral examinations met the target outcome by achieving an average score of 86.8 out of 100.		- Assessment Process: Continuous monitoring: We are continuing to require students to do more presenting in classes so that they are better prepared for their oral defenses.

Assessment List Findings for the Assessment Measure level for Knowledge and application of research design(Imported)

Goal/Objective	Knowledge and application of research design(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Thesis	All theses reviewed will average 4/5 ("advanced") on the "Research Methods Knowledge" dimension of the thesis and research methods rubric.
Direct - Written Assignment	For all Research Methods 590 term papers reviewed, average scores of 3/5 ("proficient") on the "Research Methods Knowledge" dimension of the thesis and research methods rubric.

Assessment Findings

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Thesis	Has the criterion All theses reviewed will average 4/5 ("advanced") on the "Research Methods Knowledge" dimension of the thesis and research methods rubric. been met yet? Not met	All theses averaged 3.5 out of 5 on the "Research Methods Knowledge" dimension of the thesis rubric, falling short of the 4.0 targeted.		- Assessment Process: Continuous monitoring: We have been meeting about ways to strengthen students' research skill set during our CJUS 590 Research Methods course so that their theses will score higher on this rubric dimension in the future. We will continue to monitor this.
Direct - Written Assignment	Has the criterion For all Research Methods 590 term papers reviewed, average scores of 3/5 ("proficient") on the "Research Methods Knowledge"	The year's Research Methods (CJUS 590) papers had a goal of averaging a score of 3 ("Proficient") out of 5. The papers averaged a score of 2.8,		- Assessment Process: Continuous monitoring: We believe that the 590 course is now concentrating on students' understanding and applying their knowledge of Research Methods.

		dimension of the thesis and research methods rubric. been met yet? Not met	which is close to 3 but does not reach the goal.		This year we had students write proposals instead of writing a full paper, in order to concentrate more fully on how to apply methods. A next step will be implementing data analysis so that students have a better understanding of how to analyze their proposed data.

Assessment List Findings for the Assessment Measure level for Placement(Imported)

Goal/Objective	Placement(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Assessment Measures:

Assessment Measure	Criterion
Indirect - Survey - alumni	Surveys will indicate that at least 25% of program alumni are employed full time in a criminal justice or related field, or are a full time doctoral student in a criminal justice or related PhD program.

Assessment Findings:

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Survey - alumni	Has the criterion Surveys will indicate that at least 25% of program alumni are employed full time in a criminal justice or related field, or are a full time doctoral student in a criminal justice	We have successfully hit this target as of AY 2017-2018. We have had 15 students graduate since the program's inception in 2013. Of those 15 individuals, 60% are currently employed full time or in a doctoral program full time within the field of criminal justice or a closely related field.		- Assessment Process: Continuous monitoring: We will continue to touch base with our graduates and highlight their careers for future students.

| | | or related PhD program. been met yet? Met | Our program is slowly building relationships and branding throughout the region in order to become competitive. Two of our former students are in full time doctoral programs at high research universities, while the remainder of the 60% are employed in industries such as corrections, law offices, investigation services, probation & parole, nonprofits, crime statistics analysis, and youth behavior services. | | |

Assessment List Findings for the Assessment Measure level for Program Satisfaction(Imported)

Goal/Objective	Program Satisfaction(Imported)
Legends	PO - Program Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Assessment Measure	Criterion
Indirect - Exit Interviews	Survey results will indicate an average score of 4 = "satisfied" in relation to satisfaction questions about quality of teaching and availability of courses to take.

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Indirect - Exit Interviews	Has the criterion Survey results will indicate an average score of 4 = "satisfied"	An exit survey was sent to our two most recent graduates. In response to the	Exit_survey_questions_re_satisfaction. pdf	

		in relation to satisfactio n questions about quality of teaching and availability of courses to take. been met yet? Met	questions "How satisfied were you with the quality of teaching? " and "How satisfied were you with the availabilit y of classes?" The average score was 4.5= "Satisfied " and "Very Satisfied" in response to both questions .		

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
Presented formally at staff / department / committee meetings
Discussed informally (selected)
Other (explain in text box below)

2) How frequently were assessment results shared?

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 (selected)
Other faculty / staff (selected)

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.

This is the second year that we have used our new and improved rubrics along with new SLOs, so in this section I will focus on differences between last year's assessments and this year's assessments. Our results show improvement over the 2016-2017 cycle. Specifically, scores were higher on critical appraisal (SLO 1), written and oral communication skills (SLO 2&3), and knowledge of research design/application (SLO 4). As stated in last year's reflection, our plan was to use our courses to strengthen our students' critical appraisal and research methods knowledge skill sets. We went into the 2017-2018 year consciously intending to focus on these areas in our classes. We also have emphasized presentation skills during the students' regular coursework, so that they have practice and constructive feedback long before they will be orally defending their theses or comprehensive exams. Our focused efforts have resulted in higher average scores across all SLOs when compared with last year's scores. Even though we did not meet all of our targets (Critical Analysis/SLO 1 and Research Design/SLO 4), we are very enthusiastic about higher scores and expect we can meet the targeted outcomes in the next cycle.
We also decided that we would begin to assess papers from our CJUS 590/Research Methods class, as this will assist us in strengthening students' "Knowledge of Research Design" (SLO 4) by continuously seeking improvement in their course papers. Because the current cycle is the first time we will assess the CJUS 590/Research Methods papers, there is no prior data with which to compare this year's outcomes. This course emphasizes all aspects of our Student Learning Outcomes so we have no doubt that keeping in mind we are now assessing this course assists with other SLOs. The 590 papers came very close to the goal of a "3" but did not meet the goal. We will keep this in mind moving forward as the next 590 course will be taught in a year and a half.
We were very happy to find that 60% of our graduates are either working full time in the criminal justice or related field or are PhD students in a criminal justice or related field. We recently admitted our first out of state student and had a recent graduate as a finalist for UL's Master's Student of the Year - both signals that we are moving toward our goals of becoming a larger and more robust program. We are a small program with a very short history but we believe our students will be placed in positions to make the most of their education and hopefully enact positive changes in society.

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.

Over the past three assessment cycles, we have focused mainly on identifying our problems and creating structured methods to address these problems. Three examples of improvements that are directly linked to our assessments and follow-up analysis include: 1) Student Learning. For example, having not met our targets on the "Research Methods Knowledge" aspect of the thesis rubric, we decided to focus on teaching Research Methods in new and engaging ways, such as concentrating on "methods" more than statistical analysis, and being flexible with the lesson plans as students express their understanding or lack of understanding of the material. Our goal for "Research Methods Knowledge" increased from 3.1 to 3.5, getting closer to our goal of 4 in future years. 2) Department operations. In the past, we were not following up with our graduates to find out what positions they occupied in the job market. Now we are making a concerted effort to do so and will use this information as part of our recruitment strategy in the future. 3) Program quality.

In the past, we had not attempted to identify students' satisfaction with program quality and are now including this assessment as part of our process. As we seek to become a higher-quality program in our students' view, we will improve our teaching, our reputation, and our ability to attract top students.

Attachments (optional)
Upload any documents which support the program / department assessment process.