

General Education Assessment

Goal(s) and Objectives

- List which goals and objectives to be assessed in the given cycle.
- Describe the intended outcomes. What do you expect the Gen Ed students to be able to do?

B3: Distinguish the forces shaping human behavior and society.

B4: Describe relations among individuals, groups, and society utilizing discipline-specific terminology

Students will show *basic* understanding of social relationships and forces after instruction in Introduction to Criminal Justice in written form and through typical quantitative assessment (multiple choice).

Measures and Criterion

- Identify the assessment tool and measurement for each objective being assessed. Examples of the tools and measures may be a student presentation or essay evaluated by a team of reviewers with a shared a rubric, or specific questions embedded on a test.
- Very clearly identify the threshold of “success” for the Gen Ed students.
- Courses, semesters, and assessment tools should be easily identifiable by someone not familiar with the assessment plan.
 - o B3: Identify the outside forces influencing a particular social problem in Louisiana (of their choosing, drunk driving, police brutality, et cetera) in written form (final paper)
 - o B4: Questions (N=50) reflecting objectives were embedded into quizzes and exams throughout each semester. A rubric was generated that indicates at least 80% of students should receive a 60% or better on this subset of questions to indicate success in this goal/objective.

Findings

- Provide a narrative of the results. The narrative should identify whether each objective was met or not met, and supported by specific findings.
- If multiple courses were assessed for a given objective, then findings should be clearly identified by course / semester. Additionally, if a rubric was used to evaluate multiple skills or competencies, then results for each of these areas should be explained.

Fall 2017: CJUS 101 (003) – 55 papers were submitted and 51 papers (93%) scored at least an 60% on the assignment.

CJUS 101 (101) – 96.25% of students were able to achieve a 60% or better on the subset of questions measuring the objective

Spring 2018: CJUS 101 (002) - 82% of papers submitted demonstrated a proficient ability to distinguish these forces, 18% demonstrated only a limited ability to identify these outside forces.

Spring 2018: CJUS 101 (101) – 70 papers were submitted and 57 papers (82%) scored at least an 60% on the assignment.

Improvement Narrative

- As a group, discuss the results and make a plan to improve going forward. Determine if any changes need to be made to the assessment plan (adjusting outcomes, measures of assessment, or criterion) or other improvements (to the course, etc.).

Primarily, the department wishes to create a pool of questions for B4 for instructors to choose from when customizing their courses while embedding in assessment tools. Otherwise, the department wishes to proceed with repeating these measures over the next academic year to determine if this process has been successful.

Submit to alise@louisiana.edu in a word document.