

LSUA Annual Assessment Form

Bachelor of Science in Criminal Justice

2015 - 2016

Reporting Unit

Academic Year

Section I

LSUA Goal:

II a. All academic curricula and programs will demonstrate currency and rigor.

Statement of Purpose

Unit Desired Outcome:

1. Graduates will demonstrate knowledge and understanding of the field of law enforcement, courts, corrections, and juvenile delinquency.

Assessment Methods and Criteria

1. Oral exit exams are administered by full time Criminal Justice faculty to determine the graduates knowledge and understanding in the areas of law enforcement, courts, corrections, juvenile delinquency, law, constitutional law, research, and ethics. Criteria for measurement: 80% of students receiving a bachelor of criminal justice will demonstrate knowledge and understanding in the areas of law enforcement, courts, corrections, juvenile delinquency, law, constitutional law, research, and ethics.
2. Full time CJUS faculty created an objective pre-test to be administered in CJUS 2131 Police Process, based on the content of the oral exit exam.

Section II

Results of Assessment

1. Seven students were scheduled to take the oral exit exam in the fall of 2015. Five of them passed all aspects of the oral exit exam with an 80% or better. The other two, both 100% online students, either failed or did not complete the oral exit exam. One provided a phone number for her oral exit exam, however, the number was no longer in service at the agreed upon time for the oral exit exam. Attempts to contact her by email went unanswered. The other student began her oral exit exam by phone, but, faculty terminated the interview as she did not know sufficient information to pass the exam, her small child kept disrupting, which made it out difficult to hear her responses, and, we continued to experience cell phone service interruption. That student took the major courses tested in the Oral Exit Exam from other universities. Fourteen students took the oral exit exam in the spring of 2016. Thirteen passed all portions of with 80% or

above. One scored 90% on the Law Enforcement portion, 89% on Courts, 87% on Corrections, and 65% on Juvenile Delinquency portion. (See Use of Results #1 below.)

2. Eighteen Criminal Justice majors took the Pre-test in the spring of 2016. (See Use of Results #2 below.) CJUS 2131 Police Process, the course in which the Pre-test is given, was not offered in fall 2015.

Section III

Use of Results

1. Steve Cox, LSUA Institutional Research, encouraged us to return to using the Major Field Test so that we could compare our graduates to the national norms. We will do so beginning fall 2016.
 2. Steve Cox, LSUA Institutional Research, interpreted the results of the Pre-Test. We have a problem in obtaining reliable data as the sample is too small. He recommended that we select a point after the 15th day of the term to test our incoming Criminal Justice majors. He suggested that in the future we move away from the Oral Exit Exam to students taking a Post-test on the same information during their graduating semester. Steve will conduct a t-test and compare mean scores. When we have enough students to conduct a valid multi-variant, he will attempt to break out experience factors in these differences. (We have found our results to be skewed as some students take Police Process after having taken a number of criminal justice courses. Work experience, also, factors into the results.)
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II a. All academic curricula and programs will demonstrate currency and rigor.

Statement of Purpose

Unit Desired Outcome:

1. Graduates will be able to solve problems and work effectively with other criminal justice professionals and citizens.

Assessment Methods and Criteria

1. Students are given a survey to ascertain their perception of their abilities to solve problems and work effectively with other criminal justice professionals and citizens. Additionally, portions of the oral exit exam give scenarios requiring students to problem solve and work effectively with other criminal justice professionals.

Section II

Results of Assessment

1. Nineteen students completed the survey. All passed with 80% or above. Seven students were scheduled to take the oral exit exam in the fall of 2015, which contained problem solving scenarios. Five of them passed all aspects of the oral exit exam with an 80% or better. The other two, both 100% online students, either failed or did not complete the oral exit exam. Fourteen students took the oral exit exam in the spring of 2016. Each passed the oral problem solving portion with 80% or better.

Section III

Use of Results

1. All students passed this assessment, therefore, we will continue with the same format. 2. Steve Cox, LSUA Institutional Research,

encouraged us to return to using the Major Field Test so that we could compare our graduates to the national norms. We will do so beginning fall 2016. Steve Cox, LSU Institutional Research, interpreted the results of the Pre-Test. We will select a point after the 15th day of the term to test our incoming Criminal Justice majors. He suggested that in the future we move away from the Oral Exit Exam to students taking a Post-test on the same information during their graduating semester. Steve will conduct a t-test and compare mean scores. When we have enough students to conduct a valid multi-variant, he will attempt to break out experience factors in these differences. (We have found our results to be skewed as some students take Police Process after having taken a number of criminal justice courses. Work experience, also, factors into the results.)

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II a. All academic curricula and programs will demonstrate currency and rigor.

Statement of Purpose

Unit Desired Outcome:

1. Graduates will be able to communicate, both verbally and in writing, in a criminal justice context.

Assessment Methods and Criteria

1. A self-report survey of students indicates that they feel that the rigor of our Bachelor of Science in Criminal Justice has adequately prepared them to communicate effectively, both orally and in writing, on behalf of the criminal justice community.

Section II

Results of Assessment

1. Nineteen students completed the survey. All passed with 80% or above. Seven students were scheduled to take the oral exit exam in the fall of 2015, which contained problem solving scenarios. Five of them passed all aspects of the oral exit exam with an 80% or better. The other two, both 100% online students, either failed or did not complete the oral exit exam. Fourteen students took the oral exit exam in the spring of 2016. Each passed the oral problem solving portion with 80% or better.

Section III

Use of Results

1. All students passed this assessment, therefore, we will continue with the same format and maintain the rigor within the discipline. We will continue to facilitate team and group activities to maximize the student's ability to communicate verbally within the criminal justice

setting. 2. Steve Cox, LSU Institutional Research, encouraged us to return to using the Major Field Test so that we could compare our graduates to the national norms. We will do so beginning fall 2016. Steve Cox, LSU Institutional Research, interpreted the results of the Pre-Test. We will select a point after the 15th day of the term to test our incoming Criminal Justice majors. He suggested that in the future we move away from the Oral Exit Exam to students taking a Post-test on the same information during their graduating semester. Steve will conduct a t-test and compare mean scores. When we have enough students to conduct a valid multi-variant, he will attempt to break out experience factors in these differences. (We have found our results to be skewed as some students take Police Process after having taken a number of criminal justice courses. Work experience, also, factors into the results.)
