Report:	Assessment Plan Details for: Department of Criminal Justice
	Report Generated by TaskStream
Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2010-11Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
Report Generated:	Thursday, February 10, 2011

Measures and Findings

Unit Goals

1. Maintain student satisfaction with advisement

Maintain student satisfaction with advisement in the Department of Criminal Justice at above 90%.

1. Maintain student satisfaction with advisement

Maintain the percentage of students satisfied with advisement at above 90%.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.5.2.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Measures & Findings

Academic Advisement Survey
Indirect - Survey

No Findings Added to Academic Advisement Survey

Details/Description: University will administer the Academic Advisement Survey and supply the department with results.

Acceptable Target: The criteria for success will be 90% of students selecting Agree or Strongly Agree in response to the item: “I am satisfied with the quality of academic advisement.”

Implementation Plan (timeline): Surveys to be administered in Spring 2011.

Key/Responsible Personnel: Department Assessment Team

Supporting Attachments:

Criminal Justice Student Inquiry Survey
Indirect - Survey

No Findings Added to Criminal Justice Student Inquiry Survey

Details/Description: CJ Student Inquiry Survey - Overall Academic Advising satisfaction "grade" - students will be required to grade their advisors on a typical University grading scale.

Acceptable Target: CJ Student Inquiry Survey - Overall Academic Advising satisfaction "grade" for advisors will be a "B" or above for at least 90% of students.

Implementation Plan (timeline): Surveys to be administered in the Spring 2011 semester.

Key/Responsible Personnel: CJ Assessment team - Dr. Michael DeValve

Supporting Attachments:

Criminal Justice Undergraduate Student Inquiry Survey (Microsoft Word)

2. Maintain persistence rate

Maintain persistence rate in the Department of Criminal Justice at 80% or higher.

1. Maintain persistence rate at 80% or above

Measures & Findings

Maintain persistence rate at 80% or above.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Final Course Grades
Direct - Other

Details/Description: The criteria for success will be that the overall Department DFW rate from 2010-2011will be 20% or lower, 3.2% lower than the DFW rate from 2009-2010 (23.2%).

Acceptable Target: All CRJC courses will target for a cumulative 3.2% reduction in the average (2010-2011) DFW rate for the course.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to Final Course Grades

Retention
Direct - Other

Details/Description: Retention report from Institutional research or the Provost's Office.

Acceptable Target: The criteria for success will be that the percent of retained CRJC Majors will be at or above 80%.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to Retention

3. Increase class preparation time

Increase the number of hours students spend preparing for classes.

1. Increase class preparation time

Increase the percentage of students who report spending 11 to 15 hours preparing for class from Fall 2010 to Spring 2011 using Departmental Inquiry Survey

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.2.2., 1.2.3.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.3

Measures & Findings

Criminal Justice Undergraduate Student Inquiry Survey
Program level; Indirect - Survey

Details/Description: The Assessment Team will administer the survey and report results to the department.

Acceptable Target: The criteria for success will be 4.5% of students reporting that they spend 9.5-15 hours preparing for class.

Implementation Plan (timeline): Surveys to be administered in the Spring 2011 semester.

Key/Responsible Personnel: Assessment Team - Dr. Michael DeValve

Supporting Attachments:

Criminal Justice Student Inquiry Survey (Microsoft Word)

No Findings Added to Criminal Justice Undergraduate Student Inquiry Survey

University College/Supplemental Instruction
Direct - Other

Details/Description: University College and the Supplemental Instruction (SI) Program will supply the department with the number of courses assigned an SI and student attendance for SI session.

Acceptable Target: The criterion for success will be an increase in the number of courses utilizing SI's and the number of students participating in SI sessions across

No Findings Added to University College/Supplemental Instruction

both Fall 2010 and Spring 2011 instructors.

Implementation Plan (timeline):

Key/Responsible Personnel: Assessment Team

Supporting Attachments:

4. Increase student engagement.

Increase student engagement.

1. Increase the level of student engagement

Increase the level of student engagement in criminal justice student organizations. Baselines to be established Fall 2010 and re-evaluated Spring 2011.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.0.

Measures & Findings

Criminal Justice Student Organization Membership
Other level; Indirect - Other

Details/Description: Faculty advisors will submit the number of students who are current members in their organizations - both in Fall and Spring.

Acceptable Target: Increase membership in both National Association of Blacks in Criminal Justice (n=28 2009-2010) and Alpha Phi Sigma (n=15 2009-2010) by 10% each from membership numbers in 2009-2010. Goal for NABCJ = 31; Goal for Alpha Phi Sigma = 17.

Implementation Plan (timeline): Fall 2010-Spring 2011

Key/Responsible Personnel: Dr. Emily Lenning and Dr. Cary Adkinson

Supporting Attachments:

No Findings Added to Criminal Justice Student Organization Membership

Student partipation in Department or Club sponsored activities
Program level; Indirect - Other

Details/Description: Student participation will be measured at events sponsored by the department and CJ clubs.

Acceptable Target: At least 50 criminal justice students will attend lectures by invited guests sponsored by the Department. At least 30 students will attend activities sponsored by the CJ clubs.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to Student partipation in Department or Club sponsored activities

5. Improve Creative Thinking throughout core curriculum

Improve Creative Thinking skills through Core Curriculum in Criminal Justice System: CRJC 200, 411,420,450

Improve Creative Thinking in core curriculum

Improve Creative Thinking skills in core curriculum. 75% of students will receive a C or above on critical thinking assignments.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.1., 1.2.2.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Creative thinking for Graduate students
Program level; Direct - Exam

Details/Description: The four tests in the comprehensive exam require that students present their understanding of History, Administration, Theory, and Research Methods/Statistics and to prepare creative solutions to problems presented within the tests.

No Findings Added to Creative thinking for Graduate students

Acceptable Target: The criteria for success for the Graduate Comprehensive Exam will be that 90% of test takers demonstrate their ability to successfully propose creative solutions to criminal justice issues. Success is measured by passing the comprehensive exam. Students are able to pass parts of the comprehensive exam, so that will be taken into consideration.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Additionally, creative thinking will be evaluated on student performance in the Graduate Comprehensive Exam.

Supporting Attachments:

Creative thinking for Undergraduate students
Direct - Other

No Findings Added to Creative thinking for Undergraduate students

Details/Description: A core learning objective for the Bachelor of Science in Criminal Justice is creative thinking: "The ability to analyze criminal justice issues and problems and to propose original, diverse and sophisticated solutions or interpretations."

Acceptable Target: The criteria for success will be that at least 75% of students will receive a grade of C (70% or higher) on creative thinking exercises in Undergraduate Courses.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Instructors in CRJC 200, 201, 215, 411, 420, and 450 (BSCJ);

Supporting Attachments:

6. Cultivate comprehensive knowledge of criminal justice

Cultivate and assess comprehensive knowledge of criminal justice among Undergraduate and Graduate students

Develop standardized measures of knowledge and skills

Develop standardized measures of comprehensive knowledge and critical thinking skills among Criminal Justice majors through the use of the Major Field Test.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Develop graduate students with a mastery of criminal justice
Program level; Direct - Other

No Findings Added to Develop graduate students with a mastery of criminal justice

Details/Description: Prepare graduate students who have the ability to investigate issues, problems solve and communicate effectively in the career and/or academic world.

Acceptable Target: Success will be measured by achieving a 90% pass rate for students taking the Graduate Comprehensive Exam for the first time.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Graduate Faculty - report and evidence submitted by Beth Quinn

Supporting Attachments:

Recruit CRJC Majors for standardized

Findings for Recruit CRJC Majors for

test pilot
Direct - Other

Details/Description: Recruit approximately 20 CRJC Majors enrolled in Senior-level courses to take the Major Field Test (MFT) for Criminal Justice, developed and administered by ETS during the Fall 2010 and Spring 2011 semester. This assessment is voluntary.

Acceptable Target: Success will be measured as 75% of students taking the test will receive a successful score on the exam.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Assessment Team - Dr. Emily Lenning

Supporting Attachments:

standardized test pilot

Summary of Findings: Four students took the Criminal Justice Major Fields Test in November 2010. We are still awaiting results from ETS as to how well our students did, but we were able to conduct a Focus Group assessing what students thought of the exam and if it reflected our curriculum. Attached is a report of the findings from the Fall 2010 Focus Group. Another group of students will take the test in Spring 2011 with a follow-up focus group.

Acceptable Target Achievement:

Recommendations : Review student feedback on components of the test. Compile student comments from Fall and Spring and present results to Faculty.

Reflections/Notes :

Substantiating Evidence:

Fall Focus Group report (Word Document (Open XML))

7. Improve Critical Thinking Skills across core curriculum

Improve Critical Thinking Skills across core curriculum: CRCJ 200, 201, 215, 220, 411, 420, 450

Improve Critical Thinking Skills

Improve Critical Thinking skills in core curriculum (CRJC 200, 201, 215, 220, 411, 420, 450) as evidenced by 75% of students receiving a C or above on leadership assignments.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Critical thinking assessments for Graduate Students

Course level; Direct - Student Artifact

Details/Description: Improve Critical Thinking skills in core curriculum (applicable Core courses in Master's curriculum) as evidenced by 80% of students receiving a B or above on critical thinking assignments.

Acceptable Target: 80% of students in MS program receive B or above on critical thinking assignments is ACCEPTABLE target. 100% of MS students receive B or above on critical thinking assignments is IDEAL target.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Faculty will send evidence report to Beth Quinn. Beth Quinn will compile into one report and provide examples of exceeds expectations, meets expectations, and does not meet expectations.

Supporting Attachments:

No Findings Added to Critical thinking assessments for Graduate Students

Critical thinking assessments for Undergraduates

Course level; Direct - Student Artifact

Details/Description: Improve Critical Thinking skills in core curriculum (CRJC 200, 201, 215, 220, 411, 420, 450) as evidenced by 75% of students receiving a C or above on critical thinking assignments.

Acceptable Target: 75% of students in BS program receive C or above on critical thinking assignments is ACCEPTABLE target.

90% of BS students receive C or above on critical thinking assignments is IDEAL target.

No Findings Added to Critical thinking assessments for Undergraduates

Implementation Plan (timeline): Fall 2010, Spring 2011

Key/Responsible Personnel: Faculty will send evidence report to Beth Quinn. Beth Quinn will compile into one report and provide examples of exceeds expectations, meets expectations, and does not meet expectations.

Supporting Attachments:

8. Improve Communication Skills across the core curriculum

Improve Communication Skills across the core curriculum: CRJC 200, 201, 215, 411, 420, 450

Improve Communication Skills

Improve Communication Skills in core curriculum (CRJC 200, 201, 215, 411, 420, 450) as evidenced by 75% of students receiving a C or above on communication-aspects of assignments.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.2., 1.2.3.,
- USA- ACJS- Baccalaureate Certification Standards: Standard B.5, Standard B.9,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.1

Measures & Findings

Communication skills assessment of Graduate Students
Course level; Direct - Student Artifact

No Findings Added to Communication skills assessment of Graduate Students

Details/Description: Improve Communication Skills in core curriculum (required courses in Master's core curriculum) as evidenced by 80% of students receiving a B or above on communication-aspects of assignments.

Acceptable Target: 80% of students in MS program receive B or above on communication skills assignments.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Faculty will send evidence report to Beth Quinn. Beth Quinn will compile into one report and provide examples of exceeds expectations, meets expectations, and does not meet expectations.

Supporting Attachments:

Communication Skills assignment assessments for Undergraduates
Course level; Direct - Student Artifact

No Findings Added to Communication Skills assignment assessments for Undergraduates

Details/Description: Improve Communication Skills in core curriculum (CRJC 200, 201, 215, 411, 420, 450 and required GRAD classes) as evidenced by 75% of students receiving a C or above on communication-aspects of assignments.

Acceptable Target: 75% of students in BS program receive C or above on communication skills assignments.

Implementation Plan (timeline): Fall 2010 and Spring 2011

Key/Responsible Personnel: Faculty will provide information to Beth Quinn. Beth Quinn will complete report and submit.

Supporting Attachments:

9. Increase student service to the community

Increase student participation in service activities to the Fayetteville/Cumberland County/North Carolina communities.

Increase number of service learning courses.

Increase number of service learning

Measures & Findings

Increase service learning courses by 2

No Findings Added to Increase service

courses by two.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.4.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.5

from 09-10 to 10-11
Program level; Indirect - Other

Details/Description: Increase the number of service learning courses by two from 2009-2010 academic year (n=2) to minimum of 4 in 2010-2011 academic year.

Acceptable Target: 4 service learning courses offered in Fall 2010-Spring 2011.

Implementation Plan (timeline): Fall 2010-Spring 2011

Key/Responsible Personnel: Faculty. Beth Quinn will prepare report on number of service learning courses offerred in comparison to last academic year.

Supporting Attachments:

learning courses by 2 from 09-10 to 10-11

Increase number of students enrolled in intern program

Increase students enrolled in CRJC 429 by 5% for Spring 2011 semester; increase number of internship students by 5% in Spring 2011 and Summer 2011.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.4., 5.4.2.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.5

Measures & Findings

Increase number of students in CRJC 429 and CRJC 430
Program level; Indirect - Other

Details/Description: Market internship experience to 200 and 300 level classes.

Acceptable Target: Increase number of students in CRJC 429 by 10%. Fall 2010 enrollment = 19 students. Spring 2011 enrollment =
Increase number of students in CRJC 430 by 10%. Fall 2010 enrollment = 12 students. Spring 2011 enrollment = . Summer 2011 enrollment =

Implementation Plan (timeline): Fall 2010 and Spring 2011 (and Summer 2011 for CRJC 430)

Key/Responsible Personnel: Beth Quinn and Robert Brown

Supporting Attachments:

No Findings Added to Increase number of students in CRJC 429 and CRJC 430

10. Maintain scholary activity

Each tenure-track and tenured faculty member will conduct one scholarly activity in the academic year.

Faculty engagement in scholarly activities

Each tenure-track and tenured faculty member will conduct one scholarly activity in the academic year.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.3.3., 1.3.4., 5.2.1.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.4

Measures & Findings

Faculty scholarly activity
Program level; Indirect - Other

Details/Description: Each tenure-track and tenured faculty member will conduct one scholarly activity in the academic year.

Acceptable Target: 100% of tenure-track and tenure faculty will conduct one scholarly activity in the Fall 2010 or Spring 2011.

Implementation Plan (timeline): August 2010 through April 2011.

Key/Responsible Personnel: All faculty. Beth Quinn responsible for gathering and submitting evidence.

Supporting Attachments:

No Findings Added to Faculty scholarly activity

11. Cultivate commitment to service.

Cultivate commitment to university, community, and professional service. Each faculty member will participate in a minimum of two

Cultivate commitment to service.

Maintain commitment to university, community and professional service. Each faculty member will participate in a minimum of two service activities including any combination of the three service areas listed above.

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 3.2.0., 5.3.3.,
- USA- SACS- Comprehensive Standards (Section 3): 3.3.1.5

Measures & Findings

Faculty participation in service activities

Program level; Indirect - Other

Details/Description: Maintain commitment to university, community and professional service. Each faculty member will participate in a minimum of two service activities including any combination of the three service areas listed above.

Acceptable Target: 100% of faculty will participate in two service activities over the course of 2010-2011.

Implementation Plan (timeline): Fall 2010-Spring 2011.

Key/Responsible Personnel: Faculty responsible for participating in service activities. Digital measures report will be run. Beth Quinn will compile report.

Supporting Attachments:

No Findings Added to Faculty participation in service activities