Report:	Assessment Plan Details for: Department of Criminal Justice
	Report Generated by TaskStream
Workspace:	Operational Plan & Assessment Report - OPAR
Assessment Plan:	2009-10 Cycle: Assessment Plan and Assessment Findings
Assessment Plan Template:	OPAR Assessment Plan
Report Generated:	Friday, August 27, 2010

Measures and Findings

Unit Goals

1. Maintain student satisfaction with advisement

1. Maintain student satisfaction with advisement

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.5.2.

Measures & Findings

Academic Advisement Survey

Indirect - Survey

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

Acceptable Target: The criteria for success will be 95% of students selecting Agree or Strongly Agree in response to the item: “I am satisfied with the quality of academic advisement.”

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Academic Advisement Survey

Summary of Findings: The Department of Criminal Justice was unsuccessful in meeting the goal of 95% of students agreeing or strongly agreeing they are satisfied with the quality of academic advisement.

According to the Spring 2010 Advising Survey results, the Department of Criminal Justice increased satisfaction with advising to 92.5%, which is an increase of 1.7% from Spring 2009 (90.7%).

Acceptable Target Achievement: Not Met

Recommendations : Advising Survey results should be shared with Department advisors and staff to be used in the planning and implementation of advising strategies and practices. Increase amount of advisor time spent on advising and with advisees, and increase advisor awareness of campus policies and procedures.

Reflections/Notes : According to the May 2010 Graduates Survey results (N=44; 81% of the May 2010 Bachelor of Science Criminal Justice Degree Recipients), respondents gave less positive (but still favorable) ratings of regarding sufficient time with advisors and advisor knowledge of campus policies and procedures.

Sufficient Time with Advisors Results:
Criminal Justice Department Average--3.3
Criminal Justice Department Median--4.0
Criminal Justice Department Standard Deviation--0.86

Knowledge of Campus Policies and Procedures:
Criminal Justice Department Average--3.09
Criminal Justice Department Median--3.0
Criminal Justice Department Standard Deviation--0.84

Substantiating Evidence:

Advising Survey Results (May 2010 Criminal Justice Graduates) (Excel Workbook (Open XML))

NSSE Item 12
Indirect - Survey

Details/Description: NSSE Item 12 – Overall Academic Advising – score will exceed the university average for seniors (2.81) in 2007.

Acceptable Target: NSSE Item 12 – Overall Academic Advising – score will exceed the university average for seniors (2.81) in 2007.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to NSSE Item 12

2. Maintain persistence rate

1. Maintain persistence rate at 80% or above

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5.

Measures & Findings

Final Course Grades
Direct - Other

Details/Description: The criteria for success will be that the overall Department DFW rate from 2009-2010 will be 28% or lower, five percent lower than the 2008-2009 Department DFW rate (33%).

Acceptable Target: All CRJC courses will target for a 5% reduction in the average (2008-2009) DFW rate for the course.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Final Course Grades

Summary of Findings: The Department of Criminal Justice exceeded the target goal of a 5% reduction in the average DFW rate for all courses for the 2009-2010 year.

The DFW rate for all courses in 2009-2010 was 23.2%, a 6.8% reduction from the 2008-2009 DFW Rate for all courses. The DFW rate for all courses in 2008-2009 was actually 30%, not 33% as originally documented when the target goal was established (see attached spreadsheet documenting DFW rates).

Acceptable Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

Substantiating Evidence:

DFW Rates (2009-2010 Operational Plan).xlsx (Excel Workbook (Open XML))

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:

Findings for Retention

Summary of Findings: The Department of Criminal Justice met the target goal of 80%. The retention rate for undergraduate students from Spring 2009 to Spring 2010 was 80.0% for all students.

The Spring 2009 to Spring 2010 retention rate for undergraduate students was 79.8%. The Spring 2009 to Spring 2010 retention rate for graduate students was 81.8%.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

3. Increase class preparation time

1. Increase class preparation time

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.2.2., 1.2.3.

Measures & Findings

NSSE
Direct - Other

Details/Description: The University will administer the NSSE and supply the department with results.

Acceptable Target: The criteria for success will be 4.5% of students reporting that they spend 11 to 15 hours preparing for class.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to NSSE

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 with an SI from the Fall 2009 semester.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for University College/Supplemental Instruction

Summary of Findings: The Department of Criminal Justice met the target goal of increasing the number of courses utilizing the Supplemental Instruction (SI) Program. In the Fall 2009 semester, five (5) courses utilized a Supplemental Instructor. In the Spring 2010 semester, seven (7) courses utilized Supplemental Instructors.

Acceptable Target Achievement: Met

Recommendations : Continue recruiting faculty and students for Supplemental Instruction arrangements for Criminal Justice Courses. Future assessment efforts should include more detailed measurement of student participation in SI sessions.

Reflections/Notes :

Substantiating Evidence:

CRJC Supplemental Instruction (SI) Sections (Fall 2009 to Spring 2010).xlsx (Excel Workbook (Open XML))

4. Decrease the D/F/W rates in Core lower-level courses

1. Decrease the DFW rates in Core Criminal Justice courses

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.1.5., 1.2.2., 1.2.3.

Measures & Findings

Final Course Grade
Direct - Other

Details/Description: Final course grade books from Core CRJC courses submitted by all instructors.

Acceptable Target: All Core CRJC courses will target for a 10% reduction in the average (2008-2009) DFW rate for the course.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Final Course Grade

Summary of Findings: The Department of Criminal Justice did not meet the target goal of decreasing the DFW rate for all core course by 10%. In the 2008-2009 Academic Year, the total DFW rate for all Core CRJC Courses was 37%. In the 2009-2010 Academic Year, the total DFW rate for all Core CRJC Courses was 28.7%

Fall 2008 versus Fall 2009 DFW Rate for Core Courses:

Fall 2008		Fall 2009	
CRJC200	33%	CRJC200	28%
CRJC201	50%	CRJC201	38%
CRJC215	34%	CRJC215	33%
CRJC220	48%	CRJC220	24%
CRJC411	35%	CRJC411	35%
CRJC420	38%	CRJC420	30%
CRJC450	51%	CRJC450	37%

Spring 2009 versus Spring 2010 DFW Rate for Core Courses:

Spring 2009 Spring 2010
CRJC200 30% CRJC200 25%
CRJC201 26% CRJC201 30%
CRJC215 40% CRJC215 21%
CRJC220 39% CRJC220 22%
CRJC411 33% CRJC411 37%
CRJC420 50% CRJC420 25%
CRJC450 31% CRJC450 25%

Acceptable Target Achievement: Not Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Core Courses DFW Rates (2009-2010 Operational Plan).xlsx (Excel Workbook (Open XML))

Retention report

Direct - Other

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

Acceptable Target: The criteria for success will be that the DFW rate from 2008-2009 for each Core Criminal Justice course has been reduced to 25%.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Retention report

Summary of Findings: Overall, the Department of Criminal Justice was unsuccessful in meeting the target of 25% DFW rate or lower for all CRJC Core Courses. In Fall 2009, only one core course (CRJC 220: Introductions to Corrections) had a DFW rate lower than 25%.

DFW Rate for Fall 2009 Core Courses:
CRJC200 28%
CRJC201 38%
CRJC215 33%
CRJC220 24%
CRJC411 35%
CRJC420 30%
CRJC450 37%

In the Spring 2010 Semester, only two of the seven Core CRJC Courses (CRJC 201: Introduction to Law Enforcement; and CRJC 411: Research Methods in Criminal Justice) had a DFW above 25%.

DFW Rate for Spring 2010 Core Courses:
CRJC200 25%
CRJC201 30%
CRJC215 21%
CRJC220 22%
CRJC411 37%
CRJC420 25%
CRJC450 25%

Acceptable Target Achievement: Not Met

Recommendations : Continue reviewing instructional and course management techniques in course that have reached or exceeded the target goal to replicate appropriate techniques in other core courses.

Reflections/Notes : Overall, while the target of a 25% or lower DFW rate for core CRJC courses was not consistently met, other data indicate a general reduction from Fall 2009 to Spring 2010 in the DFW rate for core courses.

Substantiating Evidence:

Core Courses DFW Rates (2009-2010 Operational Plan).xlsx (Excel Workbook (Open XML))

5. Increase learning community participation

Increase Learning Community Participation

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.5.

Measures & Findings

Courses assigned
Direct - Other

Details/Description: University College will supply the department with the number of courses assigned to a learning community.

Acceptable Target: The criterion for success will be an increase in the number of courses assigned to a learning community from the 2008-2009 Academic Year

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Courses assigned

Summary of Findings: The Department of Criminal Justice met the target goal of increasing the number of criminal justice courses assigned to a Learning Community (LC).

In the Fall 2009 semester, two (2) sections of CRJC 200 [Introduction to the Criminal Justice System] were conducted as Learning Communities. This was an increase from zero courses participating in LCs in the 2008-2009 academic year.

Acceptable Target Achievement: Met

Recommendations : Future Criminal Justice course offerings should be included in Learning Communities, and the Department should increase participation in the Bronco Men and Bronco Women programs, which are also part of Learning Communities.

Reflections/Notes :

Substantiating Evidence:

Courses in FSU BANNER from the Fall 2009 Schedule.docx (Word Document (Open XML))

Faculty teaching sections
Direct - Other

Details/Description: The criterion for success will be to increase the number of faculty willing to teach sections of Criminal Justice courses for inclusion in a learning community.

Acceptable Target: The criterion for success will be to increase the number of faculty willing to teach sections of Criminal Justice courses for inclusion in a learning community.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Faculty teaching sections

Summary of Findings: The Department of Criminal Justice met the target goal of increasing the number of criminal justice faculty engaged in teaching a Learning Community (LC).

In the Fall 2009 semester, two different faculty members taught two (2) sections of CRJC 200 [Introduction to the Criminal Justice System] as Learning Communities. This was an increase from zero faculty members participating in LCs in the 2008-2009 academic year.

Acceptable Target Achievement: Met

Recommendations :

Reflections/Notes :

Substantiating Evidence:

Courses in FSU BANNER from the Fall 2009 Schedule.docx (Word Document (Open XML))

6. Increase student engagement.

1. Increase the level of student engagement

Mapped to:

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

Measures & Findings

NSSE - Spring 2010
Direct - Other

Details/Description: University will administer the NSSE (Spring 2010) and supply the department with results.

Acceptable Target: The criteria for success will be an increase from 44 to 50 for the Collaborative Learning rating.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

No Findings Added to NSSE - Spring 2010

7. Improve Creative Thinking throughout core curriculum

Improve Creative Thinking in core curriculum

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.1., 1.2.2.

Measures & Findings

Critical Thinking and Understanding of Diversity
Direct - Other

Details/Description: A core learning objective for the Bachelor of Science Degree in Criminal Justice is Critical thinking: “Students will be able to demonstrate a comprehensive understanding of the components of the criminal justice system and provide a critical analysis of the state of crime and criminal justice.”

In multiple sections of CRJC 200, faculty will embed critical thinking questions within tests and course assignments in CRJC 200. Faculty will utilize “Self-Checks” provided in the standardized textbook and “You be the Judge” exercises provided within each chapter to provide the content of the critical thinking exercises.

Acceptable Target: The criteria for success will be that at least 75% of students will receive a grade of C (70% or higher) on “Self-Checks” and/or “You be the Judge” exercises.

Implementation Plan (timeline): Fall 2009 collect data; Spring 2010 analyze data.

Key/Responsible Personnel: Dr. Robert Brown; Dr. Elizabeth Quinn

Supporting Attachments:

Findings for Critical Thinking and Understanding of Diversity

Summary of Findings: As determined by those students participating in assessments, the Department of Criminal Justice met the target goal of 75% of students earning a grade of C (70%) or higher on "Self-Checks" and "You be the Judge" exercises.

In two sections of CRJC 200 (Introduction to the Criminal Justice System), students engaged in various assignments which promoted and assessed their understanding of diversity. For all such assessments, students met or exceeded the target goal of performing at a C (70%) or higher level when they engaged the assessment.

Acceptable Target Achievement: Met

Recommendations : Continue using "Self-Checks" and "You be the Judge" exercises in CRJC 200 and equivalent exercises in other courses.

Reflections/Notes :

Substantiating Evidence:

Criminal Justice Coordinators Report on Assessment for Pilot CRJC 200.doc (Microsoft Word)

8. Improve Leadership Qualities across upper core curriculum

Improve Leadership Qualities in upper level core curriculum

Mapped to:

Measures & Findings

Communication
Direct - Other

Findings for Communication

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.2., 1.2.3.

Details/Description: In addition to Critical Thinking, a core learning objective for the Bachelor of Science Degree in Criminal Justice is Communication: "Students will demonstrate improvement in written (hand and computer generated) communication so they are prepared for further education and/or to communicate effectively in the field as a practitioner or advocate."

The faculty who teach CRJC 450: Seminar in Criminal Justice will implement similar writing assignments (related to Criminal Justice policy) using the same grading rubric. Students will be expected to complete one lengthy paper in three sections over the course of the semester. Face-to-face students will be given the opportunity to revise their initial work for final submission. The rubric will define levels of proficiency (i.e., Excellent, Satisfactory, Unsatisfactory) and will measure mechanics (i.e., grammar, spelling and sentence structure), organization (i.e., format, logic, transitions), citations/sources (i.e., proper use of APA both in-text and bibliographically), and content (i.e., addressing the assignment, fully developing ideas, proper use of description and analysis, critical thinking skills, using appropriate sources). Copies of all graded rubrics and samples of papers that demonstrate excellent, satisfactory and unsatisfactory work will be collected for data analysis.

Acceptable Target: The criteria for success will be that at least 75% of students will earn a grade of C or better on the final paper.

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Summary of Findings: Overall, the Department of Criminal Justice met the target goal of at least 75% of students earning a grade of C (70%) or higher on the final paper for the capstone Course (CRJC 450: Seminar in Criminal Justice). Three sections of CRJC 450 were part of a pilot assessment project utilizing a common writing grading rubric. Two of the sections were face-to-face courses and the other was an online (D1) course. While student performance in the face-to-face sections exceeded expectations, the cumulative performance of the online section did not meet the target goal:

CRJC 450 01 = 100% met or exceeded
CRJC 450 02 = 80% met or exceeded
CRJC 450 D1 = 60% met or exceeded

Acceptable Target Achievement: Met

Recommendations : Continue use of the common grading and instructional rubric for writing assignments in the capstone course (and other courses). Encourage and continue the use of techniques utilized in the capstone course for writing assignments, such as requiring students to submit paper assignments in multiple parts and to encourage and allow students to submit drafts of writing assignments.

Reflections/Notes :

Substantiating Evidence:

Criminal Justice Coordinators Report on Assessment for Pilot CRJC 450.doc (Microsoft Word)

9. Develop measures of knowledge and skills among majors

Develop standardized measures of knowledge and skills

Mapped to:

- FSU Strategic Priorities, Initiatives, and Indicators: 1.2.3.

Measures & Findings

Recruit CRJC Majors
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 Spring 2010 semester. This assessment is voluntary.

Acceptable Target: Criteria success will be measured by obtaining a 75% test-taker rate (15 students).

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Findings for Recruit CRJC Majors

Summary of Findings: The Department of Criminal Justice was unsuccessful in meeting the target goal. Efforts to obtain students to take the Major Field Test (MFT) were unsuccessful, so no data on student performance on the MFT were collected to measure CRJC student knowledge and skills (as quantified by the MFT).

Acceptable Target Achievement: Not Met

Recommendations : Begin identifying and recruiting students for the Major Field Test (MFT) very early in the fall semester of the academic year. Collect data, have the students take the MFT prior to other important assessment widows (e.g., Midterm exams) and prior to breaks (e.g., Winter break, Spring break).

Recruit CRJC Majors/ FSU-CLA
Direct - Other

Details/Description: Recruit approximately 10 Senior-level CRJC Majors to take the FSU-CLA to be administered in March 2010. This assessment is voluntary.

Acceptable Target: Criteria success will be measured by obtaining a 75% test-taker rate (15 students).

Implementation Plan (timeline):

Key/Responsible Personnel:

Supporting Attachments:

Reflections/Notes :

Substantiating Evidence:

Findings for Recruit CRJC Majors/ FSU-CLA

Summary of Findings: The Department of Criminal Justice was unsuccessful in meeting the target goal. Efforts to obtain students to take the CLA were unsuccessful, so no data on student performance on the CLA were collected to measure CRJC student knowledge and skills (as quantified by the CLA).

Acceptable Target Achievement: Not Met

Recommendations : Begin identifying faculty and recruiting students to participat in the CLA prior to or early in the fall (2010) semester of the academic year.

Reflections/Notes :

Substantiating Evidence: