

Assessment Cycle 2021 – 2022

Program: Criminal Justice Program (250)

School: School of Social Sciences and Applied Programs

College: College of Arts and Sciences

Prepared by: Michelle Holcomb, Program Coordinator **Date:** 5/24/2022

Approved by: Dr. Francene Lemoine, Dean **Date:** 6/15/2022

Northwestern State University Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Arts and Sciences' Mission. College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, who working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The college strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The college provides an unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the college houses the Louisiana Scholars' College (the state's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

School of Social Sciences and Applied Programs. The Criminal Justice, History, and Social Sciences Department at Northwestern State University is dedicated to the development of students for roles in academic, leadership, professional, and research careers in the challenging fields of criminal justice, history, public safety, law, and public service. Utilizing transformational, high-impact experiential learning practices, research, and service, the department produces graduates equipped to be productive members of society and a driving force in the economic development and improvement of the overall quality of life in the region. The department delivers Bachelor of Arts degrees in Criminal Justice and History and Bachelor of Science degrees in Unified Public Safety Administration with concentrations in Law Enforcement Administration, Fire, and Emergency Medical Services Administration, Emergency Management Administration, and Public Facilities Management. Certificate programs in Pre-Law and Paralegal Studies and Public Policy and Administration are also available in addition to a Pre-law and Paralegal Studies concentration and minor. The department also delivers a Master

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of Science degree in Homeland Security and a Post-Master's certificate in Global Security and Intelligence.

Criminal Justice Program Mission Statement: The mission of the Criminal Justice Program is to provide the perfect environment for the development of comprehensive knowledge and skills for students with a focus on our local, state, and national systems of justice. Our purpose is to challenge students to integrate critical thinking, decision-making skills, and acceptance of different cultures and peoples while seeking appropriate answers for criminal justice system issues within local, state, national, and global venues. This will be accomplished within an atmosphere that encourages a commitment to the highest standards of integrity, ethics, and values, both in the educational setting and the professional world. Within this foundation, the ultimate goal of the program is to educate criminal justice professionals to fit well into entry-level positions with the requisite skills and knowledge to move smoothly for advancement within their chosen professions.

Purpose: The bachelor's program will teach the requisite knowledge and skills for committed students to succeed in criminal justice careers. This program prepares students for entry positions in law enforcement, corrections, probation and parole, and other legal concentrations. The program will focus on a comprehensive understanding of the field of criminal justice and the role of each graduate's position of authority, persuasion, and influence within it. It will also prepare interested students for the pursuit of further advanced degrees in Homeland Security, Political Science, Strategic Leadership, International Relations, and Law at other institutions.

Methodology: The assessment process for the BA program is as follows:

- (1) Data from assessment tools (both direct – indirect, quantitative, and qualitative) are collected and returned to the program coordinator.
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes.
- (3) Results from the assessment will be discussed with the program faculty.
- (4) Individual meetings will be held with faculty teaching core graduate courses if required.
- (5) The Program Coordinator, in consultation with the Criminal Justice Advisory Council, will propose changes to measurable outcomes, assessment tools for the next assessment period, and, where needed, curricula and program changes.

To address the COVID-19 static issues, the students and faculty continue to remain affected by the pandemic. It manifests in many ways with each category (students and faculty). Many students are finding themselves excessively stressed and emotionally affected. Many faculty continue to deal with personal issues regarding the pandemic and must address the students' issues in a professional manner.

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Student Learning Outcomes:

SLO 1. First, second, and third-semester students will be able to describe the historical evolution and context of early American criminal justice (CJ), policing and court process developments and challenges, and the status of these systems within local, state, and federal government, including 21st-century challenges within the international and global communities.

Course Map: Tied to course syllabus objectives

CJ 1100: INTRODUCTION TO CRIMINAL JUSTICE

CJ 2300: POLICE PROCESS

CJ 2400: ADJUDICATION PROCESS

Measure 1.1. (Direct – knowledge): On an annual basis, students enrolled in CJ 1100, CJ 2300, and CJ 2400, all required courses for the CJ bachelor's (BA) degree, will be administered course exams containing a module of questions taken from a bank developed by faculty responsible for each course. These question banks are created and revised based on criteria developed by the Criminal Justice Advisory Council (CJA Council) and are designed to evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice, policing, and courts from early America through current international and globalization challenges. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

Findings: AC 2021 - 2022, the target was met.

Analysis: In AC 2020-2021, the target was met with eighty-seven percent (87%) of students receiving a seventy percent (70%) or higher as faculty integrated increased reviews of the key learning objectives of the courses and expanded the content on police subculture, discretion, core functions, and case law. The exposure to the foundational concepts, theories, strategies, and challenges of the criminal justice system was covered in depth. Teaching styles were re-examined as a direct result of the COVID-19 pandemic. Changes were integrated as necessary, allowing the student base to work in an environment which they found more comfortable and safer. The basis for the teaching styles incorporated various methods to ensure that the proper expectation of social distancing was allowed. The faculty also integrated more activities and lessons covering material with which the students seem to struggle. Many faculty instituted the use of study guides to help the students focus on more important information. Also, most faculty moved tests and various activities to the virtual platform to allow students to complete these assignments in a more comfortable space.

Based on the analysis of these results and despite meeting the target, the faculty felt student performance could improve in several areas. As a result, in AC 2021-2022, the target was met with eighty-four percent (84%) of students doing well and meeting seventy

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percent (70%) or higher on the exams. The students did well in overall key concepts. Because students are still dealing with various repercussions from COVID-19, the faculty made attempts to make the various courses more user-friendly for online environments. This manifested in multiple ways, such as online testing and online conferences with professors. Lectures were also recorded, and faculty worked with students who would be unavailable for classes due to COVID-19 testing and sickness. Due to faculty reviewing overall key concepts more thoroughly and finding/creating assignments that reflected those overall key concepts, it was found that students comprehended the information better. Although the overall percentage of test scores went down, there were fewer students in classes as our University's overall enrollment was lower than in previous years.

Student performance in police subculture and discretion along with the court system areas, leave room for improvement. Students seem to have a harder time internalizing theory from various classes and understanding police subculture and discretion due to the current feel in American culture. The faculty took great time in each class discussing how mainstream media influences thinking and helped students to look at fact-based information instead of media headlines when making up their minds about discretion and subculture. In regard to the American court system, the coordinator and director of the school which houses the Criminal Justice Program has brought in an adjunct with a Juris doctorate to teach the online court class. We believe that this would bring another aspect of consideration by looking at the court system from someone who has studied it at great length.

Faculty instituted "real-life" videos into their daily classes which allowed the students to relate to the material and better understand the information.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement. Faculty will incorporate various media to aid visual learners in the classes. Also, introducing narrated PowerPoints to aid in the comprehension and appreciation of the subject matter will be considered. The department is also looking at bringing in another Juris doctorate adjunct to assist in teaching court online classes to help balance the weight of this class. Faculty will also look into guest speakers who can shed light on certain aspects of criminal justice that students find challenging.

Measure 1.2. (Direct – Skill / Ability): Students will demonstrate critical thinking and problem-solving skills through a course project/writing requirement in which they are required to research and submit a written research project for each course. This research project is responsive to the research project requirements developed by the faculty responsible for the course and will evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice, policing, or courts, and meet the requirements set for the research project. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on that semester project.

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Findings: AC 2021 - 2022, the target was met.

Analysis: In AC 2020-2021, the target was met with seventy-seven percent (77%) of students scoring a seventy percent (70%) or higher on the semester project. The faculty stated that the students were responsive to the assignments and showed a relative understanding of the class material in order to produce freshmen/sophomore level collegiate projects. The faculty instituted the use of various other resources and provided students with outside resources to assist them in formatting and proper ways to research topics. Students showed a lack of performance in simple grammatical areas. This left significant areas for improvement. The faculty instituted syllabus quizzes and allowed for extra time in the class schedule to address specific expectations of the formatting process. The faculty introduced Microsoft Teams in the virtual classroom. It was found to have a positive impact on the students, as those students who were unable to attend class in person due to COVID-19 were able to join the class in a virtual manner. Also, the classes were recorded in Microsoft Teams, so students were able to review previous lectures when necessary.

Based on the analysis of these results and despite meeting the target, the faculty felt student performance could improve in several areas. As a result, in AC 2021-2022, the target was met, with eighty-three percent (83%) of students scoring seventy percent (70%) or higher on the semester project. Students did well in showing their creativity in the various semester projects that were required. Student performance in understanding the basics of traditional essays leaves room for improvement. After discussion, the faculty feel that smaller research projects and writing assignments that are self-contained and not attached as scaffolding to the larger projects would enhance overall understanding and performance in the classes.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement. The faculty will implement smaller research projects which would aid in the overall understanding of the subject matter. Faculty also believe that attaching a discussion-oriented element to the semester project will allow for open discussion and questions in the classroom environment. Also, dedicating a full-length class to discuss instructions regarding these projects would be beneficial.

SLO 2. Fourth, fifth, and sixth-semester students will know and understand the philosophies and sciences of the CJ system as well as the structures, roles, and functions of the various organizations and agencies comprising the criminal justice system. This includes law enforcement, corrections, and courts, the processes and challenges involved in each, and the inter-component relationships, checks and balances, constitutional issues, and problems and ethical challenges associated with navigating the agencies within this system.

Course Map: Tied to course syllabus objectives

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CJ 2500: CORRECTIONS PROCESS

CJ 3040: CRIMINOLOGY, FOUNDATIONS, AND PUNISHMENTS

CJ 3090: JUVENILE DELINQUENCY AND JUSTICE

CJ 3355: CULTURAL COMPETENCE FOR CRIMINAL JUSTICE PROFESSIONALS

CJ 3360: CRIMINAL INVESTIGATION

CJ 3380: CRIMINAL JUSTICE ETHICS

Measure 2.1. (Direct – knowledge): On an annual basis, students enrolled in CJ 2500, CJ 3040, CJ 3090, CJ 3355, CJ 3360, and CJ 3380, all required courses for the CJ BA degree, will be administered course exams containing a module of questions taken from a bank developed by the faculty responsible for each course. These question banks are created using criteria developed by the Criminal Justice Advisory Council and are designed to evaluate the student's knowledge and understanding of the scientific study of criminal behavior and crime theories, strategies, foundations and punishment, the ethics and moral philosophy of criminal justice, and the processes of a criminal investigation. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

Findings: AC 2021-2022, the target was met.

Analysis: In AC 2020-2021, the target was met with ninety-two percent (92%) of students achieving a seventy percent (70%) or higher on this measure. The faculty stated that students did well in the practical application of course content showing the proper comprehension of the course materials. This is a direct result of the faculty expanding the various course curriculums in the scientific study of criminal behavior and crime theory, strategies, foundations, and punishment, the ethics and moral philosophy of criminal justice, and the process of a criminal investigation. The faculty developed multiple approaches to allow for student expansion of their knowledge base. These approaches included comprehensive exams at midterm and semester-end to properly enable the students to articulate their knowledge. The faculty incorporated interactive learning activities.

As a result, in AC 2021-2022, the target was met, with eighty-nine percent (89%) of students scoring seventy percent (70%) or higher on this measure. The students did well in comprehending basic subject matter and key components of the classes. Student performance was challenging this semester as the faculty made a note of significant pandemic burnout with virtual environmental learning. The area of meeting students' needs and developing a balance of virtual and face-to-face learning leaves room for improvement; however, the faculty is consistently adjusting to meet everyone's needs. The faculty has noticed a large gap in students reading instructions and comprehending the task at hand. Measures will be taken to ensure that students understand the tasks and instructions needed to complete said tasks.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement. The faculty will continue to find innovative ways to bring current topics

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and stress key components into the classroom. The faculty will also engage students with discussion and other media. The faculty will take a minimum of one (1) class period to strictly discuss instructions on upcoming assignments. Faculty will make themselves more available through email and Microsoft Teams to meet with students to explain further any information that the student has trouble grasping. The faculty will also attempt to offer study guides (either written or verbally) in the classes to help students narrowing down the study materials as to not overwhelm the students.

Measure 2.2. (Direct – Skill / Ability): Students will demonstrate proficient written and oral research, critical thinking, and problem-solving skills through a research project/writing requirement in which they are required to research and submit a written research project and/or presentation for each course. This project is responsive to the course semester project requirements developed by the faculty responsible for each course. It will evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, and challenges of the corrections process, crime and punishment, juvenile delinquency and criminal justice, criminal investigation processes, or ethics in criminal justice. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on that semester project).

Findings: AC 2021-2022, the target was met.

Analysis: In AC 2020-2021, the target was met, with seventy-four percent (74%) of students receiving a 70% or higher on this measure. The faculty believed that the students thrived in an atmosphere where the subject matter was delivered within various formats. Those formats include videos, PowerPoints, papers, and presentations. Rough draft presentations helped the students prepare for the final semester project and included more timely feedback from instructors. The students seemed to understand better how to properly cite and conduct research that is not already covered in class due to accessing various outside resources delivered by the faculty.

As a result, in AC 2021-2022, the target was met, with eighty-nine percent (89%) of students scoring seventy percent (70%) or higher on this measure. Students did well in researching topics of their liking for these classes. Student performance in understanding the proper formatting of papers for these classes is an issue. This area leaves room for improvement. Students are also showing a lack of understanding of how to research and write a paper versus everyday conversation. Many faculty offered links to formatting and how to paraphrase and cite information in the online classroom format.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement. The faculty will increase availability with digital space platforms that the students feel more comfortable with as a supplement to the current face to face platform. Faculty will include more media with the information to help in student engagement. Faculty are currently brainstorming on various ways that instructions for assignments and papers be

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introduced to students. This issue will be brought up in the CJA Council meetings to see if anyone else has any insight how this can be better introduced to students.

Finding new and alternative ways to offer students information on how to format, research, and cite information for projects is an ongoing concern, but the faculty will meet throughout the summer to brainstorm on how to better enhance the student's learning with this matter.

SLO 3. Sixth, seventh, and eighth-semester students will demonstrate that they understand the history, philosophy, theories, and evolution inherent to the study of

- (1) **Community-based Corrections**
- (2) **Drug Use in Modern Society**
- (3) **The Purposes and Functions of Laws**
- (4) **The Foundations, Limits, and Constitutional Considerations Affecting Criminal Evidence and Procedure during Criminal Processes**
- (5) **The Court Decisions Interpreting Individual Rights in relation to Criminal Process.**
- (6) **The National Homeland Security System**
- (7) **The Imperatives of Race and Cultural Relations in Criminal Justice**

Course Map: Tied to course syllabus objectives

CJ 4250: COMMUNITY-BASED CORRECTIONS

CJ 4450: CRIMINAL LAW

CJ 4460: CRIMINAL EVIDENCE AND PROCEDURE

CJ 4500: DRUG USE IN MODERN SOCIETY

PSCI 3090: CONSTITUTIONAL LAW

SOC. 4080: RACE AND CULTURAL RELATIONS FOR PURE AND APPLIED SOCIOLOGY

Measure 3.1. (Direct – Knowledge / Attitude): On an annual basis, students enrolled in CJ 4250, CJ 4450, CJ 4460, CJ 4500, PSCI 3090, and SOC 4080, all required courses for the CJ BA degree, will be administered course exams containing a module of questions taken from a bank developed by the faculty responsible for each course. These question banks are created using criteria developed by the CJA Council and are designed to evaluate the student's knowledge and understanding of the history, foundations, evolution, and purposes of community-based corrections, criminal law, criminal evidence and procedure, Constitutional decisions expanding and limiting criminal process, and drug use in modern society. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

Findings: In AC 2021-2022, the target was met.

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Analysis: In AC 2020-2021, the target was met, with seventy-five (75%) of students receiving a 70% or higher on this measure. The faculty successfully instituted more interactive methods of instruction, expanded the curriculum/lesson plans dealing with history, foundations, evolution, criminal law, criminal evidence and procedure, constitutional decisions expanding, and limited criminal processes and drug use in modern society with the integration of reviews of key learning objectives. The faculty reviewed various learning objectives and adjusted classroom delivery, suggesting that they learn better by “seeing” the theories in motion.

CJ 4250 (Community-Based Corrections) was removed from the curriculum and replaced with CJ 3900 (Survey of Criminal Justice Research). CJ 3900 will be measured under SLO 4. This change became effective in AC 2021-2022.

As a result, in AC 2021-2022, the target was met, with eighty-seven percent (87%) of the students scoring seventy percent (70%) or higher on this measure. The students did well in understanding the key concepts of the classes. Student performance in self-motivation leaves room for improvement. Also, incorporating CJ 3900 in place of CJ 4250 was not successful as many students had issues with understanding and comprehending the subject matter (this will be discussed in SLO 4). After meeting with the school director and CRC, CJ 4250 has been reintegrated into the CJ curriculum. The CJA Committee met in April 2022 and discussed diversity and understanding in the workplace. The faculty have reviewed the information amongst itself and have begun making a plan to better integrate those ideas into the curriculum.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement various media, and possible narrated PowerPoints to aid in the comprehension and appreciation of the subject matter. The faculty has found that making videos of theoretical information available to both online and face-to-face students has been successful with the students’ better understanding of the concepts at hand. Also, the CJ Coordinator will be making a push for the same textbooks to be used across all the sections of specific classes to get a better understanding of how the students are doing in each class.

Faculty are continuing course redesigns in an effort to continually stay fresh and “inviting” to the student population. Discussion-based lectures will also be added to multiple different courses in an effort to keep the students engaged in the material.

Measure 3.2. (Direct – Skill / Ability): Students will demonstrate proficient written and oral research, critical thinking, and problem-solving skills through a research project/writing requirement in which they are required to research and submit a written research project and/or presentation for the course. This project is responsive to the course semester project requirements developed by the faculty responsible for the course and will evaluate the student’s knowledge and understanding of the foundational concepts, theories, strategies, and challenges of community-based corrections, criminal law, criminal evidence and procedure, race and cultural relations, and the Constitution

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and court decisions. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project by scoring seventy-five percent (75%) or higher on the semester project.

Findings: In AC 2021-2022, the target was met.

Analysis: In AC 2020-2021, the target was met, with eighty percent (80%) of students scoring 75% or higher on this measure. These findings are a direct result of the innovative teaching styles of the faculty and the objectivity that the faculty has introduced into the classroom settings. These methods include self-guided debates, freedoms of topic discussion, and related written topics for projects. In some cases, report formatting was left up to the student to allow for more freedom in the communication of understanding of key learning objectives. The faculty introduced various teaching models to incorporate the ideals found in the Constitution, court decisions, race and culture relations, criminal law, and criminal evidence theories.

As a result, in AC 2021-2022, the target was met, with eighty two percent (82%) of the students scoring 75% or higher on this measure. The students did well in presenting arguments related to drugs and society. Student performance in researching topics and key concepts outside of the classroom environment leaves room for improvement.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement. The faculty will continue implementing various media into the class in an effort to engage the students further. The CJ Curriculum Committee will continue to meet to brainstorm ideas of what other programs or media could be introduced into the curriculum to better enhance the understanding of our student population. The faculty will bring in guest speakers who will offer a different perspective on information taught in the classroom such that students better comprehend how that information can be used in the “real world”.

The criminal justice faculty will continue to work with the English department to find ways to assist in how to better present information regarding researching topics to the students in the classroom environment.

SLO 4. Students will demonstrate appropriate research skills and strategies and appropriate written and verbal communication skills.

Course Map: Tied to course syllabus objectives

CJ 3900: SURVEY OF CRIMINAL JUSTICE RESEARCH

CJ 4200: INTRODUCTION TO CRIMINAL JUSTICE RESEARCH

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Measure 4.1. (Direct-Skill/Ability/Knowledge): Students will demonstrate proficient written research, critical thinking, and problem-solving skills through a research project/writing requirement in which they are required to research and submit a written research project and presentation for this course. This project is responsive to the course semester project requirements developed by the faculty responsible for the course, and will evaluate the student's knowledge and understanding of some aspects of foundational concepts, theories, strategies, and challenges of the corrections process, crime and punishment, juvenile delinquency and criminal justice, criminal investigation processes, criminal courts and law, criminal process, race and cultural relations, Homeland Security, or ethics in criminal justice. Several components will measure written communications skills on a scale from low proficiency to high proficiency. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project will demonstrate proficient research skills and strategies, and writing skills. Proficiency will be demonstrated by a combined score of at least seventy-five percent (75%) or higher on the rubric (see attachment D) for the written requirements for the research project.

Findings: In AC 2021-2022, the target was met.

Analysis: In AC 2020-2021, the target was met with one hundred percent (100%) of enrolled students scoring seventy-five (75%) or higher on the research project. The faculty introduced the inclusion of modules specifically targeting the research and writing process, which enabled the students to gain the ability to produce stronger research-based papers and demonstrate an understanding of the specific topics more successfully. The faculty discussed the research proposal process at length. The faculty included modules specifically targeting the research and writing process, enabling the student to gain the ability to produce stronger research-based papers. The faculty introduced a new text that was more "user friendly" for the students, which enabled the students to better understand the process. The students that were enrolled in CJ 3900 did not perform well in the class. The professor for CJ 3900 introduced a new text which combined the CJ 3900 and CJ 4200 information eliminating the need for two separate classes at this time.

As a result, in AC 2021-2022, the target was met with eighty-three percent (83%) of students scoring seventy-five percent (75%) or higher on the semester project. The students did well in drafting their research proposals. Student apprehension seems to be the biggest stumbling block in this class. This leaves room for improvement.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement. The faculty will introduce new ways for the students to grasp the basic ideologies of the research proposal. The faculty will continue to reiterate proper citation techniques. The faculty has done well in describing the need for this class and how that relates to "real world" issues in the field of Criminal Justice. By the end of the semester, students are beginning to understand how this class is necessary and why learning how to appreciate the key information from this class will guide them in the future.

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Faculty will continue to meet to discuss various ways that this information can be presented to keep the students' interest. The faculty will continue to reiterate why this class is the first steppingstone to the criminal justice capstone class and six credit hours. The faculty will institute a new method of teaching the information by assigning each student a different type of research method and having the student present their findings to the class. Offering various class activities that correlate to the research methods will be initiated in future classes.

Measure 4.2. (Direct – knowledge): On an annual basis, students enrolled in CJ 4200, a required course for the CJ bachelor's (BA) degree, will be administered course exams containing a module of questions taken from a bank developed by the faculty responsible for the course. These question banks are created and revised based on criteria developed by the CJA Council and are designed to evaluate the student's knowledge and understanding of research strategies, data collection techniques, and other analytical tools for research in criminology and criminal justice research. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

Findings: In AC 2021-2022, the target was met.

Analysis: In AC 2020-2021, the target was met with seventy-nine percent (79%) of students scoring above seventy percent (70%) of this measure. The faculty utilized more outside sources designed for a direct understanding of the subject matter. The faculty also discussed the process of research methods in a gradational approach to which the students responded well. Student performance in the understanding of certain class concepts of research strategies was limited and left room for improvement. The faculty were able to spend more one-on-one time with each student to ensure the students were on the right track with their proposals.

As a result, in AC 2021-2022, the target was met, with seventy-seven percent (77%) of students scoring seventy percent (70%) or higher on this measure as students did well in grasping key concepts of this class. The faculty stated that the students paid attention and asked relevant questions. Student performance in understanding such topics as peer-reviewed academic journals seems to be an issue and leaves room for improvement.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement. The faculty will attempt to spend one-on-one time with the students and introduce various media, if possible, to help with the understanding of difficult topics. The faculty will offer (either verbally in class or written) study guides to help the students focus on certain aspects of the topics discussed in class and be more prepared. The faculty will also be working with the English department to find new and innovative ways to help the students

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comprehend what peer-reviewed academic journals are and how to best retrieve them, read them, and use them in research.

SLO 5. Students will demonstrate proficiency in knowledge and comprehension of criminal justice systems and be able to communicate that proficiency in written and oral form.

Course Map: Tied to course syllabus objectives

CJ 4480: SENIOR SEMINAR IN CRIMINAL JUSTICE.

Measure 5.1. (Direct – Knowledge/Skill/Ability): In the eighth/final semester of this program, students enrolled in CJ 4480 (a required course for the CJ BA degree) will demonstrate proficient understanding of written research, critical thinking, and problem-solving skills through a research project/written/presentation requirements. The students are required to continue their research which began in CJ 4200. The students are then required to submit their written research project with a final presentation at the conclusion of the semester. This requirement will evaluate the students' knowledge and understanding of some aspects of foundational concepts, theories, strategies, and challenges of the corrections process, crime and punishment, juvenile delinquency, criminal investigation processes, criminal courts and law, criminal process, race and cultural relations, Homeland Security, or ethics in criminal justice. Several components will measure both written and oral communication skills on a scale from low proficiency to high proficiency. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project. Students will demonstrate proficient research skills and strategies needed for graduate school and career development. Proficiency will be demonstrated by a combined score of at least seventy percent (70%) or higher on the presentation (see rubric – Attachment C).

Findings: In AC 2021-2022, the target was met.

Analysis: In AC 2020-2021, the target was met, with ninety-nine percent (99%) of the students scoring a minimum of seventy percent (70%) or higher on the presentation. The students were responsible for taking the proposal from CJ 4200 and refining that proposal through steps of drafting and resubmission in CJ 4480. The oral presentation of the proposal is in an effort to prepare the students for graduate school entry or movement into a career in the criminal justice field. The faculty developed a comprehensive method to review the areas of concentration needed for successful student performance. The faculty expanded the reviews of key learning objectives for this course.

As a result, in AC 2021-2022, the target was met, with eighty-eight percent (88%) of students scoring seventy percent (70%) or higher on this measure as students did well in grasping key concepts of this class. The faculty states that the students paid attention and asked relevant questions. Student performance in understanding such topics as

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peer-reviewed academic journals seems to be an issue and leaves room for improvement.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement. The faculty will make proper adjustments to requirements to meet the QEP process better. Also, the faculty will attempt to provide supplemental materials to the students as necessary so they can complete their oral presentations in a successful manner.

The faculty will give the students options on the methods of oral presentations that can be done for credit for this class and continue to work with steppingstone classes to ensure that the students are completely prepared once they reach the capstone class. Also, the faculty teaching this course will develop a rubric to make grading of these presentations more mainstream.

Measure 5.2. (Direct – Skill / Ability): In the eighth/final semester of this program, CJ 4480, a capstone required course for the CJ BA degree, provides students the opportunity to apply the knowledge they have acquired in this major to work-world situations and integrate all academic criminal justice learning, knowledge, and skills to prepare students for transference to the world of work. Students will demonstrate the critical-thinking and problem-solving skills through a course in which they are required to research and submit a written research project on the subject matter directly related to their target career.

This writing requirement is responsive to the course semester project requirements developed by the faculty responsible for this course and will evaluate the students' knowledge and understanding of criminal justice systems and the role of the matriculating students within them as well as measure written communication skills. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

Findings: In AC 2021-2022, the target was met.

Analysis: In AC 2020-2021, the target was met with ninety-three percent (93%) of students scoring a 70% or higher on this measure. The faculty expanded the course materials and modules to include a further review of key learning objectives. The faculty focused on modules reflecting critical and current criminal justice topics which were incorporated into reviews.

As a result, in AC 2021-2022, the target was met with ninety-two (92%) percent of students scoring seventy percent (70%) or higher for this measure. Students did very well in reflecting on their criminal justice education and providing well-written and well thought out reflection papers. Student performance in basic grammar, spelling, and punctuation areas leaves room for improvement.

Decision: Based on the analysis of the AC 2021-2022 assessment results, in AC 2022-2023, the faculty will implement the following changes to drive the cycle of improvement.

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The faculty will continue to provide supplemental information as necessary and meet with students individually to assist in answering questions. The faculty will find new and innovative ways to introduce necessary resources to the students in the classroom environment to ensure they have all of the information available at the beginning of the semester.

Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2021-2022. These changes are based on the knowledge gained through the analysis of AC 2020-2021 results.

- Faculty integrated increased reviews of the key learning objectives of the courses and expanded the content on police subculture, discretion, core functions, and case law. The exposure to the foundational concepts, theories, strategies, and challenges of the criminal justice system was covered in depth.
- Teaching styles were re-examined as a direct result of the COVID-19 pandemic. Changes were integrated as necessary, allowing the student base to work in an environment which they found more comfortable and safer.
- The faculty also integrated more activities and lessons covering material that the students seem to struggle with.
- Many faculty instituted study guides to help the students narrow down more important information.
- Most faculty moved tests and various activities to the virtual platform to allow students to complete these assignments in a more comfortable space.
- The faculty took great time in each class discussing how mainstream media influences thinking and helped students to look at fact-based information instead of media headlines when making up their minds about discretion and subculture.
- An adjunct was brought in with a Juris doctorate to teach the online court class. We believe that this would bring another aspect of consideration by looking at the court system from someone who has studied it at great length. Faculty instituted “real-life” videos into their daily classes, which allowed the students to relate to the material and better understand the information.
- The faculty instituted various other resources and provided students with outside resources to assist them in formatting and proper ways to research topics. Students showed a lack of performance in simple grammatical areas.
- The faculty expanded the various course curriculums in the scientific study of criminal behavior and crime theory, strategies, foundations, and punishment, the ethics and moral philosophy of criminal justice, and the process of a criminal investigation. The faculty developed multiple approaches to allow for student expansion of their knowledge base. These approaches included comprehensive exams at midterm and semester-end to properly enable the students to articulate

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their knowledge. The faculty incorporated interactive learning activities.

- Program-wide changes, from the modification of course content to the systematic utilization of evaluation rubrics have resulted in students learning in greater detail and demonstrating a better grasp of the writing process and the expectations of the program faculty. The utility of the rubrics in enhancing student's writing process is significant. Empowering our students with the tools necessary to be successful is at the core of our continuous improvement goals.
- Integrated reviews of the key learning objectives of the courses and expanded the content on police subculture, discretion, core functions, and case law.
- Redesigned the course modules on the scientific study of criminal behavior and crime theories, strategies, foundations and punishment, the ethics and moral philosophy of criminal justice, and the processes of the criminal investigation.
- Redesigned the course modules on the history, foundations, evolution, and purposes of community-based corrections, criminal law, criminal evidence and procedure, Constitutional decisions expanding and limiting the criminal process, and drug use in modern society.
- Expanded the course modules on research strategies, data collection techniques, and other analytical tools for research in criminology and criminal justice research. Course modules on research and writing were expanded, and a module on oral presentations was added.
- Integrated the use of video and other methods of outside resources to assist in better retention and understanding of core functions and ideals within our curriculum.
- Developed mid-year assessment model.

The changes implemented in AC 2021-20221 resulted in addressing concerns that were forefront and therefore meeting ten (10) targets set.

Plan of Action Moving Forward:

- Faculty will introduce various digital concepts of instruction introducing criminal justice theories in a manner in which the students will better grasp.
- Many faculty will institute new textbooks in their classes to keep the information relevant and current.
- The faculty will continue to keep testing in a manner that is most convenient for the student and their schedules.
- Faculty will provide more resources for instruction regarding the proper formatting of collegiate papers.
- Faculty will discuss innovative ways and methods to make students more conscientious regarding grammatical mistakes.

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- Faculty will continue to remind students that the class syllabus and schedule are important aspects of the classes, and the students are responsible for their own success.
- Faculty will give more direct and timely feedback on steppingstone projects, such as rough drafts, to better equip the students to provide projects that are absent elementary grammatical mistakes.
- Faculty will include more current events and “hot topics” into the classroom environment, which has proved to probe the students’ interests.
- The faculty will continue to look for ways to better the experience for the students.
- Meeting with the Criminal Justice Advisory Council will be held twice a year, and group discussion is necessary for moving forward the information so the students can be better prepared once they graduate.
- Meeting with the Criminal Justice Curriculum Committee will meet monthly to brainstorm on which courses need to be “revamped” and various ways that information can be introduced to students to ensure comprehension.
- The faculty instituted smaller research projects and writing assignments that are self-contained and not attached as scaffolding to the larger projects would enhance overall understanding and performance in the classes.
- The faculty will take a minimum of one (1) class period to strictly discuss instructions on upcoming assignments.
- Faculty will make themselves more available through email and Microsoft Teams to meet with students to explain further any information that the student has trouble grasping.
- The faculty will bring in guest speakers. Guest speakers have been proven to offer a different perspective on information taught in the classroom, and students better comprehend how that information can be used in the “real world”.
- Including the utilization of a rubric for CJ 4480