

Assessment Cycle 2022 – 2023

Program: Bachelor of Arts (BA) in Criminal Justice (250)

School: School of Social Sciences and Applied Programs

College: College of Arts and Sciences

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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 School of Social Sciences and Applied Programs 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 school 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 school 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 of Science degree in Homeland Security and a Post-Master's certificate in Global Security and Intelligence.

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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 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 bachelors 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 in criminal justice 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.

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.

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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 bachelors (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: The target was met.

Analysis: In AC 2021-2022, the target was met with eighty-seven percent (87%) of students receiving a seventy percent (70%) or higher on the exams. The students did well with key concepts. The faculty began recording lectures, making testing available through Moodle, and meeting with students through online means. The faculty made themselves more readily available to students.

Based on the analysis of AC 2021-2022 results, in AC 2022-2023, the target was met with eighty-five percent (85%) of the students scoring a seventy percent (70%) or higher on their exams.

Students performed well in understanding key concepts of each class. The faculty generated more inclusive exams with self-directed learning to help students communicate an understanding of the topics. As with the previous academic cycle, student performance in police subculture and discretion along with the court system areas leaves 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.

Faculty instituted "real-life" videos into their daily classes which allowed the students to relate to the material and better understand the information. The director of the School of Social Sciences and Applied Programs brought another Juris Doctorate on as adjunct faculty. This individual is instructing an online course of Adjudication Process (CJ 2400).

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, the faculty will implement the following changes to drive the cycle of improvement.

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There will be discussion with the various faculty responsible for instructing the necessary classes featured in this SLO, to increase the percentage of students performing at seventy percent (70%) to seventy-five percent (75%) on the exams. The Criminal Justice Coordinator will meet with the faculty separately during the summer of 2023 to discuss what can be done in each class to better prepare students for success and understanding of key concepts for the following academic cycle.

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.

Findings: The target was met.

Analysis: 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 left room for improvement. After discussion, the faculty felt that smaller research projects and writing assignments that are self-contained and not attached as scaffolding to the larger projects enhanced the overall understanding and performance in the classes.

As a result of the analysis of AC 2021-2022, in AC 2022-2023, the target was met with eighty percent (80%) of students scoring seventy percent (70%) or higher on the semester project. In each class, traditional discussion boards were used, and students showed receptivity of topics by engaging with other students in a very active and forthcoming way. Faculty in the classes alternated with weekly assignments ensuring that the students stayed active with their textbooks. These assignments helped to make students aware of expectations and their progress toward the semester project. Self-directed study was used in several classes which showed success with students scoring high on the final project. Several classes used short writing assignments instead of one large semester project to help students better communicate their understanding of the key concepts. There is room for improvement with the students' performance in understanding (and reading instruction) with the traditional essay.

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, the faculty will implement the following changes to drive the cycle of improvement. The faculty will set aside prescheduled time in their respective classes to discuss the expectations of the projects and give the students the opportunity to ask questions regarding these expectations prior to the due date. Faculty will make themselves more

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available through student hours by also communicating with students via phone or web-based meetings. The Criminal Justice Coordinator will meet with the faculty separately during the summer of 2023 to discuss how each class can improve student understanding and performance of this SLO. The faculty will discuss raising the scoring expectations from seventy percent (70%) to seventy-five percent (75%) for this SLO.

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.

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: The target was met.

Analysis: 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 left room for improvement; however, the faculty consistently adjusted to meet everyone's needs. The faculty noticed a large gap in students reading instructions and comprehending the task

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at hand. Measures were taken to ensure that students understood the tasks and instructions needed to complete said tasks.

Based on the analysis of AC 2021-2022, in AC 2022-2023, the target was met with eighty-nine percent (89%) of students scoring seventy percent (70%) or higher on this measure. Students were engaged in topics without faculty direction, displaying their receptivity and engagement. Many faculty have moved away from traditional multiple-choice questions on exams and moved toward short answer so the students can better show their understanding of each topic; however, there is room for improvement.

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, the faculty will implement the following changes to drive the cycle of improvement. The faculty will find innovative ways to bring current topics 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. Some faculty feel that organizing their class by topics instead of the traditional chapter to chapter will enhance the students learning and experiences in class.

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: The target was not met.

Analysis: 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 was an issue. This area left room for improvement. Students showed 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.

As a result of the analysis of AC 2021-2022 results, in AC 2022-2023, the target was not met with seventy-four percent (74%) of students scoring seventy percent (70%) or higher on this measure. Several faculty members used the same parameters as the prior academic cycle, with instruction and criteria. However, the students during this academic

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cycle had repeated issues with comprehending and following instruction on the semester project. This left room for improvement. Many of the projects were research papers/essays covering topics that were discussed in the classes. However, many students either did not follow the instructions or plagiarized the material turned in. Therefore, many of the students received low grades/zero for their project. The faculty covered the parameters of the assignment in classes as well as made themselves available for instruction during student hours.

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, 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 information to help in student engagement. The faculty are currently brainstorming on various ways that instructions for assignments and papers be introduced to students. This issue will be brought up in the CJA Council meetings to see if anyone else has any insight into 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. Many faculty are considering changing the semester projects to verbal assignments instead of written assignments.

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) **Homeland Security**
- (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 4475: HOMELAND SECURITY

CJ 4500: DRUG USE IN MODERN SOCIETY

PSCI 3090: CONSTITUTIONAL LAW

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

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Measure 3.1. (Direct – Knowledge / Attitude): On an annual basis, students enrolled in CJ 4250, CJ 4450, CJ 4460, CJ 4475, 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: The target was met.

Analysis: 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 left 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 the University's Curriculum Review Council, CJ 4250 has been reintegrated into the CJ curriculum. The CJA Committee met in April 2022 and discussed diversity and understanding in the workplace.

As a result of analysis of AC 2021-2022, in AC 2022-2023, the target was met with ninety-seven percent (97%) of students scoring seventy-five percent (75%) or higher on this measure. When all the faculty that instructed these relevant classes were polled, it became evident that the students are grasping the concepts well. The classes are full of upper classmen which helps in that the students are generally comfortable asking questions in class and leading discussions covering key components in class. Also, the faculty added videos and developed scenarios based on the concepts covered in classes which has allowed the students to better relate to the material and how it is portrayed in the "real" world; however, this leaves room for improvement. The Director of the School of Social Sciences and Applied Programs agreed that the same textbooks needed to be used across all sections of specific classes to get a better understanding of how the students are doing in each class.

CJ 4250 (Community-Based Corrections) was placed back into the criminal justice curriculum. CJ 4475 (Homeland Security) was added into the mandatory curriculum during AC 2022-2023 and was included in this SLO. This course was found to be necessary as Homeland Security plays a key role in today's criminal justice system. Because CJ 4475 directly deals with the history, philosophy, and evolution of Homeland Security in the United States, it has been included in this SLO.

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Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, the faculty will implement the following to drive improvement. Various media, and possible narrated PowerPoints, to aid in the comprehension and appreciation of the subject matter will be offered in classes. The faculty have 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. Faculty will institute course redesigns to continually stay fresh and "inviting" to the student population. Discussion-based lectures will also be added to multiple different courses to keep the students engaged in the material. The faculty agree that if the students can "see" the theories in motion and how they are used in the "real" world, they better comprehend the material. The faculty will meet during the summer of 2023 to discuss raising expectations for students (raising the current seventy-five percent (75%) to eighty percent (80%)) to score on their exams.

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 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: The target was met.

Analysis: In AC 2021-2022, the target was met, with eighty two percent (82%) of the students scoring seventy-five percent (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 left room for improvement. The faculty introduced various teaching models to incorporate the ideals found in the key concepts of these classes.

As a result of the analysis of AC 2021-2022, in AC 2022-2023, the target was met with eighty-seven percent (87%) of the students scoring seventy five percent (75%) or higher on this measure. The students did well in producing interesting semester projects. Many of the faculty broke the traditional research paper into smaller semester projects throughout the duration of the classes. This allowed the students to have a better grasp on the material as well as not be overwhelmed with a final paper. There is room for improvement in finding the best way for the students to comprehend the parameters of the assignment.

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, the faculty will implement the following changes to drive the cycle of improvement.

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The faculty will implement various media into the classes to engage the students further. The CJ Curriculum Committee will 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 work with the English department to find ways 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

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: The target was not met.

Analysis: 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 seemed to be the biggest stumbling block in this class. This left room for improvement.

As a result of AC 2021-2022 analysis, in AC 2022-2023, the target was not met with sixty-three percent (63%) of students scoring seventy-five percent (75%) or higher on this measure. The faculty feel that the students, overall, demonstrated a basic understanding of the course material based on their grades of their research proposals. The students’

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proposals showed that they were able to put together a roadmap of how to conduct socio-scientific study with appropriate research methods comparable to their respective research questions. However, there is significant room for improvement. Note that CJ 3900 was not offered during this academic cycle. This class is currently not active but remains in the course catalog.

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, the faculty will update and change the textbook used in this class as well as complete videos explaining various research methods and how to complete literature reviews. This is necessary for the online sections of this class as they miss the opportunity to see the class in action in a face-to-face environment. The faculty have done well in describing the need for this class and how that relates to “real world” issues in the field of Criminal Justice. Faculty will meet to discuss various ways this information can be presented to keep the students’ interest. The faculty will 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 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 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: The target was met.

Analysis: 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 seemed to be an issue and left room for improvement.

As a result of analysis of AC 2021-2022, in AC 2022-2023, the target was met with ninety-two percent (92%) of students scoring seventy percent (70%) or higher on this measure. The faculty believes that the students were able to disseminate their understanding of basic key concepts of this class. As a result of this measure, the faculty states that students excelled at their exams when the content was broken down into smaller topics. It shows that the students were able to comprehend various quantitative and qualitative

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research techniques as well as written reports. There is room for improvement because it appears that the students are having issues with how to report their findings.

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, 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 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 comprehend what peer-reviewed academic journals are and how to best retrieve them, read them, and use them in research. A new textbook will be used in Fall 2023.

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 requirement. 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: The target was met.

Analysis: 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 stated that the students paid attention and asked relevant questions. Student performance in understanding such topics as peer-reviewed academic journals seemed to be an issue and left room for improvement.

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As a result of the analysis of AC 2021-2022, in AC 2022-2023, the target was met with eighty-four percent (84%) of students scoring seventy percent (70%) or higher on this measure. The students did exceptionally well with their presentations. They were able to verbally express their proposals in a professional manner. The proposal was refined through the semester to prepare the students for graduate school or entry into the criminal justice field. There is room for improvement with having the students dress professionally and develop PowerPoints for accompaniment to their presentations.

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, 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 more effectively. 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 consistent. The expectation for this measure will be raised to from seventy percent (70%) to seventy-five percent (75%) showing proficiency on the presentation.

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 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: The target was met.

Analysis: 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 left room for improvement.

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As a result of the analysis of AC 2021-2022, in AC 2022-2023, the target was met with eighty-four percent (84%) of students scoring seventy percent (70%) or higher on this measure. The faculty spent eight weeks with the students reviewing and discussing critical and current criminal justice topics to prepare them for writing their reflection papers. There is significant room for improvement due to the students waning off during the last few modules. The students seem to be losing interest and, therefore, not turning in their assignments.

Decision: Based on the analysis of the AC 2022-2023 assessment results, in AC 2023-2024, the faculty will implement the following changes to drive the cycle of improvement. The faculty will no longer be using the textbook assigned to this course. Instead, the faculty will concentrate on developing professional resumes, cover letters and understanding by the students of how important the first impression is in the workplace. Also, the faculty will develop a rubric to make the grading of the reflection papers more consistent. The faculty will find new and innovative ways to introduce necessary resources to the students in the classroom environment to ensure they have 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 2022-2023. These changes are based on the knowledge gained through the analysis of AC 2021-2022 results.

- The 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.
- 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.
- An adjunct was brought in with a Juris Doctorate to teach the online court class. We believe that this brought 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 criminal investigation. The faculty developed multiple approaches to allow for student

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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.

- The faculty 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.
- The faculty 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.
- The faculty developed a mid-year assessment model.
- The faculty alternated with weekly assignments ensuring that the students stayed active with their textbooks.
- Many faculty moved away from traditional multiple-choice questions on exams and are moving toward short answer so the students can better show their understanding of each topic.
- The same textbooks were used across all sections of the same courses to better gauge the student's progress in the classes.
- Difficult concepts were broken down into multiple modules which allowed the student to have a better grasp on the material.
- CJ 3900 was not offered any longer and has been replaced by CJ 4250. However, CJ 3900 remained in the course catalog for future reference if necessary.
- CJ 4475 was added into the mandatory curriculum.
- Criminal Justice Advisors were narrowed down to two faculty members.

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 test 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.
- Faculty will continue to remind students that the class syllabus and schedule are

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important aspects of the classes, and the students are responsible for their own success.

- The faculty will look for ways to better the experience for the students.
- Meetings with the Criminal Justice Advisory Council will be held twice a year, and group discussions will be held to identify information needed so the students can be better prepared once they graduate.
- Meetings with the Criminal Justice Curriculum Committee will be held 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”.
- Faculty will use a rubric for scoring assessments in CJ 4480.
- The scoring expectations on multiple SLOs will be raised.
- The faculty will work with the English Department to find way to assist the students in better understanding how to research topics, finding peer reviewed articles/journals and how to retrieve them, read them and utilize them in research.