

## Assessment Cycle 2023 – 2024

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

#### School of Social Sciences and Applied Programs

#### 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, 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 bachelor 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 21<sup>st</sup>-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 bachelor (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 students' 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 2022-2023, the target was met, with eighty-five percent (85%) of students receiving seventy percent (70%) or higher on the exams. Students performed well in understanding the key concepts of each class. The faculty generated more inclusive exams with self-directed learning to help students communicate an understanding of the topics. The faculty took time in each class to discuss how mainstream media influences thinking. They helped students to look at fact-based information instead of media headlines when making up their minds about discretion and subculture. Students still struggled with internalizing theory from various classes and understanding police subcultures and discretion due to the current feel in American culture.

Based on the analysis of AC 2022-2023 results, in AC 2023-2024, the target was met with ninety-four percent (94%) of the students scoring seventy percent (70%) or higher on their exams. The faculty implemented the following changes in AC 2023-2024. There were discussions 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 met with the faculty separately during the summer of 2023 to discuss what could be done in each class to better prepare students for success and understanding of key concepts. Time was spent before each exam discussing elements of that exam that students had difficulty with. Each faculty took time to explain the expectations of the syllabus during the first few weeks of school to ensure there were no students left behind in what the expectations were. Faculty incorporated "real-life" videos into their classes to show the students how the concepts they learn in class are instituted in the field of criminal justice. The faculty generated more inclusive exams with self-directed learning to help students communicate an understanding of the topics. One faculty member participated

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in authoring an OER (Open Educational Resource) with LOUIS and the Board of Regents to aid the students in gaining educational materials that were at a very low cost. In this case, the educational resources were free to the students. The OER was piloted during the Spring 2024 semester. Students were very receptive to the OER with positive feedback that not only were the students able to access the text immediately (it was online) but that the text emphasized the Louisiana laws and codes that most of our students will utilize when they enter the job market. The students still struggled with theory-based analysis and understanding how the theory relates to the criminal justice processes.

As a result of these changes in AC 2023-2024, the target was met.

**Decision:** In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 assessment results, in AC 2024-2025, the faculty will implement the following changes to drive the cycle of improvement. Regarding Measure 1.1, the percentage of enrolled students who were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent or higher on exams is currently at 75%. This will be raised to 80%. Therefore, 80% of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent or higher on each of the exams. The Criminal Justice Coordinator will meet with the faculty separately during the summer of 2024 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. The faculty will institute more discussions both in class and online to allow students to discuss the various theories in criminal justice and gain a better understanding of how that theory has helped to shape our current criminal justice system. The faculty will also incorporate videos to help show those theories in movement so the students can understand how they interact with theory-based knowledge every day. The faculty will also review the current questions on the various exams to ensure that they are reflective of the key concepts covered in class. A new textbook in CJ1100 will be utilized for AC 2024-2025. The new OER text written by one of our faculty will be utilized in dual enrollment classes only.

**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 students' 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 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

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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. The 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 was room for improvement in the students' performance in understanding (and reading instruction) of the traditional essay.

Based on the AC 2022-2023 results analysis, in AC 2023-2024, the target was met with eighty-nine percent (89%) of the students scoring seventy percent (70%) or higher on the semester projects in the various classes. The faculty implemented the following changes in AC 2023-2024. The faculty spent time prior to the due dates of various assignments explaining in detail the expectations and direction for the specific assignment. This gave the students multiple opportunities to ask questions and get clarity on what they did not understand. One instructor introduced scaffolding assignments throughout the semester to allow for instructor feedback and the opportunity for students to see how large assignments are not only manageable but how they build from one to another, and the opportunity to continually better their understanding with the instructor's feedback. Another faculty member allowed the students to choose a topic of their choice related to criminal cases with "the use of force in a police encounter," and deliver a PowerPoint presentation orally in front of the class. The students were very receptive as they were able to find specific cases that interested them. The faculty believe that the overall problem that they encountered throughout the semester in reference to this SLO was student motivation later in the semester. Student attendance and motivation to finish assignments seemed to wane as the semester goes on due to illness, family responsibilities, outside jobs, etc. One faculty member had issues with being assigned to the class (in Moodle) on time, and thus, the class had a late start. The faculty member believed that due to the late start of the semester, assigning a large project was unfair; therefore, that class did not participate in a large end-of-semester project. Instead, the faculty member incorporated more discussion-oriented assignments.

As a result of the changes in AC 2023-2024, the target was met.

**Decision:** In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 assessment results, in AC 2024-2025, the faculty will implement the following changes to drive the cycle of improvement. The Criminal Justice Coordinator will meet with the faculty separately during the summer of 2024 to discuss how each class can improve student understanding and performance of this SLO. The faculty will build their classes with more scaffolding assignments, as this seems to help keep the students motivated throughout the semester. The faculty will take time in class to introduce each assignment and set class time aside for questions and clarification if necessary. The faculty will create their student hours for the semesters and post those available hours to their Moodle shells so the students will have readily available information when the faculty

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member is available to meet. The faculty will utilize both face-to-face and telephone communications, along with Teams/Zoom meetings, at the student's convenience. The faculty will post 5-week grades and midterm grades and make time to meet with students who are struggling to see if they can be of assistance in any way. Also, grade projections will be available to the students prior to the final projects so the students can keep track of their progress.

**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 2600: INTRODUCTION TO CRIMINALISTICS AND FORENICS

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 CJA Council and are designed to evaluate the students' 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 2022-2023, the target was met, with eighty-nine percent (89%) of students scoring seventy percent (70%) or higher on this measure. Students did well engaging in topics without faculty direction, displaying their receptivity and engagement. Many faculty moved away from traditional multiple-choice questions on exams and moved toward short answers so the students could better show their understanding of each topic. However, the faculty stated that there was room for improvement regarding the students' understanding of the key elements.

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Based on the analysis of AC 2022-2023, in AC 2023-2024, the target was met with ninety percent (90%) of students scoring seventy percent (70%) or higher on this measure. The faculty implemented the following changes in AC 2023-2024. The faculty stated that students were successful in understanding and demonstrating various topics and ethical frameworks throughout the courses. This was evident in the students' progressively positive interaction with the instructors and exam grades. Because the students expressed a desire to learn more about current practices in criminology, the instructors introduced more scaffolding assignments. This was received well by the students, and the students, overall, produced quality work. The short answer questions on tests were productive for showing the faculty where the students were successful and where the students were struggling. The faculty instituted more short answer questions in their chapter quizzes to help prepare the students for the unit exams. However, students did struggle with the historical perspectives of criminology, its foundations, and punishments. CJ 2600 (Introduction to Criminalistics and Forensics) was added to the mandatory courses and thus became part of this SLO.

As a result of these changes in AC 2023-2024, the target was met.

**Decision:** In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 assessment results, in AC 2024-2025, the faculty will implement the following changes to drive the cycle of improvement. Faculty will spend more time in the beginning of the semester discussing historical perspectives of theory and related criminal justice processes. The faculty felt incorporating current news stories into their classes will help the students understand theory in motion, so they will encourage the students to address the information/topics that they struggle with by addressing instruction and direction prior to all assignments. This will give the students dedicated time to ask/answer any questions related to their confusion. Also, some faculty feel that incorporating review days prior to and after the exams will allow the students to learn what areas they struggle with. Keeping the students motivated throughout the semesters is a difficult process, but by incorporating "real-life" examples into the lectures and assignments, the faculty feels that the students will maintain a high level of interest to combat their "fatigue."

**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 students' 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 met.

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**Analysis:** 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. 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 proper research paper versus everyday conversation. Many faculty offered links to formatting and how to paraphrase and cite information in the online classroom format. The students still struggled with the proper formatting of an APA research paper.

Based on the analysis of AC 2022-2023 results, in AC 2023-2024, the target was met with ninety-one percent (91%) of the students scoring seventy percent or higher on the semester projects in the various classes. In AC 2023-2024, the faculty implemented the following changes. Several faculty members used the same parameters as the prior academic cycle, with instruction and criteria. However, during this academic cycle, the students had repeated issues with comprehending and following instructions for the semester project. This left room for improvement. Many of the projects were research papers/essays covering topics that were discussed in the classes. The faculty had trouble with some students utilizing AI in their projects/papers. The faculty utilized AI detection software for these purposes. The faculty covered the parameters of the assignment in classes and made themselves available for instruction during student hours. Several faculty members incorporated PowerPoint assignments and presentations into their classes and did not utilize research papers as the university does not have an AI policy to date. Several faculty members used the last discussion board/forum in their classes to prompt students to describe their thoughts on the classes and offer suggestions for improvements, changes, and successes for further semesters. This gave the students a voice in aiding future classes to be successful and finding the points throughout the semester where current students struggled. The faculty incorporated various links into the class Moodle shells so that the students had APA resources available to them at any time. This was successful for several students; however, overall, the students still struggled with proper APA citations and formatting.

As a result of the analysis of AC 2022-2023 results, in AC 2022-2023, the target was met.

**Decision:** In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 assessment results, in AC 2024-2025, the faculty will implement the following changes to drive the cycle of improvement. The faculty will increase the availability of digital space platforms so that the students feel more comfortable with them as a supplement to the current face-to-face platform. Faculty will include more media with information to help with student engagement. 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. The faculty will offer new user-friendly links to citation pages as well as sites that help students format APA-style research papers. The faculty will also begin including directives regarding AI usage in their syllabi to discourage the students from using AI for their semester projects.



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**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

**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 students' 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 2022-2023, the target was met with ninety-seven percent (97%) of the students scoring seventy percent (70%) or higher on this measure. Various media and narrated PowerPoint presentations were offered in classes to aid in the comprehension and appreciation of the subject matter. The faculty found that making videos of theoretical information available to both online and face-to-face students was successful in improving the student's understanding of the concepts at hand. Faculty instituted course redesigns to continually stay fresh and "inviting" to the student population. Discussion-based

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lectures were added to multiple different courses to keep the students engaged in the material. The faculty agreed 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 decision to raise the current percentage of seventy-five percent (75%) of students scoring seventy percent (70%) or better on the exams was not made for AC 2022-2023.

Based on the analysis of AC 2022-2023 results, the target was met with ninety-two percent (92%) of students scoring seventy percent (70%) or better on the exams in the various classes. The faculty implemented the following changes in AC 2023-2024. Some assignments were changed to include “real-world” interactions where theory became life. Several faculty members recorded lectures in the face-to-face classes and posted those lectures to the online version of the classes. Many of these classes were “stacked,” where the online version and the face-to-face version of the classes were moved into one space. The online version of the class followed along at the same pace as the face-to-face version. This was problematic as the face-to-face version dealt with holidays, rainy days, and sick days and moved along at a much slower pace than the online students are accustomed to. Therefore, there were online students who were unhappy with the pace of the class and did not perform well. The students responded well to the discussion boards, where they were able to discuss topics that were reflected on the exam. It was used as a good study tool in several classes. The students still struggled with grasping theory-based assignments.

As a result of the analysis of AC 2022-2023, in AC 2023-2024, the target was met.

**Decision:** In AC 2023-2024, the target was met. Based on the analysis of AC 2023-2024 results, in AC 2024-2025, the faculty will implement the following to drive improvement. The faculty will incorporate various media and videos to aid in the comprehension and appreciation of the subject matter in classes. The faculty will make videos of theoretical information and make them available to both online and face-to-face students. This will help with improving the students’ understanding of the concepts at hand. The faculty will utilize PowerPoints made strictly for theoretical frameworks in the various classes so students can review them before exams. Faculty will institute course redesigns in several classes as many classes are adopting new textbooks for AC 2024-2025.

**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 students’ 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.

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**Findings:** The target was met.

**Analysis:** 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 of 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.

Based on the analysis of AC 2022-2023 results, in AC 2023-2024, the target was met with eighty-six percent (86%) of the students scoring seventy-five percent (75%) or higher on this measure. The faculty implemented the following changes in AC 2023-2024. The faculty stated some students struggled with the parameters of the semester projects. The faculty took extra time during the semester and before the various scaffolding assignments to explain the instructions at length. One faculty member posted instructional videos within their Moodle classroom so the students could access the video any time they were confused or frustrated with the assignment and needed clarification. The internet versions of these classes were stacked with the face-to-face versions of the classes. This allowed the faculty to move both classes along at one pace. However, the online students in one class became continually frustrated as they were not allowed to move ahead and had to wait for the face-to-face class. The faculty felt that the stacking of these classes was not practical to the meaning of online classes. The students were not watching the posted lectures. Instead, they relied on PowerPoints for information instead of reading the texts.

As a result of the analysis of AC 2023-2024 results, the target was met.

**Decision:** In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 assessment results, in AC 2024-2025, the faculty will implement the following changes to drive the cycle of improvement. The faculty will implement various media into the classes to engage the students further. The faculty will separate the classes and run the various classes separately instead of simultaneously. This will help engage the online students and keep them motivated to finish the course. The faculty will ensure that more time is spent on instruction and parameters of the various scaffolding assignments in class and will ensure that their student hours are posted in Moodle so the students have ready access to the faculty when they are available for one-on-one questions regarding assignments. This will help promote a helpful rapport between students and faculty and allow the faculty an opportunity to be available to students who do not want to ask questions in class. The parameters of Measure 3.2 will be changed to read: seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project by scoring eighty percent (80%) or higher on the semester project.

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**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 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 students' 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 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 and 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 2022-2023, the target was not met, with sixty-three percent (63%) of students scoring seventy-five percent (75%) or higher on the semester project. CJ 3900 was removed as a class that is counted in this SLO. CJ 3900 is no longer offered; however, it does remain in the University Catalog. The faculty feel that the students, overall, demonstrated a basic understanding of the course material based on the grades of their research proposals. The students' proposals showed that they were able to put together a roadmap of how to conduct a socio-scientific study with appropriate research methods comparable to their respective research questions. However, there is significant room for improvement. The students struggled with the literature review and methods sections of the proposals.

Based on the analysis of AC 2022-2023 results, in AC 2023-2024, the target was not met, with fifty-three percent (53%) of students scoring seventy-five percent (75%) or higher on this measure. The faculty implemented the following changes in AC 2023-2024. The faculty feels that the students, overall, demonstrated a basic understanding of the course material. The faculty provided in-depth lectures and class discussions along with videos explaining various extremely important concepts. The videos, past examples of students' research proposals, and other online websites to help with their learning of the content were used and available to the students prior to the authoring of their own proposals. The

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students who received passing grades for their proposals showed that they were able to put together a roadmap of how to conduct a socio-scientific study with appropriate research methods comparable to their respective research questions. However, there is significant room for improvement. The students who did not receive a passing grade for this assignment failed to follow instructions and did not heed the feedback that was given by the faculty prior to turning in their final proposal. The textbook was updated to be more user-friendly for both students and faculty. The online class was stacked with the face-to-face class, which allowed the students to move along at one pace. The faculty member posted up-to-date lectures on all subjects/chapters in Moodle for both classes to watch, which was helpful for many students who struggle with the content and process of proposal writing.

As a result of the analysis of AC 2023-2024 results, the target was not met.

**Decision:** Based on the analysis of the AC 2023-2024 assessment results, the target was not met. In AC 2024-2025, the faculty will implement the following changes to drive improvement. Videos explaining various research methods and how to complete literature reviews will be posted in both face-to-face and online classes. 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 member will have the students present various research methods in class as a way for the students to interact with the readings more thoroughly. Also, the faculty member will institute a new “Research Proposal Grading Rubric” that is labeled as “Attachment #1” following this report.

**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. They are designed to evaluate the students’ 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 2022-2023, the target was met, with ninety-two percent (92%) of students scoring seventy percent (70%) or higher on this measure as students did well in grasping key concepts of this class. The faculty believed that the students were able to disseminate their understanding of the basic key concepts of this class. As a result of this measure, the faculty stated that students excelled at their exams when the content was broken down into smaller topics. It showed that the students were able to comprehend various quantitative and qualitative research techniques as well as written reports.

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Based on the analysis of AC 2022-2023 results, in AC 2023-2024, the target was met with ninety-seven percent (97%) of the students scoring seventy percent (70%) or higher on each of the exams. The faculty implemented the following changes in AC 2023-2024. The faculty member broke down the larger topics into smaller units, which the students were better able to comprehend. The faculty member welcomed individual students into their office to give support and demonstration of topics individually to students who were struggling with qualitative and quantitative analysis. The faculty found that the students used AI to formulate their written assignments without putting the written assignments into their own words or adding their own analysis and critical thinking to the information. The students also failed to cite their AI information. This caused issues with plagiarism, and students lost points on their assignments.

As a result of the analysis of AC 2023-2024, the target was met.

**Decision:** In AC 2023-2024, the target was met. Based on the analysis of the AC 2023-2024 assessment results, in AC 2024-2025, the faculty will implement the following changes to drive the cycle of improvement. The faculty will offer more one-on-one time with the students to help the struggling students understand the key concepts. Faculty will introduce various media and 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 member plans to do a demonstration in class to show how AI can be helpful in clarifying ideas or starting papers and what is the appropriate way to utilize AI in this class. The faculty will update their syllabi to include a statement that if using AI, it must be cited.

**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 a 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

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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 2022-2023, the target was met, with eighty-four percent (84%) of students scoring seventy percent (70%) or higher on this measure as students did well in grasping key concepts of this class. 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 in having the students dress professionally and develop PowerPoint presentations to accompany their presentations.

Based on the analysis results of AC 2022-2023, in AC 2023-2024, the target was met with eighty-six percent (86%) of students scoring seventy percent (70%) or higher on this measure. The faculty implemented the following changes in AC 2023-2024. The faculty provided supplemental materials to the students as necessary so the students could complete their oral presentations in a successful manner. The faculty gave the students options on the methods of oral presentations that were done for credit for this class and worked with steppingstone assignments to ensure that the students were completely prepared once they reached the capstone class. Also, the faculty teaching this course developed a rubric to make the grading of these presentations more consistent. The students struggled with proper presentation attire and public speaking for this assignment. (See Attachment #1). This Measure was not raised during AC 2023-2024.

As a result of the analysis of AC 2023-2024, the target was met.

**Decision:** Based on the analysis of the AC 2023-2024 assessment results, in AC 2024-2025, the faculty will implement the following changes to drive the cycle of improvement. The faculty member responsible for teaching this portion of the class will work with students individually as needed to help them with make adjustments to their proposals. The faculty member will ensure that proper time is set aside during class to cover all the instructions for this assignment. This will give the students ample opportunities to ask for clarification of any confusion they may have. The faculty will update the syllabi to provide further information regarding proper attire for the presentations. Also, the faculty will make themselves available for students who would like to practice giving their presentation early as preparation for the final presentation later in the semester.

**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

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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 2022-2023, the target was met with eighty-four percent (84%) percent of students scoring seventy percent (70%) or higher for 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 was significant room for improvement due to the students waning off during the last few modules. The students seemed to be losing interest and, therefore, not turning in their assignments.

Based on the analysis of the AC 2023-2024 results, the target was met, with ninety-four percent (94%) of students scoring seventy percent (70%) or higher on this measure. The faculty implemented the following changes in AC 2023-2024. The faculty teaching this course redesigned the first eight weeks of modules to better represent how the students should demonstrate their critical thinking skills in the workforce. The students embraced these changes with enthusiasm and turned in quality work. However, the students struggled with the interpretation of instructions in several assignments.

As a result of these changes in AC 2023-2024, the target was met.

**Decision:** Based on the analysis of the AC 2023-2024 assessment results, the target was met. In AC 2024-2025, the faculty will implement the following changes to drive the cycle of improvement. The faculty will update the instructions on all assignments to ensure a cohesive interpretation and include comprehensive instructional videos where applicable. The faculty will spend extra time going over instructions before due dates for major assignments. Faculty will post their student hours in Moodle so students will know when the faculty member is available for one-on-one instruction or to clarify things that the students are confused or uncertain about. The faculty will send out reminder emails and post reminders within the Moodle class to help the students stay motivated to finish their assignments.

**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 2023-2024. These changes are based on the knowledge gained through the AC 2022-2023 results analysis.



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In Measure 1.1, there were discussions 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 met with the faculty separately during the summer of 2023 to discuss what could be done in each class to better prepare students for success and understanding of key concepts. Time was spent before each exam discussing elements of that exam that students had difficulty with. Each faculty took time to explain the expectations of the syllabus during the first few weeks of school to ensure there were no students left behind in what the expectations were. Faculty incorporated “real-life” videos into their classes to show the students how the concepts they learn in class are instituted in the field of criminal justice. The faculty generated more inclusive exams with self-directed learning to help students communicate an understanding of the topics. One faculty member participated in authoring an OER (Open Educational Resource) with LOUIS and the Board of Regents to aid the students in gaining educational materials that were at a very low cost. In this case, the educational resources were free to the students. The OER was piloted during the Spring 2024 semester. Students were very receptive to the OER with positive feedback that not only were the students able to access the text immediately (it was online) but that the text emphasized the Louisiana laws and codes that most of our students will utilize when they enter the job market. The students still struggled with theory-based analysis and understanding how the theory relates to the criminal justice processes.

- In Measure 1.2, the faculty spent time prior to the due dates of various assignments explaining in detail the expectations and direction for the specific assignment. This gave the students multiple opportunities to ask questions and get clarity on what they did not understand. One instructor introduced scaffolding assignments throughout the semester to allow for instructor feedback and the opportunity for students to see how large assignments are not only manageable but how they build from one to another, and the opportunity to continually better their understanding with the instructor's feedback. Another faculty member allowed the students to choose a topic of their choice related to criminal cases with “the use of force in a police encounter,” and deliver a PowerPoint presentation orally in front of the class. The students were very receptive as they were able to find specific cases that interested them. The faculty believes that the overall problem that they encounter throughout the semester in reference to this SLO is student motivation later in the semester. Student attendance and motivation to finish assignments seem to wane as the semester goes on due to illness, family responsibilities, outside jobs, etc. One faculty member had issues with being assigned to the class (in Moodle) on time, and thus, the class had a late start. The faculty member believed that due to the late start of the semester, assigning a large project was unfair; therefore, that class did not participate in a large end-of-semester project. Instead, the faculty incorporated more discussion-oriented assignments.
- In Measure 2.1, the faculty stated that students were successful in understanding and demonstrating various topics and ethical frameworks throughout the courses. This was evident in the student's progressively positive interaction with the instructors and exam grades. Because the students expressed a desire to learn

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more about current practices in criminology, the instructors introduced more scaffolding assignments. This was received well by the students, and the students, overall, produced quality work. The short answer questions on tests were productive for showing the faculty where the students were successful and where the students were struggling. The faculty instituted more short answer questions in their chapter quizzes to help prepare the students for the unit exams. However, students did struggle with the historical perspectives of criminology, its foundations, and punishments. CJ 2600 (Introduction to Criminalistics and Forensics) was added to the mandatory courses and thus became part of this SLO.

- In Measure 2.2, several faculty members used the same parameters as the prior academic cycle, with instruction and criteria. However, during this academic cycle, the students had repeated issues with comprehending and following instructions for the semester project. This left room for improvement. Many of the projects were research papers/essays covering topics that were discussed in the classes. The faculty had trouble with some students utilizing AI in their projects/papers. The faculty utilized AI detection software for these purposes. The faculty covered the parameters of the assignment in classes and made themselves available for instruction during student hours. Several faculty members incorporated PowerPoint assignments and presentations into their classes and did not utilize research papers as the university does not have an AI policy to date. Several faculty members used the last discussion board/forum in their classes to prompt students to describe their thoughts on the classes and offer suggestions for improvements, changes, and successes for further semesters. This gave the students a voice in aiding future classes to be successful and finding the points throughout the semester where current students struggled. The faculty incorporated various links into the class Moodle shells so that the students had APA resources available to them at any time. This was successful for several students; however, overall, the students still struggled with proper APA citations and formatting.
- In Measure 3.1, some assignments were changed to include “real-world” interactions where theory became life. Several faculty members recorded lectures in the face-to-face classes and posted those lectures to the online version of the classes. Many of these classes were “stacked,” where the online version and the face-to-face version of the classes were moved into one space. The online version of the class followed along at the same pace as the face-to-face version. This was problematic as the face-to-face version dealt with holidays, rainy days, and sick days and moved along at a much slower pace than the online students are accustomed to. Therefore, there were online students who were unhappy with the pace of the class and did not perform well. The students responded well to the discussion boards, where they were able to discuss topics that were reflected on the exam. It was used as a good study tool in several classes. The students still struggled with grasping theory-based assignments.
- In Measure 3.2, the faculty stated some students struggled with the parameters of the semester projects. The faculty took extra time during the semester and before

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the various scaffolding assignments to explain the instructions at length. One faculty member posted instructional videos within their Moodle classroom so the students could access the video any time they were confused or frustrated with the assignment and needed clarification. The internet versions of these classes were stacked with the face-to-face versions of the classes. This allowed the faculty to move both classes along at one pace. However, the online students in one class became continually frustrated as they were not allowed to move ahead and had to wait for the face-to-face class. The faculty felt that the stacking of these classes was not practical to the meaning of online classes. The students were not watching the posted lectures. Instead, they relied on PowerPoints for information instead of reading the texts.

- In Measure 4.1, the faculty feels that the students, overall, demonstrated a basic understanding of the course material. The faculty provided in-depth lectures and class discussions along with videos explaining various extremely important concepts. The videos, past examples of students' research proposals, and other online websites to help with their learning of the content were used and available to the students prior to the authoring of their own proposals. The students who received passing grades for their proposals showed that they were able to put together a roadmap of how to conduct a socio-scientific study with appropriate research methods comparable to their respective research questions. However, there is significant room for improvement. The students who did not receive a passing grade for this assignment failed to follow instructions and did not heed the feedback that was given by the faculty prior to turning in their final proposal. The textbook was updated to be more user-friendly for both students and faculty. The online class was stacked with the face-to-face class, which allowed the students to move along at one pace. The faculty member posted up-to-date lectures on all subjects/chapters in Moodle for both classes to watch, which was helpful for many students who struggle with the content and process of proposal writing.
- In Measure 4.2, the faculty member broke down the larger topics into smaller units, which the students were better able to comprehend. The faculty member welcomed individual students into their office to give support and demonstration of topics individually to students who were struggling with qualitative and quantitative analysis. The faculty found that the students used AI to formulate their written assignments without putting the written assignments into their own words or adding their own analysis and critical thinking to the information. The students also failed to cite their AI information. This caused issues with plagiarism, and students lost points on their assignments.
- In Measure 5.1, the faculty provided supplemental materials to the students as necessary so the students could complete their oral presentations in a successful manner. The faculty gave the students options on the methods of oral presentations that were done for credit for this class and worked with steppingstone assignments to ensure that the students were completely prepared once they reached the capstone class. Also, the faculty teaching this course developed a rubric to make the grading of these presentations more consistent.

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The students struggled with proper presentation attire and public speaking for this assignment. (See Attachment #1). This Measure was not raised during AC 2023-2024.

- In Measure 5.2, the faculty teaching this course redesigned the first eight weeks of modules to better represent how the students should demonstrate their critical thinking skills in the workforce. The students embraced these changes with enthusiasm and turned in quality work. However, they struggled with interpreting the instructions in several assignments.

### Plan of Action Moving Forward:

- In Measure 1.1, the percentage of enrolled students who can demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent or higher on exams is currently at 75%. This will be raised to 80%. Therefore, 80% of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent or higher on each of 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. The faculty will institute more discussions both in class and online to allow students to discuss the various theories in criminal justice and gain a better understanding of how that theory has helped to shape our current criminal justice system. The faculty will also incorporate videos to help show those theories in movement so the students can understand how they interact with theory-based knowledge every day. The faculty will also review the current questions on the various exams to ensure that they are reflective of the key concepts covered in class. A new textbook in CJ.1100 will be utilized for AC 2024-2025. The new OER text written by one of our faculty will be utilized in dual enrollment classes only.
- In Measure 1.2, the Criminal Justice Coordinator will meet with the faculty separately during the summer of 2024 to discuss how each class can improve student understanding and performance of this SLO. The faculty will build their classes with more scaffolding assignments, as this seems to help keep the students motivated throughout the semester. The faculty will take time in class to introduce each assignment and set class time aside for questions and clarification if necessary. The faculty will create their student hours for the semesters and post those available hours to their Moodle shells so the students will have readily available information when the faculty member is available to meet. The faculty will utilize both face-to-face and telephone communications, along with Teams/Zoom meetings, at the student's convenience. The faculty will post 5-week grades and midterm grades and make time to meet with students who are struggling to see if they can be of assistance in any way. Also, grade projections will be available to the students prior to the final projects so the students can keep

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track of their progress.

- In Measure 2.1, faculty will spend more time in the beginning of the semester discussing historical perspectives of theory and related criminal justice processes. The faculty felt incorporating current news stories into their classes will help the students understand theory in motion. The faculty will encourage the students to address the information/topics that they struggle with by addressing instruction and direction prior to all assignments. This will give the students dedicated time to ask/answer any questions related to their confusion. Also, some faculty feel that incorporating review days prior to and after the exams will allow the students to learn what areas they struggle with. Keeping the students motivated throughout the semesters is a difficult process, but by incorporating “real-life” examples into the lectures and assignments, the faculty feels that the students will maintain a high level of interest to combat their “fatigue.”
- In Measure 2.2, the faculty will increase the availability of digital space platforms so that the students feel more comfortable with them as a supplement to the current face-to-face platform. Faculty will include more media with information to help in student engagement. 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. The faculty will offer new user-friendly links to citation pages as well as sites that help students format APA-style research papers. The faculty will also begin including directives regarding AI usage in their syllabi to discourage the students from using AI for their semester projects.
- In Measure 3.1, the faculty will incorporate various media and videos to aid in the comprehension and appreciation of the subject matter in classes. The faculty will make videos of theoretical information and make them available to both online and face-to-face students. This will help with improving the students’ understanding of the concepts at hand. The faculty will utilize PowerPoints made strictly for theoretical frameworks in the various classes so students can review them before exams. Faculty will institute course redesigns in several classes as many classes are adopting new textbooks for AC 2024-2025.
- In Measure 3.2, the faculty will implement various media into the classes to engage the students further. The faculty will separate the classes and run the various classes separately instead of simultaneously. This will help engage the online students and keep them motivated to finish the course. The faculty will ensure that more time is spent on instruction and parameters of the various scaffolding assignments in class and will ensure that their student hours are posted in Moodle so the students have ready access to the faculty when they are available for one-on-one questions regarding assignments. This will help promote a helpful rapport between students and faculty and allow the faculty an opportunity to be available

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to students who do not want to ask questions in class. The parameters of Measure 3.2 will be changed to read: seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project by scoring eighty percent (80%) or higher on the semester project.

- In Measure 4.1, videos explaining various research methods and how to complete literature reviews will be posted in both face-to-face and online classes. 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 member will have the students present various research methods in class as a way for the students to interact with the readings more thoroughly. Also, the faculty member will institute a new “Research Proposal Grading Rubric” that is labeled as “Attachment #1” following this report.
- In Measure 4.2, the faculty will offer more one-on-one time with the students to help the struggling students understand the key concepts. Faculty will introduce various media and 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 member plans to do a demonstration in class to show how AI can be helpful in clarifying ideas or starting papers and what is the appropriate way to utilize AI in this class. The faculty will update their syllabi to include a statement that if using AI, it must be cited.
- In Measure 5.1, the faculty member responsible for teaching this portion of the class will work with students individually as needed to help them with adjusting their proposals. The faculty member will ensure that proper time is set aside during class to cover all the instructions for this assignment. This will give the students ample opportunities to ask for clarification of any confusion they may have. The faculty will update the syllabi to provide further information regarding proper attire for the presentations. Also, the faculty will make themselves available for students who would like to practice giving their presentation early as preparation for the final presentation later in the semester.
- In Measure 5.2, the faculty will update the instructions on all assignments to ensure a cohesive interpretation and include comprehensive instructional videos where applicable. The faculty will spend extra time going over instructions before due dates for major assignments. Faculty will post their student hours in Moodle so students will know when the faculty member is available for one-on-one instruction or to clarify things that the students are confused or uncertain about. The faculty will send out reminder emails and post reminders within the Moodle class to help the students stay motivated to finish their assignments.

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## Attachment #1

### **RESEARCH PROPOSAL GRADING RUBRIC:**

#### **WRITING QUALITY (5 points)**

- Spelling and grammar are good (it is clear the paper was edited)
- Paper is readable (sentences are clear, points make sense, etc.)

#### **COMPLETENESS (5 points)**

- All major sections are in order and in the paper (Introduction; Literature Review; Methods; Conclusion; Works Cited page (all sources cited in APA format))

#### **FORMATTING (10 points)**

- Subtitles in appropriate places (in lit review, each major section)
- APA in text formatting
- APA reference page formatting
- Double-spaced in Times New Roman 12-point font
- Microsoft Word Document

#### **CITATIONS (10 points)**

- At least 5 peer-reviewed academic sources (journal articles, academic books) cited in the literature review and elsewhere in the paper as needed
- These 5 peer-reviewed academic sources and any other sources cited in the paper are in the references section at the end of the paper

#### **LITERATURE REVIEW (30 points)**

- It is organized appropriately into sections by topic with subtitles
- The review is not article-by-article but instead is by topic / theme

#### **METHODS and QUESTION / HYPOTHESES FIT TOGETHER (10 points)**

- You chose an appropriate method to collect data to answer your question or test your hypotheses

#### **METHODS SECTION (25 points)**

- Data Collection and Data Analysis are discussed in the methods section

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- Sampling procedure is explained using appropriate language
- Sampling procedure (how you choose content / how you will choose people to take your survey or sit for an interview) works with the method chosen
- Brief examples of questions are given (interviews, surveys)
- Data Analysis is appropriately

### **CONCLUSION (5 points)**

- Limitations of your project / the method you chose should be mentioned
- Strengths of your project / the method you chose should be mentioned
- The significance of your research should be discussed – why is it important to answer this question / test these hypotheses?

**TOTAL: /100 pts.**