

Assessment Cycle

Academic Year 2016 – 2017

Program – Criminal Justice Program

College: Arts and Sciences

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

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.

Department of Criminal Justice, History, and Social Sciences. The Criminal Justice, History, and Social Sciences Department at Northwestern State University is dedicated to the development of students for roles in academic, leadership, professional, and research careers in the challenging fields of criminal justice, history, public safety, law, and public service. Utilizing transformational, high-impact experiential learning practices, research and service the department produces graduates equipped to be productive members of society and a driving force in the economic development and improvement of the overall quality of life in the region. The department delivers Bachelor of Arts degrees in Criminal Justice and History and Bachelors 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

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Paralegal Studies concentration and minor. The department also delivers a Master's of Science degree in Homeland Security, and a Post-Master's certificate in Global Security and Intelligence.

Criminal Justice Program Mission Statement: The mission of the Criminal Justice Program is to provide the perfect environment for the development of comprehensive knowledge and skills for students with a focus on our local, state and national systems of justice. Our purpose is to challenge students to integrate critical thinking, decision-making skills, and acceptance of different cultures and peoples while seeking appropriate answers for criminal justice system issues within local, state, national, and global venues. This will be accomplished within an atmosphere that encourages a commitment to the highest standards of integrity, ethics, and values, both in the educational setting and the professional world. Within this foundation, the ultimate goal through 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 (optional): The bachelor's program will teach the requisite knowledge and skills for committed students to succeed in criminal justice careers. This program prepares students for entry positions in law enforcement, corrections, probation and parole, and other legal concentrations. The program will focus on a comprehensive understanding of the field of criminal justice and the role of each graduate's position of authority, persuasion, and influence within it. It will also prepare interested students for the pursuit of further advanced degrees in Homeland Security, Political Science, Strategic Leadership, International Relations, and Law at other institutions.

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

- (1) Data from assessment tools (both direct – indirect, quantitative and qualitative) are collected and returned to the program coordinator;
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes;
- (3) Results from the assessment will be discussed with the program faculty;
- (4) Individual meetings will be held with faculty teaching core graduate courses if required (show cause);
- (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.

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Student Learning Outcomes:

SLO 1. First, second, and third semester students will be able to describe the historical evolution and context of early America 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.

CJ 1100: INTRODUCTION TO CRIMINAL JUSTICE.

CJ 2300: POLICE PROCESS.

CJ 2400: ADJUCATION PROCESS.

Measure 1.1. (Direct – knowledge)

On an annual basis, students enrolled in CJ 1100, CJ 2300, and CJ 2400, all required courses for CJ bachelor's (BA) degree students, will be administered course exams containing a module of questions taken from a bank developed by faculty responsible for each course. These questions 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:

CJ 1100: INTRODUCTION TO CRIMINAL JUSTICE. For fall 2016, for the online courses, the average for exams was 86.25% for students scoring 70% or higher on each exam, meeting measure. For the face to face courses, the average for exams was 72.25% for students scoring 70% or higher on each exam, falling below measure in subject content: Introduction to criminal justice, law enforcement and court system, participants and trial, sentencing, jails, and probation. For spring 2017, for the online courses, the average for exams was 91.25% for students scoring 70% or higher on each exam, meeting measure. For the face to face courses, the average was 71.25% for students scoring 70% or higher on each exam, falling below measure. Subject content not meeting measure included Introduction to criminal justice, law enforcement and court system, and corrections.

CJ 2300: POLICE PROCESS. In CJ 2300 online and classroom fall 2016 courses, at least 75% of enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher

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on subject content on exams and met measure, with subject content in police subculture and core function below measure. For spring 2017 courses, the overall average for exam scores for online and face to face courses was 74.50% of enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on subject content on exams, meeting measure with subject content below measure in police subculture, discretion, core function, and case law.

CJ 2400: ADJUCATION PROCESS. In fall 2016 and spring 2017, 75% of enrolled face to face students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on all subject content on exams and met measure with no subject content falling below measure.

Analysis:

CJ 1100: INTRODUCTION TO CRIMINAL JUSTICE. For fall, the online and face to face measure of seventy-five percent (75%) of enrolled students able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams was met in most content areas. In spring, the online courses met measure with 75%, with face to face courses at 70% of enrolled students able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams was met in most content areas. Subject areas in which measure was not met included introduction to criminal justice, law enforcement and court system, sentencing, jails, probation, and corrections and were identified in both fall and spring.

CJ 2300: POLICE PROCESS. In CJ 2300, for fall, the overall subject content exam results reflect that 75% of students averaged a score of 70% or higher for the semester for exams, with subject content below measure only in police subculture and core function. For spring, the overall subject content exam results reflects that 74.50% of students averaged a score of 70% or higher for the semester for exams, with subject content below measure in police subculture, discretion, core function, and case law. Police subculture and core function reoccurred as falling below measure for fall and spring.

CJ 2400: ADJUCATION PROCESS. In fall 2016 and spring 2017, 75% of face to face students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on all subject content on exams and met measure.

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Action - Decision or Recommendation:

Based on these findings, it is recommended that faculty continue to use the current SLO measure, and create additional or revise current learning/teaching modules to address subject content that fell below the standard for measure 1.1.

It is recommended for subject content for exams falling below the base percentile, that faculty, as a matter of course, on a semester basis, review all exam questions, with consideration for subject content scores below the current measure 1.1, and revise, as needed, to evaluate subject matter in the most understandable manner.

It is recommended that faculty review and provide added focus on the learning/teaching modules used for subject content covered in exams falling below the base percentile to raise the current percentage rate to seventy-five percent (75%) of enrolled students able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

It is further recommended that faculty consider a review process, written or oral, for examinations.

It is also, recommended that faculty keep current and accurate records of the scores, grading scales, and learning/teaching modules for each course by course, and further delineate those scores and records by course name, section, classroom or Internet, and semester, to better able evaluate, revise, and plan for best practices for the next semester/year.

Additionally, it is recommended that at the beginning of the year, a pre-knowledge survey be used to measure student-beginning level of knowledge of the historical evolution and context of early America 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. It is recommended that this pre-knowledge survey be used as an additional tool to evaluate student knowledge and understanding for planning purposes for each course, and that faculty should use these surveys at the beginning of the course for a best practices measure of student need. This may be placed as Measure 1.3. (Indirect – Pre-Knowledge) (See Attachment A).

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,

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theories, strategies, and challenges of criminal justice, policing, or courts, and meeting 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.

Finding:

CJ 1100: INTRODUCTION TO CRIMINAL JUSTICE. For both the online and in classroom courses, this measure was met with an overall average above Measure percentile of seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester writing project/requirement.

CJ 2300: INTRODUCTION TO CRIMINAL JUSTICE. For both the online and in classroom courses for fall and spring, this measure was met with an overall average above the base percentile of seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester writing project/requirement. One section of the course in fall 016 fell below measure at 74%.

CJ 2400: ADJUCATION PROCESS. For both the online and in classroom courses, this measure was met with an overall average above the base percentile of seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester writing project/requirement (Attachment B: Critical Thinking-Problem Solving for Essays Rubric; Attachment C: Research Paper Rubric).

Analysis:

Seventy-five percent (75%) of enrolled students in CJ 1100 were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on that semester project.

Seventy-five percent (75%) of enrolled students in CJ 2300 were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on that semester project, with one exception in fall 2016, at 74%.

Seventy-five percent (75%) of enrolled students in CJ 2400 were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on that semester project.

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Action - Decision or Recommendation:

Based on these findings, Measure 1.2 research and writing project requirements are appropriate to evaluate student knowledge and understanding of the subject matter of the project. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules on research and writing to increase the knowledge and understanding of research and writing for particular subject matter.

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, as well as problems and ethical challenges associated with navigating the agencies within this system.

CJ 2500: CORRECTIONS PROCESS

CJ 3040: CRIMINOLOGY, FOUNDATIONS, AND PUNISHMENTS

CJ 3090: JUVENILE DELINQUENCY AND JUSTICE

CJ 3350: ANALYSIS OF POLICE OPERATIONS

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 3350, CJ 3360, and CJ 3380, all required courses for CJ BA degree students, will be administered course exams containing a module of questions taken from a bank developed by the faculty responsible for each course. These questions banks are created, using criteria developed by the CJA 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 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.

Finding:

CJ 2500: CORRECTIONS PROCESS. Fall 2016. 67.5% of students scored 70% or higher in subject content area on exams with subject content scoring below 70% identified as corrections history and sentencing processes, adult prisons and parole, and prison life.

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In spring 2017, 74.25% of students scored 70% or higher in subject content area on exams with subject content scoring below 70% identified as history of corrections history.

CJ 3040: CRIMINOLOGY, FOUNDATIONS, AND PUNISHMENTS. In fall 2016, 73.6% of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as theory and research, biological theory, historic theory, and mental illness and crime. In spring 2017, 66.2% of students scored 70% or higher in subject content area on exams with subject content scoring below 70% identified as introduction to research, theory and research, historic theory, and mental illness and crime.

CJ 3090: JUVENILE DELINQUENCY AND JUSTICE. For fall and spring, 77% and 86%, respectively, of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as study of diverse views and perspectives, research, theories of law, and policy and practice.

CJ 3350: ANALYSIS OF POLICE OPERATIONS. For fall and spring, 81% and 92%, respectively, of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as effectiveness of police operations.

CJ 3360: CRIMINAL INVESTIGATION. Seventy-five percent (77.5%) of enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on all of the subject matter exams.

CJ 3380: CRIMINAL JUSTICE ETHICS. For fall and spring, 70.25% and 73.25%, respectively, of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as ethics in the criminal justice system and ethics in the correctional system.

Analysis:

CJ 2500: CORRECTIONS PROCESS. In CJ 2500, 67.5% and 74.25%, respectively, of fall and spring enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams. Subject matter falling below measure was identified as corrections history and sentencing processes, adult prisons and parole, and prison life.

CJ 3040: CRIMINOLOGY, FOUNDATIONS, AND PUNISHMENTS. In CJ 3040, 73.6% and 66.2 respectively, of fall and spring enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams. Subject matter falling below measure for spring only included biological theory and measure of crime. Subject matter below

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measure in fall and spring were identified as introduction to research, theory and research, historic theory, measurement of crime, and mental illness and crime.

CJ 3090: JUVENILE DELINQUENCY AND JUSTICE. For fall and spring, 77% and 86.5%, respectively, of fall and spring enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams. Subject matter falling below measure was identified as study of diverse views and perspectives, research, theories of law, and policy and practice.

CJ 3350: ANALYSIS OF POLICE OPERATIONS. For fall and spring, 81% and 92%, respectively, of enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams. Subject matter falling below measure was identified as effectiveness of police operations.

CJ 3360: CRIMINAL INVESTIGATION. Seventy-five percent (77.5%) of enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on all of the subject matter exams with no subject content falling below measure.

CJ 3380: CRIMINAL JUSTICE ETHICS. For fall and spring, 70.25% and 73.25%, respectively, of enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams. Subject matter falling below measure was identified as ethics in the criminal justice system and ethics in the correctional system.

Action - Decision or Recommendation:

Based on these findings, it is recommended that faculty continue to use the current SLO measure, and create additional or revise current learning/teaching modules to address subject content that fell below the standard for measure 2.1.

It is recommended for subject content for exams falling below the base percentile, that faculty, as a matter of course, on a semester basis, review all exam questions, with consideration for subject content scores below the current measure 2.1, and revise, as needed, to evaluate subject matter in the most understandable manner.

It is further recommended that faculty consider a review process, written or oral, for examinations.

It is recommended that faculty review and provide added focus on the learning/teaching modules used for subject content covered in exams falling below the base percentile to

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raise the current percentage rate to seventy-five percent (75%) of enrolled students able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

It is also, recommended that faculty keep current and accurate records of the scores, grading scales, and learning/teaching modules for each course by course, and further delineate those scores and records by course name, section, classroom or Internet, and semester, to better able evaluate, revise, and plan for best practices for the next semester/year.

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, and 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).

Finding:

CJ 2500: CORRECTIONS PROCESS. For this course, 66% and 95%, respectively, for fall and spring, of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on that semester project.

CJ 3040: CRIMINOLOGY, FOUNDATIONS, AND PUNISHMENTS. For this course, 77% and 76%, respectively, for fall and spring, of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 3090: JUVENILE DELINQUENCY AND JUSTICE. For this course, 77% and 77.5%, respectively, for fall and spring, of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 3350: ANALYSIS OF POLICE OPERATIONS. For this course, 93% and 90%, respectively, for fall and spring, of enrolled students were able to demonstrate an

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understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 3360: CRIMINAL INVESTIGATION. For this course, 94% of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 3380: CRIMINAL JUSTICE ETHICS. For this course, 87% and 74%, respectively, for fall and spring, of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

Analysis:

CJ 2500: CORRECTIONS PROCESS. For this course, the fall percentage fell below measure with 66% of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project. At least seventy-five percent (75%) of spring enrolled students in CJ 2500 were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 3040: CRIMINOLOGY, FOUNDATIONS, AND PUNISHMENTS. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 3090: JUVENILE DELINQUENCY AND JUSTICE. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 3350: ANALYSIS OF POLICE OPERATIONS. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 3360: CRIMINAL INVESTIGATION. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

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CJ 3380: CRIMINAL JUSTICE ETHICS. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

Action - Decision or Recommendation:

Based on these findings, Measure 2.2 research and writing project requirements are appropriate to evaluate student knowledge and understanding of the subject matter of the project. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules on research and writing to increase the knowledge and understanding of research and writing for particular subject matter.

It is recommended that faculty in courses not meeting measure focus on learning/teaching modules on research and writing to increase writing skills and understanding of subject matter.

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

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

CJ 4250: COMMUNITY BASED CORRECTIONS

CJ 4450: CRIMINAL LAW

CJ 4460: CRIMINAL EVIDENCE AND PROCEDURE

CJ 4500: DRUG USE IN MODERN SOCIETY

PSCI 3090: CONSTITUTIONAL LAW

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

Measure 3.1. (Direct – Knowledge / Attitude)

On an annual basis, students enrolled in CJ 4250, CJ 4450, CJ 4460, CJ 4500, PSCI 3090 and SOC 4080, all required courses for CJ BA degree students, will be administered

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course exams containing a module of questions taken from a bank developed by the faculty responsible for each course. These questions 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.

Finding:

CJ 4250: COMMUNITY BASED CORRECTIONS. For spring, 95% of enrolled students scored 70% or higher in subject content area on exams. Faculty was unable to retrieve grades for the 2016 course.

CJ 4450: CRIMINAL LAW. For fall and spring courses, 79.25%, 83%, and 84% (spring), of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as probable cause, *Terry* stops, legal duty, criminal liability, vicarious liability, and inchoate crimes.

CJ 4460: CRIMINAL EVIDENCE AND PROCEDURE. For fall and spring courses, 85.5%, 83%, and 74% (spring), of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as stop and frisks, searches and seizures, special needs searches, identification procedures, and constitutional violations.

CJ 4500: DRUG USE IN MODERN SOCIETY. For fall and spring courses, an average of 75% of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as terms, acts and brain function.

PSCI 3090: CONSTITUTIONAL LAW. For fall and spring, an average of 80% of enrolled students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as free speech, religion, arrest, Second Amendment, confessions, arrest, search, counsel, history of the Constitution, and the Supreme Court.

SOC. 4080: RACE AND CULTURAL RELATIONS FOR PURE AND APPLIED SOCIOLOGY. An average of 25% of students scored 70% or higher in subject content area on exams. Faculty did not identify subject content scoring below 70% and instead provided a link to an expanded table of contents for the exams. It is important to note that in this course, test scores and writing scores accounted for less than 45% of points.

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Faculty focused heavily on written assignments measuring understanding of text and critical thought evaluations associated with individual chapters. See Measure 3.2.

Analysis:

In CJ 4250, for the spring course, an average of at least 75% of students scored 70% or higher in subject content area on exams. Faculty was unable to retrieve grades for the 2016 course.

In CJ 4450, for fall and spring courses, an average of 82% of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as probable cause, *Terry* stops, legal duty, criminal liability, vicarious liability, and inchoate crimes.

In CJ 4460, for fall courses, an average of 84%, and for the spring course, 74% of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as stop and frisks, searches and seizures, special needs searches, identification procedures, and constitutional violations.

In CJ 4500, for the fall courses, an average of 74%, and for the spring courses, 80% of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as terms, acts and brain function.

In PSCI 3090, for fall and spring courses, an average of at least 75% of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% identified as free speech, religion, and arrest for fall, and for spring, 2nd Amendment, confessions, arrest, search, counsel, history of the Constitution, and the Supreme Court.

In SOC. 4080, for the fall course, an average of 25% of students scored 70% or higher in subject content area on exams, with subject content scoring below 70% not identified by faculty. It is important to note that in this course, test scores and writing scores accounted for less than 45% of points. Faculty focused heavily on written assignments measuring understanding of text and critical thought evaluations associated with individual chapters.

Action - Decision or Recommendation:

Based on these findings, it is recommended that faculty continue to use the current SLO measure, and create additional or revise current learning/teaching modules to address subject content that fell below the standard for measure 3.1.

It is recommended for subject content for exams falling below the base percentile, that faculty, as a matter of course, on a semester basis, review all exam questions, with

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consideration for subject content scores below the current measure 3.1, and revise, as needed, to evaluate subject matter in the most understandable manner.

It is further recommended that faculty consider a review process, written or oral, for examinations.

It is recommended that faculty review and provide added focus on the learning/teaching modules used for subject content covered in exams falling below the base percentile to raise the current percentage rate to seventy-five percent (75%) of enrolled students able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

It is also, recommended that faculty keep current and accurate records of the scores, grading scales, and learning/teaching modules for each course by course, and further delineate those scores and records by course name, section, classroom or Internet, and semester, to better able evaluate, revise, and plan for best practices for the next semester/year.

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 percent (70%) or higher on that semester project).

Finding:

CJ 4250: COMMUNITY BASED CORRECTIONS. For spring, 90% of enrolled students for the Internet course were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on that semester project. Measure was met. Faculty was unable to retrieve grades for the 2016 course.

CJ 4450: CRIMINAL LAW. For fall and spring courses. For this course, an average of 84% and 83.5%, for fall and spring, respectively, of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester writing project.

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CJ 4460: CRIMINAL EVIDENCE AND PROCEDURE. For fall and spring courses. For this course, an average of 75%, for fall and spring, respectively, of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester writing project.

CJ 4500: DRUG USE IN MODERN SOCIETY. For this course, an average of 92% and 84%, for fall and spring, respectively, of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester writing project.

PSCI 3090: CONSTITUTIONAL LAW. For this course, an average of 77.5% and 81.5%, for fall and spring, respectively, of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester writing project.

SOC. 4080: RACE AND CULTURAL RELATIONS FOR PURE AND APPLIED SOCIOLOGY. For this course, an average of 78.6% of enrolled students were able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester writing project for fall.

Analysis:

CJ 4250: COMMUNITY BASED CORRECTIONS. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project. Faculty was unable to retrieve grades for fall 2016.

CJ 4450: CRIMINAL LAW. For fall and spring courses. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 4460: CRIMINAL EVIDENCE AND PROCEDURE. For fall and spring courses. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

CJ 4500: DRUG USE IN MODERN SOCIETY. For fall and spring courses. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

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PSCI 3090: CONSTITUTIONAL LAW. For fall and spring courses. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

SOC. 4080: RACE AND CULTURAL RELATIONS FOR PURE AND APPLIED SOCIOLOGY. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

Action - Decision or Recommendation:

Based on these findings, Measure 3.2 research and writing project requirements are appropriate to evaluate student 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. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules on research and writing to increase the knowledge and understanding of research and writing for particular subject matter.

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

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 aspect 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 written skills. Proficiency will be

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demonstrated by a combined score of at least seventy percent (70%) or higher on the rubric for the written requirements for the research project.

Finding:

CJ 4200: INTRODUCTION TO CRIMINAL JUSTICE RESEARCH. Seventy-five percent (75%) of enrolled students demonstrated a combined score of at least seventy percent (70%) or higher on the rubric for the written requirements for the research project.

Analysis:

CJ 4200: INTRODUCTION TO CRIMINAL JUSTICE RESEARCH. Measure was met with at least seventy-five percent (75%) of enrolled students able to demonstrate an understanding of the subject matter of the project by scoring seventy percent (70%) or higher on the semester project.

Action - Decision or Recommendation:

Based on these findings, Measure 4.1 research and writing project requirements are appropriate to evaluate student knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice, policing, or courts. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules on research and writing to increase the knowledge and understanding of research and writing for particular subject matter.

It is also recommended that faculty consider a presentation requirement as part of the research project/writing requirement and as such to develop oral communication skills.

It is also, recommended that faculty keep current and accurate records of the scores, grading scales, and learning/teaching modules for each course by course, and further delineate those scores and records by course name, section, classroom or Internet, and semester, to better able evaluate, revise, and plan for best practices for the next semester/year.

Measure 4.2. (Direct – knowledge)

On an annual basis, students enrolled in CJ 4200, a required course for CJ bachelor's (BA) degree students, will be administered course exams containing a module of questions taken from a bank developed by faculty responsible for the course. These question banks are created and revised, based on criteria developed by the Criminal Justice Advisory 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%)

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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.

Finding:

CJ 4200: INTRODUCTION TO CRIMINAL JUSTICE RESEARCH. Seventy-five (75%) of students scored 70% or higher on each exam in the course.

Analysis:

CJ 4200: INTRODUCTION TO CRIMINAL JUSTICE RESEARCH. Seventy-five percent (75%) of enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on all of the subject matter exams with no subject content falling below measure.

Action - Decision or Recommendation:

Based on these findings, it is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules to increase the percentage rate.

It is recommended for subject content for exams falling below the base percentile, that faculty, as a matter of course, on a semester basis, review all exam questions, with consideration for subject content scores below the current measure 4.2, and revise, as needed, to evaluate subject matter in the most understandable manner.

It is further recommended that faculty consider a review process, written or oral, for examinations.

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.

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 CJ BA degree students) will be administered the Pacat Incorporated's Area Concentration Achievement (PACAT) Test. This exam is a national, comprehensive written exam which measures and assesses student proficiency in content knowledge,

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and retention at the completion of their major field of study-criminal justice for graduating CJ students across the nation. The exam encompasses administration, correction processes, criminal law, criminology, criminal justice systems, criminal justice theory, homeland security, juvenile justice, law enforcement, legal aspects, and research methods, and is used to elicit quantified assessment data with a national comparison group and is one of the instruments used for informed decision-making about student learning outcomes within the CJ program. The exam assesses and measures student proficiency and retention in content knowledge at the completion of their major field of study-criminal justice.

Fifty percent (50%) of our enrolled students will demonstrate proficiency above the national average by scoring in the top 50% of graduating seniors throughout the country taking the ACAT exam in Criminal Justice in four subject areas. Proficiency will be evaluated by enrolled students able to demonstrate an understanding and comprehension of criminal justice subject matter by scoring fifty percent (50%) or higher on the National ACAT exam than other exam completers around the country.

Findings:

CJ 4480: SENIOR SEMINAR IN CRIMINAL JUSTICE. According to NSU faculty using the ACAT Test (ACAT), Pacat, Incorporated (Pacat) recommends that the ACAT scores be interpreted with caution. The ACAT scores range from 200 to 800 with an average of 500 and a standard deviation of 100 with a score of 500 or above considered above average. Scores of 500 or above place students at the 50th percentile or above. The scores are then used to evaluate an entire group of graduating seniors. ACAT/ACAT Online. PACAT Inc. • P.O. Box 767 • Clarksville TN. n.p. Accessed on May 9, 2017 at: www.collegeoutcomes.com.

The annual overall performance score for ACAT criminal justice programs nationally for the years 2014-15 was **489** and the score for 2015 -16 was **494**. The overall performance scores for Northwestern State University (NSU) for the years 2014 – 15 was **522** and the score for 2015 - 16 was **536**. The NSU score for the years 2016 – 17 was **511**. Pacat Incorporate has not posted the *national scores* for the years 2016 – 17 as of this writing.

In summary, the composite score for NSU criminal justice students has placed them above the national average for the last three years.

Analysis:

CJ 4480: SENIOR SEMINAR IN CRIMINAL JUSTICE. Whether the ACAT is appropriate as an instrument for SLO measures is the first consideration. This exam is a national, comprehensive written exam which measures and assesses student proficiency in content knowledge, and retention at the completion of their major field of study-criminal

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justice for graduating CJ students across the nation, encompasses particular subject topics, and is used to elicit quantified assessment data with a national comparison group. NSU's Criminal Justice program has used this national examination as a measure for comprehension, knowledge, and placement in comparison with other graduating criminal justice majors. It can also be one of the instruments used for informed decision-making about student learning outcomes within the CJ program.

The annual overall performance score for ACAT criminal justice programs nationally for the years 2014-15 was 489 and the score for 2015 -16 was 494. The overall performance scores for Northwestern State University (NSU) for the years 2014 – 15 was 522 and the score for 2015 - 16 was 536. The NSU score for the years 2016 – 17 was 511. Pacat has not published national scores for 2016 – 17 as of this writing. In summary, NSU criminal justice students have scored above the national average for the last three years.

Faculty responsible for the administration of the ACAT provided the following information on this national test. Based on a reference group of 7,020 graduating seniors around the country taking an ACAT in Criminal Justice in four subject areas throughout the United States for the years 2016 - 17, Pacat reported that 53% our students would be expected to achieve at or above our overall performance score of 511; 38% would achieve an average score and 9% would be expected to receive a below average higher score. ACAT/ACAT Online. PACAT Inc. • P.O. Box 767 • Clarksville TN. n.p. Accessed on May 9, 2017 at: www.collegeoutcomes.com.

Measure 5.1 was met by 91% of our students, and 51% exceeded the measure, scoring above our overall performance score of 511, in the upper 70%.

Additionally, faculty reviewed ACAT test results, identified specific subject content areas that fall below the national average, and provided course focus on those subject content areas for learning/teaching modules. For example, the faculty identified corrections as a subject focus for learning/teaching modules for subject areas falling below measure, and focused additional learning/teaching modules and practice exams to develop better understanding and knowledge of the subject content.

Action - Decision or Recommendation:

Based on a review of the ACAT percentages, it is recommended that the Measure 5.1 be continued as an instrument to measure the general testing performance of our students in comparison to other graduating seniors taking this examination nationally.

It is recommended that faculty continue to review ACAT test results, identify specific subject content areas that fall below the national average, and provide course focus on those subject content areas for learning/teaching modules.

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Measure 5.2. (Direct – Skill / Ability)

In the eighth/final semester of this program, CJ 4480, a capstone required course for CJ BA degree students, 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 the student for transference to the world of work. Students will demonstrate the critical-thinking and problem-solving skills through a course writing and presentation requirement in which they are required to research and submit a written research project on 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 student's knowledge and understanding of criminal justice systems and the role of the matriculating student within it, as well as measuring 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.

Finding:

CJ 4480: SENIOR SEMINAR IN CRIMINAL JUSTICE. Seventy-five percent (75%) of enrolled students scored seventy percent (70%) or higher on the semester writing projects requirement.

Analysis:

For CJ 4480, Measure 5.2 was met with seventy-five percent (100%) of enrolled students will be able to demonstrate an understanding of the subject matter of the writing requirements by scoring seventy percent (70%) or higher on each writing project requirement.

Action - Decision or Recommendation:

It is recommended that the Measure 5.2 be continued as an instrument to demonstrate the critical-thinking and problem-solving skills through a course writing requirement in which they are required to research and submit a written research project.

It is recommended that faculty consider an verbal presentation requirement be included in this measure for academic year 2017-2018, as the presentation of research and writing project requirements are appropriate to evaluate student oral communication skills and knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice subject matter. It is recommended that faculty consider

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additional learning/teaching modules to develop oral communication of research and writing to develop student knowledge and skill in oral communication.

Measure 5.3. (Direct – knowledge)

On an annual basis, students enrolled in CJ 4480, a required course for CJ BA degree students, will be administered course exams containing a module of questions taken from a bank developed by faculty responsible for the course. These question banks are created and revised, based on criteria developed by the Criminal Justice Advisory Council, and are designed to evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice 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.

Finding:

CJ 4480: SENIOR SEMINAR IN CRIMINAL JUSTICE. For fall and spring, at least 75% of students scored 70% or higher in subject content area on exams, with the exams created to function as pre-ACAT quizzes, for review and evaluation of student knowledge for this course.

Analysis:

In CJ 4480, seventy-five percent (75%) of enrolled students were able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams. As a result, Measure 5.3 was met.

Action - Decision or Recommendation:

Based on these findings, it is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules to develop knowledge and understanding and knowledge for preparation for transition and entry into the world of work.

It is recommended that the program sample students with a survey instrument at the semester's end that will evaluate student attitude toward knowledge and understanding of the America criminal justice (CJ) system, 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". This would be identified as Measure 5.4. (See Attachment B).

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Summary of key findings and or decisions.

SLO 1. First, second, and third semester students will be able to describe the historical evolution and context of early America 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.

CJ 1100: INTRODUCTION TO CRIMINAL JUSTICE.

CJ 2300: POLICE PROCESS.

CJ 2400: ADJUCATION PROCESS.

Measure 1.1. Recommendations based on key findings.

For the CJ 1100, CJ 2300, and CJ 2400 courses, it is recommended that faculty continue to use the current SLO measure, and create additional or revise current learning/teaching modules to address subject content that fell below the standard for measure 1.1.

It is recommended for subject content for exams falling below the base percentile, that faculty, as a matter of course, on a semester basis, review all exam questions, with consideration for subject content scores below the current measure 1.1, and revise, as needed, to evaluate subject matter in the most understandable manner.

It is further recommended that faculty consider a review process, written or oral, for examinations.

It is recommended that faculty review and provide added focus on the learning/teaching modules used for subject content covered in exams falling below the base percentile to raise the current percentage rate to seventy-five percent (75%) of enrolled students able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

It is also, recommended that faculty keep current and accurate records of the scores, grading scales, and learning/teaching modules for each course by course, and further delineate those scores and records by course name, section, classroom or Internet, and semester, to better able evaluate, revise, and plan for best practices for the next semester/year.

Additionally, it is recommended that at the beginning of the year, a pre-knowledge survey be used to measure student-beginning level of knowledge of the historical evolution and context of early America 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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It is recommended that this pre-knowledge survey be used as an additional tool to evaluate student knowledge and understanding for planning purposes for each course, and that faculty should use these surveys at the beginning of the course for a best practices measure of student need. This may be placed as Measure 1.3. (Indirect – Pre-Knowledge).

Measure 1.2. Recommendations based on key findings.

For the CJ 1100, CJ 2300, and CJ 2400 courses, Measure 1.2 research and writing project requirements are appropriate to evaluate student knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice, policing, or courts. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules on research and writing to increase the knowledge and understanding of research and writing for particular subject matter.

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, as well as problems and ethical challenges associated with navigating the agencies within this system.

CJ 2500: CORRECTIONS PROCESS
CJ 3040: CRIMINOLOGY, FOUNDATIONS, AND PUNISHMENTS
CJ 3090: JUVENILE DELINQUENCY AND JUSTICE
CJ 3350: ANALYSIS OF POLICE OPERATIONS
CJ 3360: CRIMINAL INVESTIGATION
CJ 3380: CRIMINAL JUSTICE ETHICS

Measure 2.1. Recommendations based on key findings.

For CJ 2500, CJ 3040, CJ 3090, CJ 3350, CJ 3360 courses, it is recommended that faculty continue to use the current SLO measure, and create additional or revise current learning/teaching modules to address subject content that fell below the standard for measure 2.1.

It is recommended for subject content for exams falling below the base percentile, that faculty, as a matter of course, on a semester basis, review all exam questions, with

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consideration for subject content scores below the current measure 2.1, and revise, as needed, to evaluate subject matter in the most understandable and clear manner.

It is further recommended that faculty consider a review process, written or oral, for examinations.

It is recommended that faculty review and provide added focus on the learning/teaching modules used for subject content covered in exams falling below the base percentile to raise the current percentage rate to seventy-five percent (75%) of enrolled students able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

It is also, recommended that faculty keep current and accurate records of the scores, grading scales, and learning/teaching modules for each course by course, and further delineate those scores and records by course name, section, classroom or Internet, and semester, to better able evaluate, revise, and plan for best practices for the next semester/year.

Measure 2.2. Recommendations based on key findings.

For CJ 2500, CJ 3040, CJ 3090, CJ 3350, CJ 3360 courses, Measure 2.2 research and writing project requirements are appropriate to evaluate student knowledge and understanding of the subject matter of the project. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules on research and writing to increase the knowledge and understanding of research and writing for particular subject matter.

It is recommended that faculty in courses not meeting measure focus on learning/teaching modules on research and writing to increase writing skills and understanding of subject matter.

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

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

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(7) The Imperatives of Race and Cultural Relations in Criminal Justice

CJ 4250: COMMUNITY BASED CORRECTIONS

CJ 4450: CRIMINAL LAW

CJ 4460: CRIMINAL EVIDENCE AND PROCEDURE

CJ 4500: DRUG USE IN MODERN SOCIETY

PSCI 3090: CONSTITUTIONAL LAW

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

Measure 3.1. Recommendations based on key findings.

For CJ 4250, CJ 4450, CJ 4460, CJ 4500, PSCI 3090, and SOC 4080 courses, it is recommended that faculty continue to use the current SLO measure, and create additional or revise current learning/teaching modules to address subject content that fell below the standard for measure 3.1.

It is recommended for subject content for exams falling below the base percentile, that faculty, as a matter of course, on a semester basis, review all exam questions, with consideration for subject content scores below the current measure 3.1, and revise, as needed, to evaluate subject matter in the most understandable and clear manner.

It is further recommended that faculty consider a review process, written or oral, for examinations.

It is recommended that faculty review and provide added focus on the learning/teaching modules used for subject content covered in exams falling below the base percentile to raise the current percentage rate to seventy-five percent (75%) of enrolled students able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

It is also, recommended that faculty keep current and accurate records of the scores, grading scales, and learning/teaching modules for each course by course, and further delineate those scores and records by course name, section, classroom or Internet, and semester, to better able evaluate, revise, and plan for best practices for the next semester/year.

Measure 3.2. Recommendations based on key findings.

For CJ 4250, CJ 4450, CJ 4460, CJ 4500, PSCI 3090, and SOC 4080 courses, Measure 3.2 research and writing project requirements are appropriate to evaluate student knowledge and understanding of the foundational concepts, theories, strategies, and challenges of community based corrections, criminal law, criminal evidence and

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procedure, race and cultural relations, and the Constitution and court decisions. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules on research and writing to increase the knowledge and understanding of research and writing for particular subject matter.

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

CJ 4200: INTRODUCTION TO CRIMINAL JUSTICE RESEARCH.

Measure 4.1. Recommendations based on key findings.

For the CJ 4200 course, Measure 4.1 research and writing project requirements are appropriate to evaluate student knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice, policing, or courts. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules on research and writing to increase the knowledge and understanding of research and writing for particular subject matter.

It is also recommended that faculty consider a presentation requirement as part of the research project/writing requirement and as such to develop oral communication skills.

Measure 4.2. Recommendations based on key findings.

For CJ 4200, it is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules to increase the knowledge and understanding of research and writing for particular subject matter.

It is recommended for subject content for exams falling below the base percentile, that faculty, as a matter of course, on a semester basis, review all exam questions, with consideration for subject content scores below the current measure 4.2, and revise, as needed, to evaluate subject matter in the most understandable manner.

It is also, recommended that faculty keep current and accurate records of the scores, grading scales, and learning/teaching modules for each course by course, and further delineate those scores and records by course name, section, classroom or Internet, and semester, to better able evaluate, revise, and plan for best practices for the next semester/year.

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.

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CJ 4480: SENIOR SEMINAR IN CRIMINAL JUSTICE.

Measure 5.1. Recommendations based on key findings.

NATIONAL ACAT TEST. Based on a review of the ACAT percentages, it is recommended that the Measure 5.1 be continued as an instrument to measure the general testing performance of our students in comparison to other graduating seniors taking this examination nationally. It is recommended that faculty continue to review ACAT test results, identify specific subject content areas that fall below the national average, and provide course focus on those subject content areas for learning/teaching modules.

Measure 5.2. Recommendations based on key findings.

COURSE WRITING REQUIREMENT. Based on a review of the ACAT percentages, it is recommended that the Measure 5.2 be continued as an instrument to demonstrate the critical-thinking and problem-solving skills through a course writing requirement in which they are required to research and submit a written research project.

COURSE ORAL PRESENTATION REQUIREMENT. It is recommended that faculty consider an verbal presentation requirement be included in this measure for academic year 2017-2018, as the presentation of research and writing project requirements are appropriate to evaluate student oral communication skills and knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice subject matter. It is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules to develop oral communication of research and writing to increase the percentage rate.

Measure 5.3. Recommendations based on key findings.

EXAMINATIONS. Based on these findings, it is recommended that faculty continue to use the current SLO measure and consider additional learning/teaching modules to develop knowledge and understanding and in preparation for the ACAT.

NEW MEASURE FOR 2017-2018: POST-LEARNING SURVEY. It is recommended that the program sample students with a survey instrument at the semester's end that will evaluate student attitude toward knowledge and understanding of the America criminal justice (CJ) system, 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". This would be identified as Measure 5.4. (See Attachment D).

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ATTACHMENT A

PROPOSED MEASURE 1.3

Measure 1.3. (Indirect – Pre-Knowledge)

At the beginning of the semester in each course, the program will sample students with a pre-course survey which will measure the student's beginning understanding of their level of knowledge of the historical evolution and context of early America 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. Respondents will be able to respond with strongly agree, agree, neutral, disagree, strongly disagree. At least 40% of student will respond that they strongly agree or agree with the survey statements.

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ATTACHMENT B

CJ 2400-Critical Thinking-Problem Solving Rubric

Dimension Assessed	Accomplished 4	Proficient 3	Developing 2	Beginning 1
(Inquire) Identify and define key issue/s and/or problem/s	Clearly, accurately, and appropriately identifies key issue/s and/or problem/s.	Identifies most or all key issue/s and/or problem/s. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Identifies some key issue/s and/or problem/s. May have some inaccuracies, omissions or errors present that interfere with meaning	Most or all of key issues/ and/or problem/s are not identified or defined, or are identified or defined inaccurately. Meaning is unclear.
(Analyze) Present and Analyze Data/ Information	Presents appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.	Presents sufficient and appropriate data/information. Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents some appropriate data/information. May miss or ignore relevant data /information. Analysis is limited or somewhat inappropriate. May contain inaccuracies or omissions that interfere with analysis and/or meaning.	Does not present relevant and appropriate data/information. Fails to analyze, or uses inaccurate or inappropriate analysis of data/information. Copies information without analysis.
(Evaluate) Apply a Multi-Dimensional approach/ Consider context	Clearly applies a multi-dimensional approach. Synthesizes various perspectives. Acknowledges limits of position or context.	Acknowledges multiple approaches. Some synthesis of perspectives. May not fully acknowledge limits of position or context, but is aware of limits or context.	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgement position may have limits. May not acknowledge context.	Student’s position is grounded in a singular, often personal perspective. Position may be simplistic and obvious. Little or no awareness that position may have limits or context.
(Solve) Demonstrate Sound Reasoning and Conclusions	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, complete, relevant	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor	Reasoning is illogical, simplistic, inconsistent or absent. Conclusion is simplistic and stated as an absolute, or inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.

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<https://www.lanec.edu/sites/default/files/assessment/ctrubric-w-12.pdf>

Category	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard	Does Not Meet Standard (1)	No Evidence	Score
Title Page	Title Your Name, Teacher's Name, Course Period,	Evidence of four	Evidence of 3	Evidence of 2 or less	Absent	
Thesis Statement	Clearly and concisely states the paper's purpose in a single	Clearly states the paper's purpose in a single sentence.	States the paper's purpose in a single sentence.	Incomplete and/or unfocused.	Absent	
Introduction	The introduction is engaging, states the main topic and previews the structure of the	The introduction states the main topic and previews the structure of the paper.	The introduction states the main topic but does not adequately preview the structure of the	There is no clear introduction or main topic and the structure of the	Absent	
Body	Each paragraph has thoughtful supporting detail sentences that develop the main idea	Each paragraph has sufficient supporting detail sentences that develop the main idea	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop	Not applicable	
Organization	Writer demonstrates logical and subtle sequencing of ideas through well-developed	Paragraph development present but not perfected.	Logical organization; organization of ideas not fully developed.	No evidence of structure or organization.	Not applicable	
Conclusion	The conclusion is engaging and restates the thesis	The conclusion restates the thesis.	The conclusion does not adequately restate the thesis	Incomplete and/or unfocused.	Absent	
Mechanics	No errors in punctuation, capitalization and spelling	Almost no errors in punctuation, capitalization and spelling	Many errors in punctuation, capitalization and spelling	Numerous and distracting errors in punctuation	Not applicable	
Usage	No errors sentence structure and word usage.	Almost no errors in sentence structure and word usage.	Many errors in sentence structure and word usage.	Numerous and distracting errors in sentence structure and	Not applicable	
Citation	All cited works, both text and visual, are done in the correct format with no errors.	Some cited works, both text and visual, in the correct format.	Few cited works, both text and visual, are done in the correct format.	Absent	Not applicable	
Bibliography	Done in the correct format with no errors.	Done in the correct format with few errors.	Done in the correct format with some	Done in correct format with	Absent	

ATTACHMENT C

CJ 2400-RESEARCH PAPER RUBRIC

Assessment Cycle

Academic Year 2016 – 2017

ATTACHMENT D

PROPOSED MEASURE 5.4

Measure 5.4. (Indirect – Attitude)

At the end of the semester, the program will sample students with a survey instrument which will evaluate: “In my criminal justice courses, I was provided an undergraduate level of understanding of the America criminal justice (CJ) system, 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”. Respondents will be able to respond with strongly agree, agree, neutral, disagree, strongly disagree. At least 75% of student will respond that they strongly agree or agree with the statement.

Finding:

This SLO was not developed for use in the 2016-2017 academic year with a written survey. Instead, an evaluation of the course was required for student feedback.

Analysis:

Exploration of the student’s post-course knowledge and understanding was not done in a formal and written survey medium with statistical results. The faculty used faculty evaluation feedback for course planning and revision purposes but its use here would not be appropriate for SLO objectives planning and the end of semester feedback elicited from students at the semester’s end. Faculty within the classroom setting considered student learning objectives set for the courses and revised the course objectives based on exams results, student feedback, project grades, and observations to measure the extent of their post-course knowledge and understanding of the subject material. An end of semester instrument developed to survey student opinion would be useful.

Action - Decision or Recommendation:

It is recommended that a post-knowledge survey is an appropriate tool to measure student opinion of their knowledge and understanding for planning purposes for each course, and that faculty should develop and use these surveys at the end of the course for a written measure of student feedback on learning objectives accomplished.