

## AY 2017-2018 Assessment

### Program – Criminal Justice Program

**College: Arts and Sciences**

**Prepared by: Bill Shaw, Program Coordinator  
: Mark O. Melder, Department Chair**

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**Approved by: Greg A. Handel**

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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 unequaled 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 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

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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.
- (6) The question banks used in assessments are based on criteria developed by the Criminal Justice Advisory Council (CJA Council).

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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 21<sup>st</sup> 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:

AY 2016-2017 Target not met. 72% of students scored 70% or higher.

AY 2017-2018 Target met. 78% of students scored 70% or higher

### Analysis:

In AY 2016-2017, the target was not met. For AY 2017-2018 target was met with 78% of students achieving a 70% or higher on this measure. Based on analysis of the 2016-2017 data the faculty instituted the following changes for 2017-2018: integrating reviews of the key learning objectives of the courses and expanded the content on police subculture, discretion, core functions and case law. These changes led to students meeting the target scores for 2017-2018, increasing the percentage meeting the target from 72% to 78%.

### Decision:

For SLO 1 measure 1.1 in the AY 2016-2017 assessment, students did not meet the target of 75% achieving 70% or better on this measure, the target was met in the latest assessment. AY 2017-2018 results support the changes that were introduced, specifically expanding the coverage of police subculture, discretion, core functions and case law as well as integrating reviews of the key learning objectives in the courses that

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provide data for this measure. Based on the increase of students achieving the goal from 72% to 78% we can demonstrate that increased learning has occurred for our students. Looking ahead to AY 2018-2019, and in keeping with our continuous improvement model, we will increase the exposure of our students to the foundational concepts, theories, strategies, and challenges of criminal justice, policing, and courts from early America through current international and globalization challenges by increasing the course modules depth of coverage in these areas.

### **Measure 1.2. (Direct – Skill / Ability)**

Students will demonstrate critical-thinking and problem-solving skills through a course project/writing requirement in which they are required to research and submit a written research project for each course. This research project is responsive to the research project requirements developed by the faculty responsible for the course and will evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice, policing, or courts, and 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.

### **Findings:**

AY 2016-2017 Target met. 80% of students scored 70% or higher.  
AY 2017-2018 Target met. 83% of students scored 70% or higher

### **Analysis:**

In AY 2016-2017 the target was met, however to drive continuous improvement in student learning and based on an analysis of the data, changes were implemented in AY 2017-2018. These included the expansion of course materials to include additional modules on research and writing to increase the knowledge and understanding of research and writing as a process. With an increase of 3 percentage points for AY 2017-2018 over the AY 2016-2017 data, we can take away that the changes implemented for AY 2017-2018 were successful in our goal of improving the student learning experience.

### **Decision:**

For SLO 1 measure 1.2 the target was met for AY 2016-2017 and AY 2017-2018, with an increase in percentage of students achieving the target score of 3%, from 80% to 83%. This increase supports that the changes made based upon our 2016-2017 data--to expand course materials to include additional modules on research and writing to increase the knowledge and understanding of research and writing as a process--were successful in our goal of improving the student learning experience. As we move forward with our goal of continuous improvement, for our 2018-2019 assessment plan we will be raising the target score to 75%. In addition to the changes to the course mentioned above

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we are also in the process of hiring several new faculty which will enhance our delivery of current and impactful teaching practices.

**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.

### **Findings:**

AY 2016-2017 Target not met. 70% of students scored 70% or higher.

AY 2017-2018 Target met. 75% of students scored 70% or higher

### **Analysis:**

In AY 2016-2017, the target was not met for SLO 2 measure 2.1. For AY 2017-2018 target was met with 75% of students achieving a 70% or higher on this measure. Based on analysis of the 2016-2017 data the faculty instituted the following changes for 2017-2018: integrating reviews of the key learning objectives of the courses and expanded the modules on the scientific study of criminal behavior and crime theories, strategies, foundations and punishment, the ethics and moral philosophy of criminal justice, and the processes of criminal investigation. These changes led to students meeting the target

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scores for 2017-2018, increasing the percentage meeting the target score from 70% to 75%.

### **Decision:**

For AY 2016-2017 the target was not met. For AY 2017-2018 the target was met with 75% of the students achieving the goal of 70% or better on this measure. The expansion of the modules relating to 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 and the integration of reviews of key learning objectives has enabled our students to achieve our learning goals for them. With our continuous improvement plan in mind we will be revisiting how this measure is assessed and will be discussing changes to our process going forward.

### **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).

### **Findings:**

AY 2016-2017 Target met. 75% of students scored 70% or higher.  
AY 2017-2018 Target met. 79% of students scored 70% or higher

### **Analysis:**

In AY 2016-2017 the target score was met for this measure. However, to drive continuous improvement in student learning, in AY 2017-2018 changes were implemented to include an expansion of the modules that address research and writing. In AY 2017-2018, an analysis of the data shows a 4% increase (75% to 79%) in the percentage of students achieving a 70% or better score. Based on these findings, the faculty believe that the measure is appropriate to evaluate student learning of the subject matter and that the changes implemented for 2017-2018 are beneficial to the student learning process.

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### Decision:

The target score for this measure was met for the AY 2016-2017 and the AY 2017-2018 assessment cycles, with an increase of 4% (75% to 79%) of the students achieving 70% or better on this measure. The changes that were implemented as part of the assessment plan derived from our 2016-2017 data, specifically the expansion of the modules which addressed research and writing, have had a positive effect on our student's learning process. Going forward we will be meeting with the faculty to evaluate possible changes to the target score for 2018-2019.

**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 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.

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### Findings:

AY 2016-2017 Target not met. 73% of students scored 70% or higher.

AY 2017-2018 Target met. 77% of students scored 70% or higher

### Analysis:

In AY 2016-2017, the target was not met for SLO 3 measure 3.1. For AY 2017-2018 target was met with 77% of students achieving a 70% or higher on this measure. Based on an analysis of the AY 2016-2017 data, the faculty instituted the following changes for 2017-2018: integrated reviews of the key learning objectives of the courses and expanded the modules on 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. These changes led to meeting the target for this measure for AY 2017-2018, increasing the percentage of students meeting the target score from 73% to 77%.

### Decision:

For AY 2016-2017 the target was not met. However, because of changes implemented, in AY 2017-2018 the number of students achieving the target score of 70% or better on this measure increased from 73% to 77%. The expansion of the modules relating to 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 and the integration of reviews of key learning objectives has enabled our students to achieve our learning goals for them. With our continuous improvement plan in mind we will be revisiting how this measure is assessed and will be discussing changes to our process going forward.

### 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.

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### Findings:

AY 2016-2017 Target met. 75% of students scored 70% or higher.  
AY 2017-2018 Target met. 78% of students scored 70% or higher.

### Analysis:

In AY 2016-2017 the target was met for SLO 3 measure 3.2., however based on an analysis of the data, we identified that improvement in student learning could occur with the following changes: implementation of modules that target the research and writing process and integration of reviews of key learning objectives. These changes led to an increase in the percentage of students meeting the target scores for 2017-2018, increasing the percentage meeting the target from 75% to 78%.

### Decision:

In AY 2016-2017 and in AY 2017-2018 the target was met, however there was a 3% increase in the number of students reaching the target score, with 78% of the students achieving the goal of 70% or better on this measure. The increase in student performance followed the implementation of modules that target the research and writing process and integration of reviews of key learning objectives. These data-driven changes have enabled our students to be more successful in their learning processes. With our continuous improvement plan in mind we will be proposing raising the target score from 70% to 75% for this measure.

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

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

### Findings:

AY 2016-2017 Target met. 75% of students scored 70% or higher.  
AY 2017-2018 Target met. 80% of students scored 70% or higher

### Analysis:

In AY 2016-2017 the target was met, however to drive continuous improvement in student learning and based on an analysis of the data, changes were implemented in AY 2017-2018. The changes implemented were to add modules that addressed the research and writing processes. In AY 2017-2018 the target for SLO 4 measure 4.1 was also met, however the percentage of students achieving the target score was at the higher rate of 80% representing an increase of 5%. This increase can be attributed to the success in the changes made following the 2016-2017 assessment. These additional resources allowed students to more successfully address the elements of the evaluation rubric and produce excellent papers.

### Decision:

Based upon the successful achievement of the target by the students in AY 2016-2017 and in AY 2017-2018 and an increase in the percentage of students achieving the target score on the evaluation rubric, we can demonstrate that the changes derived from the 2016-2017 data have increased student learning in the program. The changes to the course were the inclusion of modules specifically targeted at the research and writing process, which enabled our students to gain in their ability to produce stronger, research-based papers and demonstrate their understanding of the topics more successfully. Going forward and as part of our continuous improvement process we will be raising the target score for this measure from 70% to 75%. In addition to the changes to the course mentioned above we are also in the process of hiring several new faculty which will enhance our delivery of current and impactful teaching practices.

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### 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%) 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:

AY 2016-2017 Target met. 75% of students scored 70% or higher.

AY 2017-2018 Target met. 80% of students scored 70% or higher

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

### Analysis:

In AY 2016-2017 the target score was met for this measure. However, to drive continuous improvement in student learning, in AY 2017-2018 changes were implemented to include integrating reviews of the key learning objectives of the courses and expanded the content on research strategies, data collection techniques, and other analytical tools for research in criminology and criminal justice research. These changes led to students exceeding the target scores for 2017-2018, increasing the percentage meeting the target from 75% to 80%. Based on these findings, the faculty believe that the measure is appropriate to evaluate student learning of the subject matter and that the changes implemented for 2017-2018 are beneficial to the student learning process.

### Decision:

For SLO 4 measure 4.2 in the AY 2016-2017 assessment, students met the target of 75% achieving 70% or better on this measure. In AY 2017-2018, the target was also met, however an analysis of the data showed a 5% increase (75% to 80%) in the percentage of students achieving a 70% or better score. The AY 2017-2018 results support the changes that were introduced, specifically expanding the content on research strategies, data collection techniques, and other analytical tools for research in criminology and criminal justice research, as well as integrating reviews of the key learning objectives. Based on the increase of students achieving the goal from 75% to 80% we can demonstrate that increased learning has occurred for our students. Looking ahead to AY 2018-2019, and in keeping with our continuous improvement model we will be raising the target score for this measure from 70% to 75%. %. In addition to the changes to the

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course mentioned above we are also in the process of hiring several new faculty which will enhance our delivery of current and impactful teaching practices.

**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 (ACAT) Test. 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 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:**

AY 2016-2017 Target met. 55% of students exceeded the national average.

AY 2017-2018 Target met. 60% of students exceeded the national average.

### **Analysis:**

In AY 2016-2017, the target was met with 55% of our students scoring above the national average. Changes based upon an analysis of the AY 2016-2017 data were 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. Our AY 2017-2018 data indicate that we have again exceeded our target with 60% of students scoring above the national average with an overall performance score

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of 556 for 2017-2018 versus an overall score of 546 for 2016-2017. The increase in percentage of students meeting the target demonstrates that the changes implemented in AY 2017-2018 were effective in driving improvement in student learning. Our students scored in the top 50% of graduating seniors throughout the country taking the ACAT in Criminal Justice in four subject areas.

### **Decision:**

For SLO 5 measure 5.1 our students met the target for AY 2016-2017 and AY 2017-2018, however based on changes implemented in AY 2017-2018, the data demonstrate an increase in student performance of 5%, from 55% to 60% of our student scoring above the national average. This increase in performance supports the ongoing focus on reviewing ACAT test results, identifying specific subject content areas that fall below the national average, and providing course focus on those subject content areas for learning/teaching modules. Looking ahead to AY 2018-2019, and in keeping with our continuous improvement model we will be raising the target score for this measure from 50% to 60% scoring above the national average on the ACAT. %. In addition to the changes to the course mentioned above we are also in the process of hiring several new faculty which will enhance our delivery of current and impactful teaching practices.

### **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.

### **Findings:**

AY 2016-2017 Target met. 75% of students scored 70% or higher.  
AY 2017-2018 Target met. 79% of students scored 70% or higher

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### Analysis:

In AY 2016-2017, the target was met for SLO 5 measure 5.2. However, to drive continuous improvement in student learning, in AY 2017-2018 changes were implemented including an increased focus of course modules on writing and an added module on oral presentations. These changes led to an increase of 4% in the percentage of students achieving the target score of 70% or higher, demonstrating the effectiveness of changes instituted as a result of the analysis of our AY 2016-2017 data. The module on oral presentations has yielded mixed results, primarily differentiated along the online face-to-face divide. As better practices are instituted for remote oral presentations we expect these results to converge.

### Decision:

As our target was met for the two recent assessment cycles, with a 4% improvement in student attainment for AY 2017-2018, we have confidence that the students' learning is being enhanced through the expansion of the modules that address writing and the addition of a module on oral presentation. Looking to AY 2018-2019, and as part of our continuous improvement goals, we will be working to better address the remote oral presentation difficulties by adding a module on the use of technology for presentations and discuss with our faculty the idea of raising our target score to 75%.

### 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.

### Findings:

AY 2016-2017 Target met. 75% of students scored 70% or higher.

AY 2017-2018 Target met. 77% of students scored 70% or higher

### Analysis:

In AY 2016-2017, 75% of the students met the target score of 70%, however to drive continuous improvement in student learning and based on an analysis of the data, changes were implemented in AY 2017-2018. The changes implemented were to expand the modules of the course which address the student's knowledge and

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understanding of the foundational concepts, theories, strategies, and challenges of criminal justice from early America through current international and globalization challenges. Based on these changes, in AY 2017-2018 student performance increased to 77% of students scoring 70% or better, which represents an increase of 2%.

### Decision:

Targets set for this measure were met in both AY 2016-2017 and in AY 2017-2018, however data for AY 2017-2018 indicate an increase in the percentage of student achieving the target score of 70% or higher on the measure. The data therefore demonstrate that the changes made to the course content, the expansion of the course modules that address 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, have been successful in improving student learning. Moving forward we will increase our target score to 75% and further modify the course modules to ensure that the content is reflective of changes in theory and practice.

### Comprehensive Summary of Key Evidence of Improvement Based on Analysis of Results

**For AY 2016-2017 and AY 2017-2018 the Criminal Justice Bachelor of Arts program assessment committee examined 11 measures for 5 Student Learning Objectives (SLOs). Decisions that were implemented in AY 2017-2018 are:**

- Program-wide changes, from the modification of course content to the systematic utilization of evaluation rubrics, have resulted in students learning in greater detail and demonstrating a better grasp of the writing process and the expectations of the program faculty. The utility of the rubrics to enhance the writing process of the student is significant. Empowering our students with the tools necessary to be successful is at the core of our continuous improvement goals.
- Integrated reviews of the key learning objectives of the courses and expanded the content on police subculture, discretion, core functions, and case law.
- Redesigned the course modules on the scientific study of criminal behavior and crime theories, strategies, foundations and punishment, the ethics and moral philosophy of criminal justice, and the processes of criminal investigation.
- Redesigned the course modules on the history, foundations, evolution, and purposes of community-based corrections, criminal law, criminal evidence and procedure, Constitutional decisions expanding and limiting criminal process, and drug use in modern society.

## AY 2017-2018 Assessment

- Expanded the course modules on research strategies, data collection techniques, and other analytical tools for research in criminology and criminal justice research. Course modules on research and writing were expanded and a module on oral presentations was added.

The changes implemented in AY 2017-2018 resulted in meeting 3 targets that were not met in AY 2016-2017, and, for 8 additional measures, an increase in the percentage of students meeting targets over the AY 2016-2017 data.

### Plan of action moving forward

The program in Criminal Justice is in the process of hiring two new faculty members and has already hired one new professor who will be adding to our depth of coverage in constitutional and criminal law. The program maintains a forward leaning posture, always willing to implement the latest in pedagogy and technology to maintain our continuous improvement goals.

## ATTACHMENT A

### CJ 2400-Critical Thinking-Problem Solving Rubric

Dimension Assessed	Accomplished 4	Proficient 3	Developing 2	Beginning 1
<b>(Inquire)</b>  <b>Identify and define key issue/s and/or problem/s</b>	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.
<b>(Analyze)</b>  <b>Present and Analyze Data/ Information</b>	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.

## AY 2017-2018 Assessment

<b>(Evaluate)</b>  <b>Apply a Multi-Dimensional approach/ Consider context</b>	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.
<b>(Solve)</b>  <b>Demonstrate Sound Reasoning and Conclusions</b>	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.

## ATTACHMENT B

### CJ 2400-RESEARCH PAPER RUBRIC

<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	

## AY 2017-2018 Assessment

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, capitalization and spelling.	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 word usage.	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 errors.	Done in correct format with many errors.	Absent	

### ATTACHMENT C

#### 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 21<sup>st</sup> 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.

## AY 2017-2018 Assessment

### ***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.

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 21<sup>st</sup> 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 practice measure of student need. This may be placed as Measure 1.3. (Indirect – Pre-Knowledge) (See Attachment A).