

Assessment Cycle 2018-2019

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

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

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.

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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: The target was met.

Analysis: In AY 2017-2018, the target was met with 78% of students receiving a 70% or higher as faculty integrated reviews of the key learning objectives of the courses and expanded the content on police subculture, discretion, core functions and case law. Based on the analysis of these results and despite meeting the target, the faculty felt student performance could improve in several areas. Therefore, in AY 2018-2019, the faculty increased 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. As a result, in 2018-2019, the target was 70%. Students met this target by receiving an 81% or higher. Students did well in understanding and retaining theory and the application of the overall criminal justice system, police processes in the United States and the application of correctional processes. Student performance in the understanding and application of courtroom processes and areas of search and seizure and demonstration of foundational knowledge in adjudication leaves room for improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020 faculty intend to expand the curriculum/lesson plans dealing with police subculture, discretion, core functions and case law. The faculty will also integrate reviews of key learning objectives in the courses that provide data for this measure. The faculty will continue to expand the focus of police subculture, system discretion and case law by reviewing and expounding on the foundational knowledge in the adjudication processes. The learning objectives will be reviewed with the expectation that with continued improvement the target score will need to be increased from 70% to 75% or greater for each measure in future academic years.

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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: The target was met.

Analysis: In AY 2017-2018 the target was met with 83% of students scoring a 70% or higher as faculty expanded the course materials to include additional modules on research and writing to increase the knowledge and understanding of research and writing as a process. Based on the analysis of these results the target score was raised to 75% from 70%. New faculty was hired and has enhanced the delivery of current and impactful teaching practices. Despite meeting the target, the faculty felt student performance could improve on several areas. As a result, in AY 2018-2019, the target was met with students received 83% or higher with a 75% target score. Students did well in researching and understanding overall criminal justice procedures within various criminal justice organizations, independently researching and engaging subject matter regarding United States Supreme Court opinions and researching and discussing police procedures regarding current events in criminal justice. Student performance in legal research, police subculture and constitutional amendments are areas that leave room for improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020 faculty intend to expand course material to include additional modules on research and writing as to increase the knowledge and understanding of research and writing as a process. The faculty will utilize the services provided by the University Library to aid in instructing the students with the research process and allow for better understanding of the research and writing processes. The faculty will put forward improved course modules with instruction/video tutorials for better understanding of the research process. The learning objectives will be reviewed with the expectation that with continued improvement, further expansion of the curriculum will have to be considered.

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

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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 (REPLACED WITH CJ 3355 – CULTURAL COMPETENCE FOR CRIMINAL JUSTICE PROFESSIONALS)

CJ 3360: CRIMINAL INVESTIGATION

CJ 3380: CRIMINAL JUSTICE ETHICS

Measure 2.1. (Direct – knowledge)

On an annual basis, students enrolled in CJ 2500, CJ 3040, CJ 3090, CJ 3350 (Replaced with CJ 3355), 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: The target was met.

Analysis: In AY 2017-2018, the target was met with 75% of students achieving a 70% or higher on this measure. The faculty instituted and increased further integration of reviews of key learning objectives of the courses and expanded 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. Despite meeting the target during this academic year 2017-2018, the faculty felt there was room for further improvement for student performance. Therefore, for AY 2018-2019, the faculty continued and further increased the integration of reviews of key learning objectives of the various courses and their course modules. The modules were further expanded and concentrated on the key aspects of each course reflecting the course objectives. The course CJ 3350 (Analysis of Police Operations) was replaced with CJ 3355 (Cultural Competence for Criminal Justice Professionals). As a result, in AY 2018-2019, the target was met with 84% of students achieving 70% or higher on this measure. Students did well in discussing ethical and moral philosophies of criminal justice, understanding the necessity of racial diversity among the current criminal justice environment, understanding and discussing crime theories, and the application of detention, probation and parole in the current American culture. Student performance in

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the areas of adjudication, theory involving search and seizure and the foundational principles regarding the Constitution and exclusionary rules leaves room for improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020, the faculty will expand the curriculum/lesson plans dealing with course question banks in conjunction with the CJA and the Criminal Justice Council which 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. The course modules of learning will be expanded further to continue to challenge the student's knowledge base. Faculty are looking for internet aids to enrich the learning environment for both in classroom and internet students. With the continuous improvement plan in mind we will be revisiting how this measure is assessed and will be discussing changes to our processes 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: The target was met.

Analysis: In AY 2017-2018, the target was met with 79% of students receiving a 70% or higher on this measure. The faculty continued with their efforts to integrating foundational concepts, theories, strategies, and challenges of the correctional process, crime and punishment, juvenile delinquency in criminal justice, criminal investigation processes, and ethics in criminal justice regarding the student producing and demonstrating proficient written and/or research. As a means of continuous improvement, the course CJ 3350 (Analysis of Police Operations) has been replaced with CJ 3355 (Cultural Competence for Criminal Justice Professionals). As a result, in AY 2018-2019, the target was met as students did well in researching topics related to the various fields of student in the classes. The student's interest in the various topics were evident in the types of topics chosen in relation to the classes. Student performance in formatting, grammatical, spelling and punctuational issues as well as overall attention to instruction are areas that leave room for improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020, the faculty will continue to expand course modules in reference to an effort to

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challenge the students to produce and demonstrate proficient written and/or oral research in foundational concepts, theories, strategies, and challenges of the correctional processes, crime and punishment, juvenile delinquency in criminal justice, criminal investigation processes, or ethics in criminal justice. The faculty will continue to remind the students, as well as utilize classroom time and office hours to further explain instruction regarding the writing assignments to the students. The faculty will utilize the University Library services to aid the students in better understanding the research process. The faculty will set aside class time/modules/office hours in order to better address the instruction regarding the research and allow for video tutorials for better understanding of the research/writing process. The learning objectives will be reviewed with the expectation that with continued improvement the target score will need to be increased from 70% to 75% for this measure.

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.

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

Findings: The target was met.

Analysis: In AY 2017-2018, the target was met with 77% of students receiving a 70% or higher on this measure. The faculty instituted integrated reviews of 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 processes, and drug use in modern society. Based on the analysis of these results and despite meeting the target, the faculty continued expansion of course modules and reviews of key learning objectives of each course and therefore instituting further reviews of key elements of each course. As a result, in AY 2018-2019, the target was met with 83% of students receiving a 70% or higher on this measure. Students did well in discussing the topics of probation and parole, reading and comprehending legal briefs, and understanding the various drug uses/abuses in today's society. Student performance in the areas of theory regarding the various courses assessed are areas which leave room for improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020, the faculty will strive for continuous improvement and expand the curriculum/lesson plans dealing with history, foundations, evolution, and purposes of community-based corrections, criminal law, criminal evidence and procedure, constitutional decisions expanding and limiting criminal processes, and drug use in modern society with the integration of reviews of key learning objectives. The faculty will review the current textbooks which are utilized in the courses and make decisions as to if new textbooks would be necessary to implement the changes necessary. The learning objectives will be assessed and further discussion with faculty will be necessary to consider changes to our processes for future development.

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 (75%) or higher on that semester project.

Findings: The target was met.

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Analysis: In AY 2017-2018, the target was met with 78% of students scoring 70% or higher on this measure. The faculty implemented modules that target the research and writing processes and the integration of reviews of key learning objectives. Based on the analysis of these results and despite meeting the target, the faculty felt student performance could improve in several areas. Therefore, in AY 2018-2019, the target score was elevated to 75% from 70% for this measure. There was continued focus on increasing the exposure of our students to various key learning objectives for each course, along with further integration of reviews of those learning objectives. As a result, in 2018-2019, the target was met with 83% of students receiving a score of 70% or higher on this measure. Students did well in writing legal briefs, advocating for evidentiary restriction and the powers of search and seizure. Student performance in following instruction regarding writing assignments, spelling, grammatical and punctuational issues are significant at this level. These areas leave room for improvement.

Decision

Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020, the faculty will continue to further expand the curriculum/lesson plans dealing with research and writing project requirements which are appropriate in evaluating student knowledge and understanding of foundational concepts, theories, strategies, and challenges of community-based corrections, criminal law, criminal evidence and procedure, race and culture relations, and the Constitution and court decisions. The faculty will integrate videos into the class instruction in order to allow the students opportunity to see the Criminal Justice system in motion. The learning objective will be reviewed with the expectation that with continued improvement further expansion of the curriculum will be considered.

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.

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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: The target was not met.

Analysis: In AY 2017-2018, the target was met with 80% of the students scoring 70% or higher on this measure. The faculty introduced the inclusion of modules specifically targeting the research and writing process, which enabled the students to gain the ability to produce stronger research-based papers and demonstrate understanding of the specific topics more successfully. Therefore, in AY 2018-2019, the target score was elevated from 70% to 75% for this measure. New faculty members were hired which has advanced the delivery and impactful teaching methods of the faculty. As a result, in AY 2018-2019, the target was not met. Students showed a proficiency for putting together literature reviews for the research proposals. Student performance in demonstrating proficiency in research skills or strategies. Research is an area that will need improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020, the faculty will expand the curriculum/lesson plans dealing with the research and writing processes 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. The faculty will utilize the University Library services to teach/instruct the students on the proper way to research certain topics. The faculty intend to broaden the course material to allow for video tutorials and expand class instruction time/office hours to allow for more one on one time with students. The faculty will expand the focus on core functions of the key objectives of this course. With continued improvement of student performance, the faculty will consider further expansion of the curriculum.

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

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the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

Findings: The target was met.

Analysis: In AY 2017-2018, the target was met with 80% of students scoring a 70% or higher on this measure. Faculty expanded the content on research strategies, data collection techniques, and other analytical tools for research in criminology and criminal justice research. Also, the faculty integrated reviews of key learning objectives. Based on the analysis of these results and despite meeting the target, the faculty felt student performance could improve in several areas. Therefore, in AY 2018-2019, new faculty was hired which has broadened the capabilities of the faculty to integrate further reviews of key learning objectives. The target score was elevated to 75% from 70%. As a result, in AY 2018-2019, the target was met as students did well in understanding the ethics, necessity of this class and Uniform Crime Report. Student performance struggled regarding validity, reliability, scaling and policy analysis areas which leaves room for improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020, faculty will integrate more comprehensive reviews of key learning objectives as well as expanding the course modules to focus on current data collection techniques and research strategies. Other analytical tools will be examined for research in the areas of criminology and criminal justice. More outside sources will be found to aid in the students understanding of these ideas. These outside sources include videos and guest speakers. The learning objectives will be reviewed by faculty and continued focus will be given to further student improvement with this measure. The faculty will review the current textbook for this class and ensure that this textbook meets the needs for the intended class curriculum.

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 PACTA 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,

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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 (60%) of 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 being able to demonstrate an understanding and comprehension of criminal justice subject matter by scoring fifty percent (60%) or higher on the National ACAT exam than other exam completers around the country.

Findings: The target was met.

Analysis: In AY 2017-2018, the target was met with 60% of the students exceeding the national average on the ACAT (Area concentration Achievement Test). As new faculty were hired, it aided in the faculty identifying which areas of concentration were below the national average with reviews of key learning objectives. Faculty were able to concentrate and integrate further review of course modules in these areas. The target score was elevated to 60% from 50% for this measure. Based on the analysis of these results and despite meeting the target, the faculty felt student performance could improve in several areas. Therefore, in AY 2018-2019, the faculty further increased the exposure of our students to the foundational concepts, administration, correction processes, criminal law, criminology, criminal systems, criminal justice theory, Homeland Security, juvenile justice, law enforcement, legal aspects and research methods that are used in criminal justice. As a result, in AY 2018-2019, the target was met with 64% of the students exceeding the national average on the ACAT. Students did well in comprehension of correctional processes. Student performance in overall criminal justice processes/systems, criminal law and police processes are areas which leave room for improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020 the faculty will develop a comprehensive method of review to evaluate the areas of concentration needed for successful student performance on the ACAT. The faculty intends to develop a module of learning that will allow for student course reflection. The faculty will expand the review of key learning objectives for this course. Further expansion of the curriculum will be discussed and considered.

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

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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: The target was met.

Analysis: In AY 2017-2018, the target was met with 70% of students scoring a 70% or higher on this measure. The faculty expanded the course materials to include work-world situations, all academic criminal justice learning, knowledge, and skills to prepare the student for transference to the world of work. The faculty still struggled with the remote oral presentation difficulties for this course. Based on the analysis of the target score and despite meeting the target, faculty felt that student performance could improve in several areas. As a result, in AY 2018-2019, the target was met with 70% of students scoring a 70% or higher on this measure. Students did well in expressing understanding on current criminal justice affairs including but not limited to ethics, moral dilemmas in the criminal justice environment, today's political topics in relation to criminal justice, and critical thinking involving criminal laws and the its processes. Student performance in following instruction and overall concepts of police processes are areas which leave room for improvement.

Decision: Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020 faculty will continue to expand course materials to include further review of key learning objectives. Modules focusing on reflection of critical and current criminal justice topics will be incorporated as well as reviewing ways of better addressing the remote oral presentation difficulties. Further discussion on expanding the course curriculum will be done to mirror the key learning objectives for this measure.

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

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America through current international and globalization challenges. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

Findings: The target was met.

Analysis: In AY 2017-2018, the target was met with 77% of students scoring 70% or higher on this measure. The faculty implemented expanded modules of the course which addressed 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. The target score was elevated to 75% from 70%. As a result, in AY 2018-2019, the target was 87% of students scored a 70% or higher on this measure. Students did well in criminal justice theory, reasoning and comprehension of American processes of government involving criminal justice and criminal law. Student performance in policing processes and search and seizure processes are areas that leave from for improvement.

Decision

Based on the analysis of the AY 2018-2019 assessment results, in AY 2019-2020 faculty will continue to expand course materials to include additional modules that review the key learning objectives more comprehensively. The question banks will be reviewed and updated as necessary as an effort by the faculty to meet criteria set forth from the Criminal Justice Advisory Council. Content will be added to allow the student to produce and further reflect on changes in theory and practice in criminal justice.

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

For 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 2018-2019 are:

- Program-wide changes, from the modification of course content to the systematic utilization of evaluation rubrics that 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 student's writing process is significant. Empowering our students with the tools necessary to be successful is at the core of our continuous improvement goals.
- Integrated reviews of the key learning objectives of the courses and expanded the content on police subculture, discretion, core functions, and case law.
- Redesigned the course modules on the scientific study of criminal behavior and crime theories, strategies, foundations and punishment, the ethics and moral philosophy of criminal justice, and the processes of criminal investigation.

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- 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.
- 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.
- Replaced CJ 3350 (Analysis of Police Operations) with CJ 3355 (Cultural Competence for Criminal Justice Professionals).

The changes implemented in AY 2018-2019 resulted in addressing concerns that were identified set targets.

Plan of action moving forward

The program in Criminal Justice is in the process of reformatting the CJ 4480 course to allow for further student reflection on current and relevant criteria that has been learned which focuses on the curriculum. This reformatting will be adding to the depth of coverage in all key aspects of concentration that this degree program emphasizes. Implementation of a survey instrument which will evaluate the student's opinion/interpretation of their undergraduate level studies as provided by this program is necessary for proper evaluation of post-course knowledge and understanding. The program maintains a forward-leaning posture, always willing to implement the latest in pedagogy and technology in an effort to maintain our continuous improvement goals.

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ATTACHMENT A

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.

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<p>(Solve)</p> <p>Demonstrate Sound Reasoning and Conclusions</p>	<p>Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, complete, relevant</p>	<p>Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant</p>	<p>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</p>	<p>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.</p>
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ATTACHMENT B

CJ 2400-RESEARCH PAPER RUBRIC

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

Category	Exceeds Standard (4)	Meets Standard (3)	Nearly Meets Standard (2)	Does Not Meet Standard (1)	No Evidence
Title Page	Title Your Name, Teacher's Name, Course Period, Date, neatly finished- no errors	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 sentence, which is engaging, and thought provoking.	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 paper.	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 paper.	There is no clear introduction or main topic and the structure of the paper is missing.	Absent
Body	Each paragraph has thoughtful supporting detail	Each paragraph has sufficient supporting detail sentences that	Each paragraph lacks supporting detail sentences.	Each paragraph fails to develop the main idea.	Not applicable

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	sentences that develop the main idea.	develop the main idea.			
Organization-Development of the Idea	Writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	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, 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	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

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	format with no errors.				
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 errors.	Absent

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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 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 2018-2019 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.

Decision: 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 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 practice measure of student need. This may be placed as Measure 1.3. (Indirect – Pre-Knowledge) (See Attachment A).