

AC 2019 – 2020 Assessment

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: 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;
- (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.

COVID-19 Pandemic and AY 2019-2020 Assessment:

Within the AY 2019-2020, the faculty, staff, and student populations were affected in both negative and positive ways through COVID-19. The following SLO's will address those issues if/when the COVID-19 pandemic affected/impacted the outcomes of the Criminal Justice Assessment.

Regarding the modules that acknowledge exams, the face to face students were required to move from an interactive and personal environment to an online digital environment for

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exams. The benefit of this new environment allowed the students the opportunity of a personal atmosphere to take their remaining exams; However, the environment lacked the opportunity for the student to interact with faculty, thus asking hard and important questions face to face.

Regarding the semester projects and the COVID-19 pandemic, the already existing online classes were not affected. However, the face to face classes that moved to the online environment were affected in many dramatic and negative ways. Each student was pushed into an environment where researching for projects was sometimes difficult. The following assessment will deal with some of these issues that the faculty recognized and have attempted to find solutions to.

Student Learning Outcomes:

SLO 1. First, second, and third semester students will be able to describe the historical evolution and context of early America criminal justice (CJ), policing and court process developments and challenges, and the status of these systems within local, state, and federal government, including 21st century challenges within the international and global communities.

CJ 1100: INTRODUCTION TO CRIMINAL JUSTICE.

CJ 2300: POLICE PROCESS.

CJ 2400: ADJUCATION PROCESS.

Measure 1.1. (Direct – knowledge)

On an annual basis, students enrolled in CJ 1100, CJ 2300, and CJ 2400, all required courses for CJ bachelor's (BA) degree students, will be administered course exams containing a module of questions taken from a bank developed by faculty responsible for each course. These questions banks are created and revised, based on criteria developed by the Criminal Justice Advisory Council (CJA Council), and are designed to evaluate the student's knowledge and understanding of the foundational concepts, theories, strategies, and challenges of criminal justice, policing, and courts from early America through current international and globalization challenges. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

Findings: Target was met.

Analysis: In AC 2018-2019, the target was met with 81% of students receiving a 70% or higher as faculty integrated increased reviews of the key learning objectives of the courses and expanded the content on police subculture, discretion, core functions and case law. The exposure to the foundational concepts, theories, strategies, and challenges

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of the criminal justice system were covered in depth. Based on the analysis of these results and despite meeting the target, the faculty felt student performance could improve in several areas.

As a result, in AC 2019-2020, the target was met with 85% of students receiving a 70% or higher on the class exams. The faculty believe the students did well in grasping and understanding the foundational concepts of the criminal justice system as a direct result of implementation of more instructional videos, movies, online quizzes, and further class discussion to increase awareness of foundational concepts. Student performance in understanding and deciphering between various criminal justice theories and overall foundational strategies leaves room for improvement. Also, the student's application of critical thinking skills to the academic level of the covered material within the classes is in need of improvement.

The COVID-19 pandemic affected many of the individual class exams within this module once the face to face students were transitioned to an online learning environment. Several faculty felt it necessary to reduce the number of exams and therefore allow the remaining exams to cover more material. The faculty found that this was successful in many aspects; but was hard to measure the atmosphere in which the students were testing; therefore, unable to ensure the level of the material learned versus the idea that the students were able to utilize materials for testing purposes that ordinarily would not be used in the face to face testing environment. The original online classes were not affected and continued as initially scheduled.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021 faculty will introduce various digital concepts of instruction introducing criminal justice theories in a manner in which the students will better grasp. Also, the faculty will be responsible for expanding the knowledge base of the material covered with applicational concepts to allow the student to better increase their critical thinking skills for the criminal justice field. The faculty are considering increasing the number of video lectures in classes that originally did not have video lectures. This will allow the online environment to have the same access to various points made in the face to face classroom that are not always emphasized in the textbooks.

The faculty will survey various options for testing to allow for a better approach for those students who test better digitally versus in a standard classroom environment. This will advance the learning environment and enhance comprehension and understanding of foundational concepts for the freshman/sophomore level students and continue to push the cycle of improvement forward for the next generation of students.

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

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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: Target was met.

Analysis: In AC 2018-2019 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.

As a result, in AC 2019-2020, the target was met with 80% of the students scoring seventy percent (70%) or higher on the semester project. Faculty stated that the students were responsive to the assignments and showed a relative understanding of the class material in order to produce freshmen/sophomore level collegiate projects. The students were able to directly discuss a general understanding of the criminal justice system, both as a working system and a theoretical interrelated network. Students produced papers, discussions and PowerPoint activities that directly showed proper assimilation of working parts of the policing and court systems. These results are a direct result of the faculty attempts to further explain and expound on the research modules of each class and to broaden the class curriculum to include more progressive modules for writing on the college level. The faculty instituted various other resources and provided students with outside resources to assist them in formatting and proper ways to research topics. Students showed a lack of performance in simple grammatical areas. The lack of attention in following the rules and producing papers that are void of elementary mistakes has become an area of concern for faculty. This leaves significant areas for improvement.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021 faculty will attempt to provide more resources for instruction regarding proper formatting of collegiate papers. Faculty will also discuss innovative ways and methods to make students more conscientious regarding grammatical mistakes. Faculty will provide more reminders for students in order for the students to be more aware of due dates and attempt to be more responsible for their semester projects. Also, faculty will provide students with examples to demonstrate the correct format expected of the students. Finally, faculty will give more direct and timely feedback on steppingstone projects, such as rough drafts, to better equip the students to provide projects that are absent of elementary grammatical mistakes. The summation of these ideas will continue to push the cycle of improvement forward.

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,

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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 3355 – CULTURAL COMPETENCE FOR CRIMINAL JUSTICE PROFESSIONALS

CJ 3360: CRIMINAL INVESTIGATION

CJ 3380: CRIMINAL JUSTICE ETHICS

Measure 2.1. (Direct – knowledge)

On an annual basis, students enrolled in CJ 2500, CJ 3040, CJ 3090, CJ 3355, CJ 3360, and CJ 3380, all required courses for 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 Criminal Justice Advisory Council, and are designed to evaluate the student's knowledge and understanding of the scientific study of criminal behavior and crime theories, strategies, foundations and punishment, the ethics and moral philosophy of criminal justice, and the processes of 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: Target was met.

Analysis: In AC 2018-2019, the target was met with 84% of students receiving a 70% or higher on this measure. The faculty continued with their efforts in strengthening student understanding of ethical and moral philosophies of criminal justice, understating 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.

As a result, in AC 2019-2020, the target was met with 84% of the students scoring seventy percent (70%) or higher on the class exams. Faculty stated that students did well in practical application of course content showing the proper comprehension of the course materials. This is a direct result of the faculty expanding the various course curriculums in 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 faculty developed multiple approaches to allow for student expansion of their knowledge base. These approaches included comprehensive exams at midterm and semester end to properly allow the students to articulate their knowledge. Also, interactive learning activities, such as videos, to associate real life situations with criminological theory and short quizzes were set into motion to make known any subject apprehension prior to exams in order for the faculty to more thoroughly cover those

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apprehensive subjects. Student performance in proper responsibility of class participation of exams leaves room for improvement.

The COVID-19 pandemic affected many of the individual class exams within this module once the face to face students were transitioned to an online learning environment. Several faculty felt it necessary to reduce the number of exams and therefore allow the remaining exams to cover more material. The faculty found that this was successful in many aspects; but was hard to measure the atmosphere in which the students were testing; therefore, unable to ensure the level of the material learned versus the idea that the students were able to utilize materials for testing purposes that ordinarily would not be used in the face to face testing environment. The original online classes were not affected and continued as initially scheduled.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021, the faculty will discuss and organize better ways of reminding students of their responsibility to themselves and the class regarding testing. The faculty will survey new ways of administering examinations to assist those students who express issues with traditional examination procedures and ensuring that the examinations within the classes accurately reflect the covered class material. These efforts will continue to push the cycle of improvement 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: Target was met.

Analysis: In AC 2018-2019, the target was met with 84% of students receiving a 70% or higher on this measure. The faculty continued with their efforts in strengthening student understanding of ethical and moral philosophies of criminal justice, understating 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.

As a result, in AC 2019-2020, the target was met with 87% of students scoring a 70% or higher on the semester project. The faculty stated that students did well in engaging the various subject matters within the classes. The students successfully delivered proposals

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and topics for the semester projects that reflected proper course materials indicating the students' willingness to understand keynote themes. The faculty believes the students thrived in an atmosphere where the subject matter was delivered within various formats within the classroom such as games, videos, interactive quizzes, challenges, and guest speakers. The students displayed understanding of their personal moral and ethical compasses and were able to form their own ethical framework to compose projects displaying theoretical frameworks that will be used in junior/senior level classes. These successes are credited with the faculty's innovative teaching methods to include the above means as stated and more contact with students outside of the classroom, such as student hours/office hours, and online environments like WebEx. The faculty has stated that the students' performance in following through with given tasks and simply reading instructions given for assignments leaves room for improvement.

Decision: In AC 2019-2020 the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021, the faculty will incorporate real time discussions regarding course related materials and follow through for class instruction with students. Faculty will discuss which platform offered by the NSU administration best fits these elements of improvement. Faculty will institute rough draft presentations to prepare students for the final semester project and include more timely feedback and more descriptive resources to help students understand how to properly cite and conduct research that is not already covered in class. These ideas will continue to push the cycle of improvement forward.

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

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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 Criminal Justice Advisory Council, and are designed to evaluate the student's knowledge and understanding of the history, foundations, evolution, and purposes of community-based corrections, criminal law, criminal evidence and procedure, Constitutional decisions expanding and limiting criminal process, and drug use in modern society. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding and comprehension of the course subject matter by scoring seventy percent (70%) or higher on each of the exams.

Findings: Target was met.

Analysis: In AC 2018-2019, the target was met with 83% of students receiving a 70% or higher on this measure. The faculty 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. The faculty instituted various methods of additional resources, such as videos, academic readings, etc.

As a result, in AC 2019-2020, the target was met with 83% of the students scoring a 70% or higher on the class examinations. The faculty found that students navigated and critically analyzed various course materials well. They demonstrated comprehension of the tested material and responded well to class study guides for examinations. The faculty successfully instituted more interactive methods of instruction, expanded 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 limited criminal processes and drug use in modern society with the integration of reviews of key learning objectives. The faculty reviewed various learning objectives and adjusted classroom delivery suggesting that the students learn better through “seeing” the theories in motion.

Faculty found that student performance in class commitment left room for improvement.

The COVID-19 pandemic affected many of the individual class exams within this module once the face to face students were transitioned to an online learning environment. Several faculty felt it necessary to reduce the number of exams and therefore allow the remaining exams to cover more material. The faculty found that this was successful in many aspects; but was hard to measure the atmosphere in which the students were testing; therefore, unable to ensure the level of the material learned versus the idea that the students were able to utilize materials for testing purposes that ordinarily would not

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be used in the face to face testing environment. Also, the faculty noted that the scores of the remaining examinations fell as a result of moving the face to face environment online. The reason for this is uncertain.

The original online classes were not affected and continued as initially scheduled.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021, the faculty will strive for continuous improvement and further 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 begin to include more current events and “hot topics” into the classroom environment which has proved to probe the students’ interest. This manner of instruction encourages more teachable ways to meet learning objectives and comprehension of necessary topics. Faculty will evaluate missed test questions for wording and familiarity of covered information. Student feedback on examinations are considered in order to increase more productive testing applications for future classes.

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: Target was met.

Analysis: In AC 2018-2019, the target was met with 83% of students scoring 75% or higher on this measure. The target was raised to 75% from 70% during this academic year for this measure. The faculty implemented modules that target the research and writing processes and the integration of reviews of key learning objectives for each course.

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As a result, in AC 2019-2020, the target was met with 86% of students scoring 75% or higher on the semester project. The faculty found that students did well in communicating their understanding of class subjects and covered material. The students were able to produce final semester projects that reflected the ideals covered within the semester with understanding of how those covered topics apply to life within the criminal justice system. These findings are a direct result of the innovative teaching styles of the faculty and the objectivity that the faculty has introduced into the classroom settings. These methods include self-guided debates, freedoms of topic discussion and related written topics for projects. Also, in some cases, report formatting was left up to the student to allow for more freedom in communication of understanding of key learning objectives. The faculty has introduced various teaching models to incorporate the ideals found in the Constitution, court decisions, race and culture relations, criminal law, criminal evidence, theories of foundational concepts in community-based corrections and strategies within the various covered classes.

Student performance in elementary tasks such as spelling and grammatical issues like subject/verb agreement leaves room for improvement.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021, the faculty will allow for methods of student feedback on semester projects in order for faculty to revise and develop projects that will increase opportunities for understanding and comprehension of necessary course material. Further review of the course objectives will be necessary for improvement of the covered topics and ideals.

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

CJ 4200: INTRODUCTION TO CRIMINAL JUSTICE RESEARCH.

Measure 4.1. (Direct-Skill/Ability/Knowledge)

Students will demonstrate proficient written research, critical-thinking and problem-solving skills through a research project/writing requirement in which they are required to research and submit a written research project and presentation for this course. This project is responsive to the course semester project requirements developed by the faculty responsible for the course, and will evaluate the student's knowledge and understanding of some aspect of foundational concepts, theories, strategies, and challenges of the corrections process, crime and punishment, juvenile delinquency and criminal justice, criminal investigation processes, criminal courts and law, criminal process, race and cultural relations, Homeland Security, or ethics in criminal justice. Several components will measure written communications skills on a scale from low proficiency to high proficiency. Seventy-five percent (75%) of enrolled students will be

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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 (75%) or higher on the rubric (see attachment B) for the written requirements for the research project.

Findings: Target was met.

Analysis: In AC 2018-2019, the target was not met with less than 70% of enrolled students scoring below 75% on the research project. 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.

As a result, in AC 2019-2020, the target was met with 81% of students scoring 75% or higher on the research project. The faculty found students did well in demonstrating an understanding of what a research proposal is and how to put one together. This is a direct result in an effort by the faculty to discuss the research proposal process with the students' step by step. The faculty included modules specifically targeting the research and writing process, when enabled the student to gain the ability to produce stronger research-based papers. Student performance in providing a comprehensive research proposal leaves room for improvement.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021, the faculty will provide examples of previous research projects and work with students individually on semester projects. The faculty will include narrated outlines explaining what research proposals are and give quizzes on the covered material.

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: Target was not met.

Analysis: In AC 2018-2019, the target was met with 80% of students scoring a 70% or higher on this measure. Faculty integrated more comprehensive reviews of key learning

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objectives as well as expanding the course modules to focus on current data collection techniques and research strategies. More outside sources were utilized to aid the students in understanding ideals.

As a result, in AC 2019-2020, the target was not met with 69% of students scoring 70% or higher on the course examinations. The students began the semester demonstrating comprehension of key components of the curriculum. This is a direct result of the faculty utilizing more outside sources designed to direct understanding of subject matter. Faculty also discussed the process of research methods in a gradational approach that the student's responded to well. Student performance in the understanding of certain class concepts research strategies was limited and leaves room for improvement.

Decision: In AC 2019-2020, the target was not met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021, faculty will incorporate more quizzes to ensure topic and concept understanding by students, expansion of key concepts and examples of previous project will be integrated. Further evaluation of class key concepts and methods of delivery will be examined.

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, 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

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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: Target was met.

Analysis: In AC 2018-2019, the target was met with 64% of the students exceeding the national average on the ACAT (Area concentration Achievement Test). The faculty developed a comprehensive method to review the areas of concentration needed for successful student performance on the ACAT. The faculty expanded the reviews of key learning objectives for this course.

As a result, in AC 2019-2020, the target was met with 98% of students exceeding the national average on the ACAT. The students performed well in communicating learned knowledge through the national database in an online format. This was a direct result of the faculty incorporating various small quizzes into the class format allowing students to successfully rely on cultivated knowledge for this exam. It was difficult to judge specific student performance as the questions are gained through a national library of questions and uncertain as to which questions individual students were given. However, based on specific student feedback, students felt comfortable with general key learning objectives learned through the course of their education within this discipline.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021 the faculty will discontinue the ACAT as this course will be redeveloped to better equip the student with objectives that better reflect the gained knowledge acquired. CJ 4480/Senior Seminar will be redesigned to reflect project performance by the student in an observable fashion and will better measure student's comprehensive education in criminal justice.

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.

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Findings: Target was met.

Analysis: In AC 2018-2019, the target was not met with 70% of students scoring a 70% or higher on this measure. The faculty expanded the course materials and modules to include further review of key learning objectives. The faculty focused on modules reflecting critical and current criminal justice topics which were incorporated into reviews.

As a result, in AC 2019-2020, the target was met with 92% of students scoring a 70% or higher on the semester project. Student's performed well in the semester project by showing a profound and concentrated knowledge base. This is directly related to the expanded course materials offered, the inclusive reviews of key learning objectives, and the direct availability of the instructors to the students. Student performance in following class instructions for the semester project was lacking and leaves room for improvement.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021 faculty will redesign the CJ 4480/Senior Seminar class as a direct result of QEP. This will allow for students to better exhibit learned knowledge in a fashion that will equip them for future occupation, professionalism, and study. The redesign of this course will allow for demonstration of critical thinking and problem-solving skills through a course writing/presentation requirement in which necessary research will be a specific component.

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 (75%) or higher on each of the exams.

Findings: Target was met.

Analysis: In AC 2018-2019, the target was met with 87% of students scoring 75% 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 AC 2019-2020, the target was met with 94% of students scoring 75% or better on each examination. The faculty found that students did well in expressing a direct

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knowledge and understanding of foundational concepts, theories, strategies, and challenges covered in previous criminal justice classes. This is a direct result in the faculty implementing expanded modules covering key learning objectives, small quizzes developed from previous question banks that were reviewed extensively, and expanded student hours as students could reach out for further explanation of various topics. Student performance in applying learned concepts of theory to real life strategic experience was lacking and leaves room for improvement.

Decision: In AC 2019-2020, the target was met. Based on the analysis of the AC 2019-2020 assessment results, in AC 2020-2021 faculty will incorporate more outside resources to encourage application understanding of theoretical concepts. This course will be redesigned in order to allow for further development of research based and professional based understanding of learned key objectives.

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

For AC 2018-2019 the Criminal Justice Bachelor of Arts program assessment committee examined 11 measures for 5 Student Learning Objectives (SLOs). Decisions that were implemented in AC 2019-2020 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.
- 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.

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- Integrating the use of video and other methods of outside resources to assist in better retention and understanding of core functions and ideals within our curriculum.
- Raising the target score for Measure 3.2 from 70% of student being able to demonstrate an understanding of the subject matter to 75% or higher.
- Raising the target score for Measure 4.1 from 70% of students showing proficiency and demonstrating a combine score on their written research and critical thinking project to 75% or higher.
- Raising the target score for Measure 5.3 from 70% to 75%. This will allow for a better understanding of comprehension of foundational concepts, theories, strategies, and challenges of the criminal justice system as a whole.
- Including the utilization of a rubric for CJ 4200 (see attachment B).
- Developed mid-year assessment model.

The changes implemented in AC 2019-2020, resulted in addressing concerns that were forefront and therefore meeting ten (10) targets set.

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.
- 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.
- Faculty will introduce various digital concepts of instruction introducing criminal justice theories in a manner in which the students will better grasp.
- Faculty will be responsible for expanding the knowledge base of the material covered with applicational concepts to allow the student to better increase their critical thinking skills for the criminal justice field.
- The faculty will survey various options for testing to allow for a better approach for those students who test better digitally versus in a standard classroom environment.
- Faculty will provide more resources for instruction regarding proper formatting of collegiate papers.
- Faculty will discuss innovative ways and methods to make students more

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conscientious regarding grammatical mistakes.

- Faculty will provide more reminders for students in order for the students to be more aware of due dates and attempt to be more responsible for their semester projects.
- Faculty will provide students with examples to demonstrate the correct format expected of the students.
- Faculty will give more direct and timely feedback on steppingstone projects, such as rough drafts, to better equip the students to provide projects that are absent of elementary grammatical mistakes.
- Faculty will discuss and organize better ways of reminding students of their responsibility to themselves and the class regarding testing.
- Faculty will incorporate real time discussions regarding course related materials and follow through for class instruction with students.
- Faculty will discuss which platform offered by the NSU administration best fits these elements of improvement.
- Faculty will institute rough draft presentations to prepare students for the final semester project and include more timely feedback and more descriptive resources to help students understand how to properly cite and conduct research that is not already covered in class.
- Faculty will 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.
- Faculty will include more current events and “hot topics” into the classroom environment which has proved to probe the students’ interest.
- Faculty will evaluate missed test questions for wording and familiarity of covered information.
- Faculty will allow for methods of student feedback on semester projects in order for faculty to revise and develop projects that will increase opportunities for understanding and comprehension of necessary course material.
- Faculty will provide examples of previous research projects and work with students individually on semester projects
- The faculty will include narrated outlines explaining what research proposals are and give quizzes on the covered material.
- Faculty will incorporate more quizzes to ensure topic and concept understanding by students, expansion of key concepts and examples of previous project will be integrated.
- Faculty will discontinue the ACAT in CJ 4480 as this course will be redeveloped to better equip the student with objectives that better reflect the gained knowledge acquired.
- CJ 4480/Senior Seminar will be redesigned to reflect project performance by the student in an observable fashion and will better measure student’s comprehensive education in criminal justice.
- Faculty will redesign the CJ 4480/Senior Seminar class as a direct result of QEP.

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- Faculty will incorporate more outside resources to encourage application understanding of theoretical concepts.

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ATTACHMENT A

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 2019-2020 academic year with a written survey. Instead, an evaluation of the course was required for student feedback.

Analysis:

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

Action - Decision or Recommendation:

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

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

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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)

- Institute QEP for CJ 4480.

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ATTACHMENT B

CJ 4200 GRADING RUBRIC FOR WRITTEN RESEARCH PROJECT

CRITERIA	INADEQUATE = 1	ADEQUATE = 2	ABOVE ADEQUATE = 3	EXEMPLARY = 4
ORGANIZATION	Lacks logical organization but some coherence	Coherent and logically organized. Some points are misplaced and stray from topic.	Coherent and logically organized with transitions between ideas and paragraphs.	High degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding topic.
LEVEL OF CONTENT	Shows some thinking and reasoning but ideas are underdeveloped and unoriginal.	Thinking and reasoning applied with original thought on a few ideas.	Original thinking and develops ideas with sufficient and firm evidence.	Content indicates synthesis of ideas, in-depth analysis and original thought and support for topic.
DEVELOPMENT	Ideas are vague with little evidence of critical thinking.	Limited detail and development. Some critical thinking is present.	Well developed with quality supporting details and quantity. Critical thinking weaved into points.	Main points well developed with high quality and quantity support. Reveals high degree of critical thinking.
GRAMMAR & MECHANICS	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; errors are frequent.	Most spelling, punctuation, and grammar correct allowing reader to progress through essay. Some errors remain.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly.	Essay is free of distracting spelling, punctuation, and grammatical errors.
STYLE	Mostly elementary in form	Approaches college level	Attains college level	Shows outstanding style going beyond usual college level