

Assessment Cycle 2020 – 2021

Program – Criminal Justice Program

College: Arts and Sciences

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Northwestern State University Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Arts and Sciences' Mission. College of Arts and Sciences' Mission. The College of Arts & Sciences, the largest college at Northwestern State University, is a diverse community of scholars, teachers, and students, working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The college strives to produce graduates who are productive members of society equipped with the capability to promote economic and social development and improve the overall quality of life in the region. The college provides an unequalled undergraduate education in the social and behavioral sciences, English, communication, journalism, media arts, biological and physical sciences, and the creative and performing arts, and at the graduate level in the creative and performing arts, English, TESOL, and Homeland Security. Uniquely, the college houses the Louisiana Scholars' College (the state's designated Honors College), the Louisiana Folklife Center, and the Creole Center, demonstrating its commitment to community service, research, and preservation of Louisiana's precious resources.

Department of Criminal Justice, History, and Social Sciences. The Criminal Justice, History, and Social Sciences Department at Northwestern State University is dedicated to the development of students for roles in academic, leadership, professional, and research careers in the challenging fields of criminal justice, history, public safety, law, and public service. Utilizing transformational, high-impact experiential learning practices, research, and service, the department produces graduates equipped to be productive members of society and a driving force in the economic development and improvement of the overall quality of life in the region. The department delivers Bachelor of Arts degrees in Criminal Justice and History and Bachelor of Science degrees in Unified Public Safety Administration with concentrations in Law Enforcement Administration, Fire, and Emergency Medical Services Administration, Emergency Management Administration, and Public Facilities Management. Certificate programs in Pre-Law and Paralegal Studies and Public Policy and Administration are also available in addition to a Pre-law and Paralegal Studies concentration and minor. The department also delivers a Master of

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

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

Purpose: 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 Hurricanes Marco, Laura, and Delta and AC 2020-2021 Assessment: Within the AC 2020-2021, the faculty, staff, and student populations were affected in both negative and positive ways through COVID-19, and Louisiana Hurricanes Marco, Laura, and Delta. The following SLO's will address those issues if/when the

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COVID-19 Pandemic and hurricanes 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 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 and hurricanes, 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.

Also, many students, as well as faculty, were affected by electrical outages and internet outages that disrupted the semester due to the referenced hurricanes. Faculty that was affected relied on other faculty to step in and assist. The student population that was affected relied on their individual faculty members to assist them with assignments, exams, and paper submissions. Each faculty member worked overtime to assist each student affected while mitigating their own personal situations.

Student Learning Outcomes:

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

CJ 1100: INTRODUCTION TO CRIMINAL JUSTICE.

CJ 2300: POLICE PROCESS.

CJ 2400: ADJUDICATION PROCESS.

Measure 1.1. (Direct – knowledge)

On an annual basis, students enrolled in CJ 1100, CJ 2300, and CJ 2400, all required courses for 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

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(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 2019-2020, the target was met with eighty-five percent (85%) of students receiving a seventy percent (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. Based on the analysis of these results, the faculty increased student exposure to the foundational concepts, theories, strategies, and challenges of the criminal justice system. Teaching styles were re-examined as a direct result of the COVID-19 Pandemic. Students were allowed to work in environments in which they found more comfortable and safer as a result of the pandemic.

As a result, in 2020-2021, the target was met with 87% of students doing well and meeting the seventy percent (70%) or higher on the exams. The students did well in overall key concepts. Student performance in police subculture and discretion along with the court system areas leave room for improvement.

Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022, faculty will integrate more activities and lessons covering the material that students consistently struggle with, such as court system areas and police subculture and discretion. Faculty will integrate study guides to assist the students in narrowing down the important information.

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. Target was met.

Analysis. In AC 2019-2020, the target was met with eighty percent (80%) of students scoring a seventy percent (70%) or higher on the semester project. Based on the analysis of these results the faculty provided various resources and provided students with outside resources to assist them in formatting writings and proper ways to research topics. The faculty instituted syllabus quizzes and allowed for extra time in the class schedule to address specific expectations of the formatting process.

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As a result, in AC 2020-2021, the target was met with 77% of students scoring a seventy percent (70%) or higher on the semester project. Students did well in showing their creativity in the various semester projects that were required. Student performance in understanding the basics of traditional essays areas leave room for improvement.

Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022, faculty will incorporate more of Microsoft Teams in classes to create better opportunities for the students to interact with each other and the faculty. Also, the faculty will broaden the subject matter and restructure several assignments and lessons to bring more current information to the classroom.

SLO 2. Fourth, fifth, and sixth-semester students will know and understand the philosophies and sciences of the CJ system as well as the structures, roles, and functions of the various organizations and agencies comprising the criminal justice system. This includes law enforcement, corrections and courts, the processes and challenges involved in each, and the inter-component relationships, checks and balances, constitutional issues, and problems and ethical challenges associated with navigating the agencies within this system.

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

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Findings. Target was met.

Analysis. In AC 2019-2020, the target was met with eighty-four percent (84%) of students achieving a seventy percent (70%) or higher on this measure. Based on the results of AC 2019-2020, the faculty expanded the various course curriculums in the scientific study of criminal behavior and crime theory, strategies, foundations, and punishment, the ethics and moral philosophy of criminal justice, and the process of a 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 enable the students to articulate their knowledge. The faculty incorporated interactive learning activities.

As a result, in AC 2020-2021, the target was met with ninety-two (92%) percent of students scoring a seventy percent (70%) or higher on this measure. The students did well in comprehending basic subject matter and key components of the classes. Student performance was challenging this semester as the faculty made note of significant pandemic burnout with virtual environment learning. The area of meeting students' needs and developing a balance of virtual and face to face learning leaves room for improvement.

Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022, the faculty will innovate new ways to bring current topics and stress key components in the classroom. The faculty will also engage students with in-class or online discussion. Faculty will incorporate new media into the courses.

Measure 2.2. (Direct – Skill / Ability)

Students will demonstrate proficient written and oral research, critical thinking, and problem-solving skills through a research project/writing requirement in which they are required to research and submit a written research project and/or presentation for each course. This project is responsive to the course semester project requirements developed by the faculty responsible for each course. It will evaluate the 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 2019-2020, the target was met, with eighty-seven percent (87%) of students receiving a 70% or higher on this measure. Based on the results of AC 2019-2020, faculty varied the formats in which students received the course material. Those formats include videos, PowerPoints, papers, and presentations. Rough draft presentations helped the students prepare for the final semester project and included

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more timely feedback from instructors. The students understood better how to properly cite and conduct research that is not already covered in an in-class setting due to accessing various outside resources delivered by the faculty.

As a result, in AC 2020-2021, the target was met with seventy four percent (74%) of students scoring seventy percent (70%) or higher on this measure. Students did well in researching topics of their liking for these classes. Student performance in understanding proper formatting of papers for these classes is an issue. This area leaves room for improvement.

Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022, the faculty will increase availability with digital space platforms that the students feel more comfortable with as a supplement to the current face to face platform. Faculty will include more media with the information to help in student engagement. Specifically, more resources will show students proper formatting.

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 (removed)

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

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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 2019-2020, the target was met, with eighty-three (83%) of students receiving a 70% or higher on this measure. Based on the results of AC 2019-2020, in AC 2020-2021, the faculty instituted more interactive methods of instruction. They expanded the curriculum/lesson plans dealing with history, foundations, evolution, 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. Faculty found that students learn better by seeing the theories in motion.

As a result, in AC 2020-2021, the target was met with seventy-five percent (75%) of the students scoring a seventy percent (70%) or higher on this measure. The students did well in understanding the key concepts of the classes.

Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022, the faculty will implement updated media and narrated PowerPoints to aid in the comprehension and appreciate of the subject matter.

CJ 4250 (Community-Based Corrections) was removed from the curriculum and replaced with CJ 3900 (Survey of Criminal Justice Research). CJ 3900 will fall under SLO 4. This will take place in AC 2021-2022.

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-five percent (75%) or higher on the semester project.

Findings. Target was met.

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Analysis. In AC 2019-2020, the target was met with eighty-six percent (83%) of students scoring 75% or higher on this measure. Based on the results of AC 2019-2020, in AC 2020-2021, the faculty introduced self-guided debates, freedoms of topic discussion and related written topics for projects. Report formatting was left up to the student to allow for more freedom in communication of understanding of key learning objectives. The faculty introduced various teaching models to incorporate the ideals found in the Constitution, court decisions, race and culture relations, criminal law, and criminal evidence theories.

As a result, in AC 2020-2021, the target was met with eighty percent (80%) of the students scoring 75% or higher on this measure. The students did well in presenting arguments related to drugs and society.

Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022, the faculty will incorporate update media into the class to encourage student engagement. Faculty will assist students in selecting topics to maintain overall rigor and project integrity.

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

CJ 3900: SURVEY OF CRIMINAL JUSTICE RESEARCH.

CJ 4200: INTRODUCTION TO CRIMINAL JUSTICE RESEARCH.

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

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

Findings. Target was met.

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Analysis. In AC 2019-2020, the target was met with eighty-one percent (81%) of enrolled students scoring seventy-five (75%) or higher on the research project. Based on the AC 2019-2020 results, in AC 2020-2021, the faculty introduced the inclusion of modules specifically targeting the research and writing process. This enabled the students to gain the ability to produce stronger research-based papers and demonstrate understanding of the specific topics more successfully. The faculty discussed the research proposal process at length. The faculty introduced a new text that was more user friendly for the students which has enabled the students to better understand the process.

As a result, in AC 2020-2021, the target was met with one hundred percent (100%) of students scoring seventy five percent (75%) or higher on the semester project. The students did well in drafting their research proposals.

Decision. In AC 2021-2022, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022, the faculty will introduce new ways for the students to comprehend the basic ideologies of the research proposal. The faculty will emphasize proper citation techniques to improve student formatting.

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 met.

Analysis. In AC 2019-2020, the target was not met with sixty-nine percent (69%) of students scoring below seventy percent (70%) this measure. Based on the AC 2019-2020 results, in AC 2020-2021, the faculty utilized more outside sources designed to for direct understanding of subject matter. The faculty also discussed the process of research methods in a gradational approach that the student's responded to well.

As a result, in AC 2020-2021, the target was met with seventy nine percent (79%) of students scoring seventy percent (70%) or higher on this measure. The faculty stated that the students paid attention and asked relevant questions.

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Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-202, faculty will spend one-on-one time with the students and introduce various media to help with the understanding difficult topics.

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 demonstrate proficient understanding with written research, critical-thinking, and problem-solving skills through a research project/written/presentation requirement. The students are required to continue the research which began in CJ 4200. The student are then required to submit the written research project with a final presentation at the conclusion of the semester. This requirement 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, criminal investigation processes, criminal courts and law, criminal process, race and cultural relations, Homeland Security, or ethics in criminal justice. Several components will measure both written and oral communication skills on a scale from low proficiency to high proficiency. Seventy-five percent (75%) of enrolled students will be able to demonstrate an understanding of the subject matter of the project. Students will demonstrate proficient research skills and strategies needed for graduate school and career development. Proficiency will be demonstrated by a combined score of at least seventy percent (70%) or higher on the presentation (see rubric – Attachment C).

Findings. Target was met.

Analysis. In AC 2019-2020, the target was met. The former measure 5.1 reflected an effort by the students to make a 50% or higher on ACAT (Area concentration Achievement Test) national test. The faculty found that this national test was not a successful way to measure our student's learning. NSULA became involved with QEP (Quality Enhancement Plan), and CJ 4480 was changed to reflect said plan. Part of the reorganization of CJ 4480 came with the structure of measuring proficiency in the student population of criminal justice majors preparing to graduate. The students are now required to submit a final research proposal and present the proposal to a criminal justice faculty panel. The student is responsible for taking the proposal from CJ 4200 and refining that proposal through steps of drafting and resubmission in CJ 4480. Oral presentation of the proposal is to prepare the students for graduate school entry or movement into a career in the criminal justice field. The faculty developed a comprehensive method to review the areas of concentration needed for successful

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student performance. The faculty expanded the reviews of key learning objectives for this course.

As a result, in AC 2020-2021, the new measure (SLO) was developed (see above) the target was met with ninety nine percent of the students completing this measure. Students did very well in bringing their proposals to life. They presented their proposals in an oral fashion and expressed the key concepts of this class well. Student performance in good.

Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022 the faculty will make adjustments to the requirements to meet the QEP process better. Also, the faculty will provide supplemental materials to the students so they can complete their oral presentations in a successful manner.

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 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. Target was met.

Analysis. In AC 2019-2020, the target was met with ninety-two percent (92%) of students scoring a 70% or higher on this measure. Based on the AC 2019-2020 results, in AC 2020-2021, 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 2020-2021, the target was met with ninety three percent (93%) of students scoring seventy percent (70%) or higher for this measure. Students did well in very well in reflecting on their criminal justice education and providing well written and well thought out reflection papers.

Decision. In AC 2020-2021, the target was met. Based on the analysis of the AC 2020-2021 assessment results, in AC 2021-2022 faculty will provide supplemental information

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to improve student writing mechanics and content. Faculty will meet with students individually to assist in answering questions.

Measure 5.3. (Direct – knowledge) - REMOVED.

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.

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

For AC 2020-2021 the Criminal Justice Bachelor of Arts program assessment committee examined 10 measures for 5 Student Learning Objectives (SLOs). Decisions that were implemented in AC 2020-2021 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

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presentations was added.

- 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.
- Removing Measure 5.3 due to restructuring of the capstone CJ 4480 course to meet QEP guidelines.
- Including the utilization of a rubric for CJ 4200
- Developed mid-year assessment model.
- Restructured Capstone course to meet QEP standards.
- Rewrote Measure 5.1 and 5.2 to meet QEP standards.

Plan of action moving forward.

- Faculty will integrate more activities and lessons covering the material that students consistently struggle with, such as court system areas and police subculture and discretion.
- Faculty will integrate study guides to assist the students in narrowing down the important information.
- Faculty will incorporate more of Microsoft Teams in classes to create better opportunities for the students to interact with each other and the faculty.
- Faculty will broaden the subject matter and restructure several assignments and lessons to bring more current information to the classroom.
- Faculty will innovate new ways to bring current topics and stress key components in the classroom.
- Faculty will engage students with in-class or online discussion.
- Faculty will incorporate new media into the courses.
- Faculty will increase availability with digital space platforms that the students feel more comfortable with as a supplement to the current face to face platform
- CJ 3900 will replace CJ 4250 in AC 2021-2022.
- Faculty will assist students in selecting topics to maintain overall rigor and project integrity.

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- Faculty will introduce new ways for the students to comprehend the basic ideologies of the research proposal.
- The faculty will emphasize proper citation techniques to improve student formatting.
- Faculty will make adjustments to the requirements to meet the QEP process better.
- Faculty will meet with students individually to assist in answering questions.
- Faculty will provide supplemental resources across all courses to facilitate student learning.

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ATTACHMENT A

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