

Assessment: Program Four Column



Program (RGC) - Criminal Justice BS

College or Division: Rio Grande College

Department: Natural and Behavioral Sciences.

Assessment Coordinator: Dr. Martin Guevara Urbina

Statement of Purpose: The Criminal Justice Program at Sul Ross State University—Rio Grande College is an upper-level (junior and senior) undergraduate curriculum designed to meet the needs of a diverse student body along the U.S./Mexico border region. Sensitive to demographic shifts, trends and emerging issues, the RGC Criminal Justice Program provides students ample opportunity to pursue a career in one of several areas of the criminal justice arena with the goal of establishing a solid foundation for professional service in their respective field (law enforcement, judicial system, or penal system). That academic foundation includes developing content knowledge (SLO 1), research skills (SLO2), and critical thinking skills (SLO3). In addition, the CJ Program prepares students for advanced studies (graduate school and even law school) in the field of criminal justice and related fields. Congruent with Sul Ross State University's mission, the RGC Criminal Justice Program provides accessible, sound, and life changing education through high quality and pragmatic teaching, timely and relevant research and publications, cultural awareness, innovation, empowerment, and service.

Annual Updates

2017 - 2018

Evidence of Improvement from Previous Assessment Cycle: As in the previous few years, criminal justice students demonstrated slight but significant gains in all Student Learning Outcomes (SLOs) in one or more of the academic assessments. For SLO#1 student presentation skills increased from a score of 85% in 2016-2017 to a score of 87.5% in 2017-2018. The criminal justice faculty attribute these marked gains to numerous class oration opportunities and activities introduced during the last two academic years, 2015-2016, 2016-2017 academic years. For SLO#2 student scores also increased on research papers from 82% in 2016-2017 to 86.6% in 2017-2018. The CJ faculty attribute the positive gain to team work evidenced by enhanced and challenging literature search and composition skills. In SLO#3 student scores excelled in critical thinking from 85% in 2016-2017 to 86.6% in 2017-2018. Taken together, the faculty contribute significant improvements to the strategic inclusion of student study guides, power point presentations, uniform resource links (URL) and composition analysis designed to encourage student participation and engagement in course assignments and the acquisition of subject-matter content. In the past four years (2014-2015, 2015-2016, 2016-2017, 2017-2018), as indicated by assessment of Student Learning Outcomes, depicted in this report, student academic achievement has steadily and continuously improved, thereby, assuring competent and professional students for advanced studies (graduate school, law school) and employment in the criminal justice field and legal arena.

Review History: Reviewer #1 Name, Date, and Comments: Prof. Greg Teagarten, August 2, 2018

Review History: Reviewer #2 Name, Date, and Comments: Prof. Carol Fairlie, August 2, 2018

Review History: Reviewer #3 Name, Date, and Comments: Dr. Barbara Tucker, August 2, 2018

2016 - 2017

Evidence of Improvement from Previous Assessment Cycle: Students demonstrated gains in all Student Learning Outcomes in one or more of the assessments. For SLO#1 student presentation skills increased from a score of 80% in 2014-2015 to a score of 85% in 2016-2017. Faculty attribute the gains to numerous class oration opportunities and activities introduced during the 2016-2017 academic year. For SLO#2 student scores increased marginally on research papers from 80% in 2014-2015 to 82% in 2016-2017. Faculty attribute the slight gain to team work evidenced by enhanced literature search and composition skills. In SLO#3 student scores excelled in critical thinking from

80% in 2014-2015 to 85% in 2016-2017. A significant improvement that faculty attribute to the inclusion of student study guides, power point presentations, uniform resource links (URL) and composition analysis designed to encourage student participation in course assignments and the acquisition of subject-matter content. In the past three years (2014-2015, 2015-2016, 2016-2017), as indicated by assessment of Student Learning Outcomes, depicted in this report, student academic achievement has steadily and continuously improved, thereby, assuring competent and professional students for employment in the criminal justice arena.

Review History: Reviewer #1 Name, Date, and Comments: Bill Green, June 14, 2017

Review History: Reviewer #2 Name, Date, and Comments: Lorie Rubenser, June 14, 2017

Review History: Reviewer #3 Name, Date, and Comments: Dr. Veronica Mendez Maqueo, June 26, 2017

2015 - 2016

Evidence of Improvement from Previous Assessment Cycle: Students demonstrated gains in all three of the Student Learning Outcomes in one or more of the assessments. For SLO1B, students' oratorical skills increased from a score of 80.0% in 2014-2015 to a score of 82.0% in 2015-2016. Instructors attributed the gains to the in-class speech opportunities that they introduced during the 2015-2016 academic year. For SLO 2a, students' literature search scoring increased from 80.3% in 2014-2015 to 86.1% in 2015-2016. Students' scores also increased on the research paper from 84.0% in 2014-2015 to 85.5% in 2015-2016. Instructors attributed that gain to the student team activities that they introduced during the 2015-2016 academic year. In SLO3b, students showed increased scores in the critical thinking component of the research paper scoring rubric. Scores increased from 80.0% in 2014-2015 to 85.5% in 2015-2016.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Paul Sorrels, August 9, 2016

Review History: Reviewer #2 Name, Date, and Comments: Dr. Mark Rubin, August 9, 2016

Review History: Reviewer #3 Name, Date, and Comments: Dr. Liz Measures, August 9, 2016

Review History: Reviewer #4 Name, Date, and Comments: Dr. Veronica Mendez, August 26, 2016

2014 - 2015

Evidence of Improvement from Previous Assessment Cycle: All SLOs were met, however, the overall student performance levels slightly decreased from the previous year, 2013–2014. The drops ranged from 4 percentage points to 9 percentage points. Based on the results of the 2014-2015 assessment cycle, faculty may provide additional supports for students to promote their success in each of the student learning outcomes. The supports will be designed to be stimulating but challenging endeavors--applied to enhance student understanding of the criminal justice arena.

Review History: Reviewer #1 Name, Date, and Comments: Dr. Patricia Nicosia, 6/30/2015

Review History: Reviewer #2 Name, Date, and Comments: Dr. Christopher Estepp, 12/1/2015

Review History: Reviewer #3 Name, Date, and Comments: Dr. Paul Sorrels, 12/15/2015

Review History: Reviewer #4 Name, Date, and Comments: Dr. Jeanne Qvarnstrom, 12/18/2015

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SLO 1 - Students will demonstrate proficiency in the application of legal concepts, theoretical applications, scientific principles, and historical

Exam/Quiz - In Course -
1a. Scores on Content Exams.
Faculty members have designed content tests for multiple courses to

Reporting Period: 2017 - 2018
Conclusion: Target Met
As in the previous years, criminal justice students met the intended target and consistently demonstrated a sound

Use of Results: Actions Based on CRIM 3300 History in Criminal Justice:
Considering the effectiveness and

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>trends in the criminal justice arena. Outcome Status: Active</p>	<p>assess students' abilities to apply concepts of subject-matter. Target: The target for SLO 1 is for students to achieve a minimum of 80% mean score on content exams.</p>	<p>understanding for the historical and contemporary relevance and application of these concepts, revealing a significant degree of maturity and intellectual thought and appreciation for the historical evolution of criminal justice, along with emerging trends and issues, to include policing, the judicial system, the penal system, and the juvenile justice system. Results from CRIM 3311 Multiculturalism in Criminal Justice: Average Score was 88.0% Discussion of Results: Based on the evaluation designed by the criminal justice faculty, criminal justice students improved and consistently demonstrated a solid understanding of these diverse and complex concepts, which are fundamental for a comprehensive understanding of the various historical, social, political, theoretical, and ideological forces in the midst of globalization, including the globalization of knowledge in the twenty-first century. Together, as in previous years, CJ students continue to reveal a high degree of critical and intellectual thought and appreciation for the field of criminal justice and the pursuit and application of knowledge in modern times. (05/29/2018)</p>	<p>significance of this particular course, which covers the entire criminal and juvenile justice systems, in bridging historical limitations detected in both CRIM 3311 (a core required course for all CJ majors) and CRIM 3300 during the first few years of data gathering and analysis, the criminal justice faculty opted to continue using CRIM 3300 for the analysis of historical and emerging trends in the American criminal justice field and legal arena. Additionally, as proposed during the previous academic years (2015-2016, 2016-2017), to adjust for students' theoretical and conceptual limitations, the faculty continued using established teaching methods and added additional enhancement mechanisms, including intensive in-class writing assignments to improve students' conceptual and critical understanding of these crucial academic areas and the overall student learning objectives. For example, as in the previous year, students were assigned to provide historical illustrations and scenarios, along with empirical academic support, which enables students to better demonstrate the historical connectivity and application of legal concepts, theoretical applications, ideological forces, and scientific principles over time, thereby soundly demonstrating</p>

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their academic intellect as well as their practical skills on the content exams measuring the student learning outcome. Given these positive outcomes, faculty will continue these noted academic objectives, while constantly monitoring for expected progress and possible adjustments, as deemed necessary.

Actions Based on CRIM 3311
Multiculturalism in Criminal
Justice:

As in CRIM 3300, faculty used weekly in-class writing assignments, requiring a high level of critical and intellectual thought, providing students the opportunity to practice and apply content concepts and principles, within contemporary and highly diverse America, allowing them to better understand and appreciate our multiethnic, multiracial, and multicultural society, in a modern society. Given the noted positive results, CJ faculty will continue designing and adopting these various challenging activities to further understand and appreciate the significance and richness of our multi-faceted legal system.
(05/29/2018)

Reporting Period: 2016 - 2017

Conclusion: Target Met

As in the previous years, criminal justice students met the intended target and consistently demonstrated a sound understanding for the historical and contemporary significance and application of these concepts, revealing a

Use of Results: Actions Based on
CRIM 3300 History in Criminal
Justice:

Considering the effectiveness of this particular course, which covers the entire criminal and

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significant degree of intellectual thought and appreciation for the historical evolution of criminal justice, to include policing, the judicial system, the penal system, and the juvenile justice system.

Results from CRIM 3311 Multiculturalism in Criminal Justice:
Average Score was 87.0%

Discussion of Results:

Based on the evaluation designed by the criminal justice faculty, CJ students improved and consistently demonstrated, a solid understanding of these diverse concepts, which are fundamental for a comprehensive understanding of the various social, political, theoretical, and ideological forces in the midst of globalization, including the globalization of knowledge. Together, as in previous years, students continue to reveal a high degree of intellectual thought and appreciation for the field of criminal justice and the pursuit and application of knowledge in modern times. (05/18/2017)

juvenile justice systems, in bridging history limitations detected in both CRIM 3311 (a required course for all CJ majors) and CRIM 3300 during the first few years of data gathering and analysis, the criminal justice faculty decided to continue using CRIM 3300 for the analysis of historical trends in the American criminal justice arena. Additionally, as proposed during the previous academic year (2015-2016), to adjust for students' theoretical and conceptual limitations, the faculty continued using established teaching methods and added additional supports, including intensive in-class writing assignments to improve students' conceptual understanding of these crucial academic areas and the overall student learning objectives. For example, students were assigned to provide historical illustrations and scenarios, along with empirical support, which enables students to better demonstrate the historical connectivity and application of legal concepts, theoretical applications, ideological forces, and scientific principles over time, thereby soundly demonstrating their practical skills and academic intellect on the content exams measuring the student learning outcome. Faculty will continue these noted academic objectives,

while monitoring for expected progress and possible adjustments.
Actions Based on CRIM 3311 Multiculturalism in Criminal Justice:
As in CRIM 3300, faculty used weekly in-class writing assignments, providing students the opportunity to practice and apply content concepts and principles, within contemporary America, allowing them to better understand and appreciate our multiethnic, multiracial, and multicultural society, in a modern society. Given the noted positive results, faculty will continue designing and adopting these various activities to further understand and appreciate the richness of our multi-faceted legal system. (05/18/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

Results from CRIM 3300 History of Criminal Justice:

Average Score was 83.0%

Discussion of Results:

As in the previous years, criminal justice students met the intended target and consistently demonstrated a sound understanding for the historical and contemporary significance and application of these concepts, revealing a significant degree of intellectual thought and appreciation for the historical evolution of criminal justice, to include policing, the judicial system, the penal system, and the juvenile justice system.

Results from CRIM 3311 Multiculturalism in Criminal Justice:

Average Score was 85.0%

Discussion of Results:

Use of Results: Actions Based on CRIM 3300 History in Criminal Justice:

Considering the effectiveness of this particular course, which covers the entire criminal and juvenile justice systems, in bridging history limitations detected in both CRIM 3311 (a required course for all CJ majors) and CRIM 3300 during the first few years of data gathering and analysis, the criminal justice faculty decided to continue using CRIM 3300 for the analysis of historical trends in the American

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Based on the evaluation designed by the criminal justice faculty, CJ students consistently demonstrated, a solid understanding of these diverse concepts,, which are fundamental for a comprehensive understanding of the various social, political, theoretical, and ideological forces in the midst of globalization. Together, as in previous years, students continue to reveal a high degree of intellectual thought and appreciation for the field of criminal justice and the pursuit and application of knowledge in modern times. (06/03/2016)

criminal justice arena. Additionally, as proposed during the previous academic year (2014-2015), to adjust for students' theoretical and conceptual limitations, the faculty added additional supports, including intensive in-class writing assignments to improve students' conceptual understanding of these crucial academic areas and the overall student learning objectives. For example, students were assigned to provide historical illustrations and scenarios, along with empirical support, which enables students to better demonstrate the historical connectivity and application of legal concepts, theoretical applications, ideological forces, and scientific principles over time, thereby soundly demonstrating their practical skills and academic intellect on the content exams measuring the student learning outcome. Faculty will continue these noted academic objectives, while monitoring for expected progress and possible adjustments.

Actions Based on CRIM 3311
Multiculturalism in Criminal Justice:

As in CRIM 3300, faculty used weekly in-class writing assignments, providing students the opportunity to practice and apply content concepts and

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principles, within contemporary America, allowing them to better understand and appreciate our multiethnic, multiracial, and multicultural society. Given the noted positive results, faculty will continue designing and adopting these various activities to further understand and appreciate the richness of our multi-faceted legal system. (06/03/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

Results from CRIM 3300 History of Criminal Justice:

Average Score was 80.5%

Discussion of Results:

As in the previous year, students met the target and demonstrated an understanding for the historical and contemporary significance and application of these concepts, revealing a degree of intellectual thought and appreciation for the historical evolution of criminal justice.

Results from CRIM 3311 Multiculturalism in Criminal Justice:

Average Score was 80.3%

Discussion of Results:

Based on the evaluation adopted by the criminal justice faculty, students demonstrated, as in the previous academic years, an understanding of these fundamental concepts, while continuing to reveal a high degree of intellectual thought and appreciation for the field of criminal justice and the quest and application of knowledge. (03/30/2016)

Use of Results: Actions Based on CRIM 3300 History in Criminal Justice:

Considering its effectiveness in bridging the history limitations detected in both CRIM 3311 and CRIM 3300 during the first years of data gathering, the faculty decided to continue utilizing CRIM 3300 for the analysis of historical trends in criminal justice. However, to adjust for students' theoretical and conceptual limitations, faculty plans additional supports in 2015-2016, such as in-class writing assignments to enhance students' understanding of these particular areas and the overall learning objectives. Students, for instance, will once again be asked to provide historical examples and scenarios, which will enable them to better illustrate the connectivity and application of legal concepts, theoretical applications, and scientific principles over time, thereby

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Presentation/Performance -

1b. Scores on in-class orations addressing course content. Faculty members use a scoring rubric to assess students' understanding of subject-matter content, ranging from application of legal concepts to historical trends in the criminal justice arena.

Target: The target for SLO 1 is for students to achieve a minimum of 80% mean score on in-class orations.

Reporting Period: 2017 - 2018

Conclusion: Target Met

Average Score was for CRIM 4302 87.00%.

Discussion of Results:

Assessment of findings indicates that criminal justice student performance improved slightly, but consistently, during the last few years, from 2014-2015 to 2015-2016 (+2 percentage points), and from 2016-2017 (+2 percentage points). (05/29/2018)

demonstrating their proficiencies on the content exams measuring the student learning outcome.

Actions Based on CRIM 3311 Multiculturalism in Criminal Justice:

Faculty will use in-class writing assignments to provide students with practice applying content concepts and principles. (03/30/2016)

Use of Results: As evidenced by scores for the 2015-2016 and 2016-2017 academic years, the requisites of objective #1 have been met, as in the previous academic years. In addition, the criminal justice faculty analyzed scoring rubric ratings for the assigned in-class assignments and orations to delineate and access areas of limitations and challenging areas to address measured academic weakness, voids, and gaps. All things consider, the faculty had opted to increase the original target from 80% to upper-80 percentile; however, given the high complexity of this particular CJ course (Constitutional Law), which involves highly abstract legal terminology, the faculty decided to prolong this specific measure, as we secure academic continuity. Furthermore, to secure long-term objectives, faculty provided students with multiple, adequate, and timely opportunities for in-

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class speaking throughout the course to further enhance their analytic skills and content knowledge, along with a sense of public confidence and motivation for academic and career success. Given the observed complexity of this particular course, faculty will continue with these teaching techniques, and closely continue to monitor student engagement, participation, and process, making adjustments as deemed necessary. (05/29/2018)

Reporting Period: 2016 - 2017

Conclusion: Target Met

Average Score was for CRIM 4302 85.00%.

Discussion of Results:

Assessment of findings indicates that criminal justice student performance improved slightly from 2014-2015 to 2015-2016 (+2 percentage points). (05/18/2017)

Use of Results: As evidenced by scores for the 2015-2016 academic year, the requisites of objective #1 have been met, as in the previous academic year. In addition, the criminal justice faculty analyzed scoring rubric ratings for the assigned in-class assignments and orations to access areas of limitations to address measured academic weakness. All things consider, the faculty had opted to increase the original target from 80% to 85%; however, given the high complexity of this particular CJ course (Constitutional Law), the faculty decided to prolong this specific measure, as we secure academic continuity. Furthermore, faculty provided students with multiple, adequate, and timely opportunities for in-class speaking throughout the course to further enhance their

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analytic skills and content knowledge, along with a sense of public confidence and motivation for success. Given the observed complexity of this particular course, faculty will continue with these teaching techniques, but closely monitor student engagement, participation, and process, making adjustments as deemed necessary. (05/18/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

Average Score was for CRIM 4302 82.00%.

Discussion of Results:

Assessment of findings indicates that criminal justice student performance improved slightly from 2014-2015 to 2015-2016 (+2 percentage points). (06/03/2016)

Use of Results: As evidenced by scores for the 2015-2016 academic year, the requisites of objective #1 have been met, as in the previous academic year. In addition, the criminal justice faculty analyzed scoring rubric ratings for the assigned in-class assignments and orations to access areas of limitations to address measured academic weakness. All things consider, the faculty had opted to increase the original target from 80% to 85%; however, given the high complexity of this particular CJ course (Constitutional Law), the faculty decided to prolong this specific measure, as we secure academic continuity. Furthermore, faculty provided students with multiple, adequate, and timely opportunities for in-class speaking throughout the course to further enhance their analytic skills and content knowledge, along with a sense of public confidence and motivation

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>Reporting Period: 2014 - 2015 Conclusion: Target Met Results Average Score was for CRIM 4302 80.00%. Discussion of Results: Assessment of findings indicates that student performance declined slightly from 2013-2014 to 2014-2015 (-4 percentage points). (03/30/2016)</p>	<p>for success. Given the observed complexity of this particular course, faculty will continue with these teaching techniques, but closely monitor student engagement, participation, and process, making adjustments as deemed necessary. (06/03/2016)</p> <p>Use of Results: As evidenced by scores for the 2014-2015 academic year, the requisites of objective #1 have been met. The faculty, however, will analyze the scoring rubric ratings for the in-class orations to determine areas of weakness to address. Furthermore, the faculty will consider increasing the original target from 80% to 85%. Faculty plan to provide students with multiple opportunities for in-class speaking throughout the course to build their skills and content knowledge. (03/30/2016)</p>
<p>SLO 2 - Students will demonstrate competency in the application of basic research methods to include: research design, statistical analysis, and uses of empirical findings and interpretations. Outcome Status: Active</p>	<p>Project - 2a. Scores on Research projects: literature review Faculty have designed a scoring rubric for the literature review that will address citation and documentation and breadth of references Target: The target for SLO 2 is a minimum of 80% mean student score.</p>	<p>Reporting Period: 2017 - 2018 Conclusion: Target Met Average Score for CRIM 3311 was 88.00% Discussion of Results: Criminal Justice Faculty reviewed the scores for the literature review, and found a positive improvement from the previous academic years, a slight positive trend during the last few years, which is consistent with their "view" that the target had to be higher to support measured academic success on the second assessment (2b); this is, the research paper, which is an important technique not only to access academic progress but also academic and professional achievement. (05/29/2018)</p>	<p>Use of Results: Considering the significance of a sound education in a highly competitive, technological, and globalized world, the criminal justice faculty believe that a literature review assessment is an appropriate support for a scholarly research paper assessment (2b), especially for students who wish to pursue advance studies (graduate school or law school). Therefore, the faculty also included minor group research projects in class for</p>

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students, allowing them to collaborate and engage with other students and professor, while giving them hands-on-experience and practice in necessary research skills such as the development and testing of research hypotheses, and statistical analysis and analysis of empirical findings, interpretations, oral and written discourse. Given the fundamental significance of a well-grounded literature review, the faculty will continue with this teaching component as an avenue to provide students a grounded foundation for future academic and professional endeavors. In addition, the faculty will also continue to educate and train students to incorporate more advanced research components, like archival data, historical analyses, and statistical models, which is vital for understanding current issues in the United States and abroad. (05/29/2018)

Reporting Period: 2016 - 2017

Conclusion: Target Met

Average Score for CRIM 3311 was 86.00%

Discussion of Results:

Criminal Justice Faculty reviewed the scores for the literature review, and found a positive improvement from the previous academic year, a positive trend over the years, which is consistent with their "view" that the target had to be higher to support measured success on the second assessment (2b); this is, the research paper. (05/18/2017)

Use of Results: The criminal justice faculty believe that a literature review assessment is an appropriate support for a scholarly research paper assessment (2b), as especially for students who wish to pursue advance studies (graduate school or law school). In addition, the faculty included minor group research projects in class for students, allowing them to

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collaborate and engage with other students and professor, while giving them hands-on-experience and practice in necessary research skills such as the development and testing of research hypotheses, and statistical analysis and analysis of empirical findings, interpretations, oral and written discourse. Considering the fundamental significance of a well-grounded literature review, the faculty will continue with this teaching component. Additionally, the faculty will also continue to educate students to incorporate more advanced research components, like archival data, historical analyses, and statistical models. (05/18/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

Average Score for CRIM 3311 was 85.00%

Discussion of Results:

Criminal Justice Faculty reviewed the scores for the literature review, and found a positive improvement from the previous academic year, which is consistent with their "view" that the target had to be higher to support measured success on the second assessment (2b); this is, the research paper. (06/03/2016)

Use of Results: The criminal justice faculty believe that a literature review assessment is an appropriate support for a scholarly research paper assessment (2b), as especially for students who wish to pursue advance studies. In addition, the faculty included minor group research projects in class for students, allowing them to collaborate and engage with other students and professor, while giving them hands-on-experience and practice in necessary research skills such as the development and testing of research hypotheses, and statistical analysis and analysis of empirical findings,

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interpretations, oral and written discourse. Considering the fundamental significance of a well-grounded literature review, the faculty will continue with this teaching component. However, the faculty will also educate students to incorporate more advanced research components, like archival data, historical analyses, and statistical models. (06/03/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

Results:

Average Score for CRIM 3311 was 80.30%

Discussion of Results:

Faculty reviewed the scores for the literature review, and they believe that the target should be higher to support success on the second assessment (2b), the research paper. (03/30/2016)

Use of Results: Faculty believe that literature review assessment is a good support for the research paper assessment (2b). Faculty plan to include mini-research projects in class for students, which will give them practice in the necessary research skills such as the development and testing of research hypotheses, and statistical analysis and analysis of empirical findings and interpretations. (03/30/2016)

Written Assignment -

2b. Scores on Research paper. Faculty members have designed a scoring rubric for the research paper that will assess students' understanding of research design, statistical analysis, uses of empirical findings, and interpretations and application of critical thinking skills. **Target:** The target for SLO 2 is a minimum of 80% mean student score.

Reporting Period: 2017 - 2018

Conclusion: Target Met

Results from CRIM 4302 Constitutional Law:

Average score was 87.00%.

Results From CRIM 3300 History of Criminal Justice:

Average score was 85.00%

Faculty members have designed a scoring rubric for the required research paper that will assess students' understanding of research design, statistical analysis, use of empirical findings, and interpretations and application of critical and analytical thinking skills, which is crucial in the era of globalization, including the globalization of knowledge. (05/29/2018)

Use of Results: Actions Based on CRIM 4302 Constitutional Law and Actions Based on CRIM 3300 History of Criminal Justice: The criminal justice faculty continue to concur on the importance and significance of a required formal research project (paper), which in their estimation is vital not only for a sound education, but also for a well grounded foundation in a changing society, which often requires people to change careers

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or return to school for additional schooling. As planned during the previous academic years, the faculty opted to design and adopt more in-class student team activities and practical small research projects, enabling them to better understand the logistics of empirical research (including the literature review), as they prepare for their major independent research project, eventually advanced studies in their respected areas of interest. Further, in preparation for the "field," student team mini-research groups in these particular courses practiced the research process in its totality, including the development and testing of research hypotheses and illustrated the complex connectivity between research, theory, policy, and application in criminal justice social settings, while situating these concepts within a broader context-- everyday life and world significance. Based on the observed positive results, the faculty will continue to utilize a interconnected combination of teaching strategies to maximize student learning outcomes; ultimately, empowering them to think critically and independently. Additionally, in our pursuit to further achieve our target goals, faculty will continue to closely monitor assigned activities,

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designing (and implementing) avenues for improvements as deemed necessary. (05/29/2018)

Reporting Period: 2016 - 2017

Conclusion: Target Met

2b. Scores on Research paper.

Results from CRIM 4302 Constitutional Law:

Average score was 85.00%.

Results From CRIM 3300 History of Criminal Justice:

Average score was 84.00%

Faculty members have designed a scoring rubric for the research paper that will assess students' understanding of research design, statistical analysis, uses of empirical findings, and interpretations and application of critical thinking skills. (05/17/2017)

Use of Results: Actions Based on CRIM 4302 Constitutional Law and Actions Based on CRIM 3300 History of Criminal Justice: The criminal justice faculty continue to concur on the importance and significance of a required formal research project (paper), which in their estimation is vital for a sound education. As planned during the previous academic year, the faculty opted to design and adopt more in-class student team activities and practical small research projects, enabling them to learn the logistics of research (including the literature review), as they prepare for their major independent research project. Also, in preparation for the "field," student team mini-research groups in these particular courses practiced the research process in its totality, including the development and testing of research hypotheses and illustrated the complex connectivity between research, theory, policy, and application in criminal justice social settings, while situating these concepts within a broader context-- everyday life. Based on the observed positive results, the faculty will continue to utilize a

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interconnected combination of teaching strategies to maximize student learning outcomes. Addition, in our pursuit to further achieve our target goals, faculty will monitor assigned activities, designing (and implementing) avenues for improvements as deemed necessary. (05/17/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

Results from CRIM 4302 Constitutional Law:
Average score was 85.50%.

Results From CRIM 3300 History of Criminal Justice:
Average score was 84.00% (06/03/2016)

Use of Results: Actions Based on CRIM 4302 Constitutional Law and Actions Based on CRIM 3300 History of Criminal Justice: The criminal justice faculty continue to concur on the importance and significance of a required formal research project (paper), which in their estimation is vital for a sound education. As planned during the previous academic year, the faculty opted to design and adopt more in-class student team activities and practical small research projects, enabling them to learn the logistics of research (including the literature review), as they prepare for their major independent research project. Also, in preparation for the "field," student team mini-research groups in these particular courses practiced the research process in its totality, including the development and testing of research hypotheses and illustrated the complex connectivity between research, theory, policy, and application in

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criminal justice social settings, while situating these concepts within a broader context-- everyday life. Base on the observed positive results, the faculty will continue to utilize a interconnected combination of teaching strategies to maximize student learning outcomes. Addition, in our pursuit to further achieve our target goals, faculty will monitor assigned activities, designing (and implementing) avenues for improvements as deemed necessary. (06/03/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

Results from CRIM 4302 Constitutional Law:
Average score was 80.00%.

Results From CRIM 3300 History of Criminal Justice:
Average score was 80.50% (03/30/2016)

Use of Results: Actions Based on CRIM 4302 Constitutional Law and Actions Based on CRIM 3300 History of Criminal Justice: The faculty continue to agree on the important of the research paper being a requirement. They plan to include more in-class student team activities to conduct mini-research projects in preparation for the independent research paper. The student team mini-research groups will practice the research process, including the development and testing of research hypotheses, and illustrate the connectivity between research, theory, policy, and application in social settings (03/30/2016)

SLO 3 - Students will demonstrate the application of organizational principles, cultural, social and

Exam/Quiz - In Course -
3a. Scores on Exams
Based on coursework in CRIM 3300,

Reporting Period: 2017 - 2018

Conclusion: Target Met
Average Score was 86.00%

Use of Results: The criminal justice faculty conducted an item analysis of the given exam to

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
<p>behavioral knowledge, critical thinking skills and cognitive thought processes within the criminal justice arena.</p> <p>Outcome Status: Active</p>	<p>faculty assess results on subject-matter content exam.</p> <p>Target: The target for SLO 3 is a minimum of 80% mean student score.</p>	<p>Discussion of Results: Based on this academic assessment, students appeared to have less difficulties comprehending the challenging and complex learning process in its totality. Though, as a whole, students continued struggling with comprehension and conceptualization of various concepts, particularly while delineating the never constant dynamics and contours of the social construction of reality over time, in a diverse changing society. (05/29/2018)</p>	<p>identify gaps and limitations and thus specific areas to implement additional support mechanisms for students to enhance their learning, pragmatically and analytically, critically and analytically. Based on current academic assessment, faculty will continue with newly adopted mechanisms and techniques and closely continue monitoring student progress, making adjustments as deemed necessary to correspond with new trends and emerging issues. (05/30/2018)</p>
		<p>Reporting Period: 2016 - 2017 Conclusion: Target Met Average Score was 85.00% Discussion of Results: Based on this academic assessment, students seemed to have less difficulties comprehending the complex learning process in its totality. However, as a whole, students continued struggling with comprehension and conceptualization, particularly while delineating the never constant contours of the social construction of reality over time, in a changing society. (05/17/2017)</p>	<p>Use of Results: The CJ faculty conducted an item analysis of the given exam to identify areas to implement additional support mechanisms for students to enhance their learning, pragmatically and analytically. Based on current academic assessment, faculty will continue with newly adopted mechanisms and techniques and closely continue monitoring student progress, making adjustments as deemed necessary. (05/17/2017)</p>
		<p>Reporting Period: 2015 - 2016 Conclusion: Target Met Average Score was 83.00% Discussion of Results: Based on this academic assessment, students seemed to have fewer difficulties comprehending the complex learning process in its totality. However, as a whole, students continued struggling with comprehension and</p>	<p>Use of Results: The CJ faculty conducted an item analysis of the given exam to identify areas to implement additional support mechanisms for students to enhance their learning. Based on current academic assessment,</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Use of Results</i>
		<p>conceptualization, particularly while delineating the never constant contours of the social construction of reality over time. (06/03/2016)</p>	<p>faculty will continue with newly adopted mechanisms and closely monitor student progress, making adjustments as deemed necessary. (06/03/2016)</p>
	<p>Written Assignment - 3b. Scores on Scoring Rubric for research paper (SLO2a) component measuring ability to apply critical thinking Faculty will review the results of the scoring rubric for the research paper to assess students' ability to apply critical thinking skills. Target: The target for SLO 3 is a minimum of 80% mean student score on the critical thinking component of the research paper scoring rubric.</p>	<p>Reporting Period: 2014 - 2015 Conclusion: Target Met Results: Average Score was 80.50% Discussion of Results: Based on this assessment, students had fewer difficulties comprehending the learning process in its totality, but continued struggling with conceptualization, particularly while exploring the contours of the social construction of reality. (03/30/2016)</p> <p>Reporting Period: 2017 - 2018 Conclusion: Target Met Results from CRIM 4302 Constitutional Law: Average score was 89.00% on the critical thinking component of the research paper scoring rubric. Results from CRIM 3311 Multiculturalism in Criminal Justice: Average score was 85.00% on the critical thinking component of the research paper scoring rubric. Discussion of Results: Consistent with SLOs 1 and 2, as in previous years, based on the critical thinking component of the research paper scoring rubric students demonstrated a sound understanding of the significance and pragmatic application of critical thinking skills and analytical thought to the field of criminal justice and legal arena. (05/30/2018)</p>	<p>Use of Results: Faculty will continue to do an item analysis of the exam to identify areas to provide additional support for students. (03/30/2016)</p> <p>Use of Results: Actions Based on CRIM 4302 Constitutional Law: Premised on the 2017-2018 scores for critical thinking (89.00%), the criminal justice faculty discussed the significance of legal research and case studies, and the importance of classroom discussions and debates (individual and group) to stimulate and promote critical thinking, analytical thought, and cognitive thought; ultimately empowering students. Considering the marked motivation, positive outcomes, initiative and energized student participation, the faculty will continue to offer more discussion and debate activities, which will serve as a forum to public discussion, as students prepare to become criminal justice practitioners and civil leaders on our communities. This</p>

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sort of engagement and interaction will serve to enhance intellectual creativity and academic stimuli, and therefore, the faculty will continue to utilize these teaching methods in upcoming academic semesters, with close oversight for possible course adjustments and/or teaching modalities, securing continuity.

Actions Based on CRIM 3311
Multiculturalism in Criminal Justice:
After assessing the results and reflecting on the overall mission and vision of the criminal justice program, department, and university, faculty identified effective learning supplements, and thus included additional (selected) readings exploring essential concepts and engaged students in pressing and timely issues confronting our diverse and multicultural communities. Therefore, faculty will continue designing and implementing supplemental materials, with the ultimate objective of empowering students with a sound academic foundation, which will prepare them to compete in a highly technological and global and transnational society, including the globalization of knowledge in the twenty-first century.
(05/30/2018)

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Reporting Period: 2016 - 2017

Conclusion: Target Met

Results from CRIM 4302 Constitutional Law:
Average score was 88.00% on the critical thinking
component of the research paper scoring rubric.

Results from CRIM 3311 Multiculturalism in Criminal Justice:
Average score was 84.00% on the critical thinking
component of the research paper scoring rubric.

Discussion of Results:

Consistent with SLOs 1 and 2, based on the critical thinking
component of the research paper scoring rubric students
demonstrated a sound understanding of the significance
and pragmatic application of critical thinking skills and
analytical thought to the field of criminal justice.
(05/17/2017)

Use of Results: Actions Based on
CRIM 4302 Constitutional Law:
Premised on the 2016-2017 scores
for critical thinking (88.00%), the
criminal justice faculty discussed
the significance
of legal research and case studies,
and the importance of classroom
discussions and debates
(individual and group) to stimulate
and promote critical thinking,
analytical thought, and cognitive
thought. Considering the
overwhelming motivation,
initiative and energized student
participation, the faculty will
continue to offer with more
discussion and debate activities,
which will serve as a forum to
public discussion, as students
prepare to become criminal
justice practitioners and civil
leaders. This sort of interaction
will serve to enhance intellectual
creativity and academic stimuli,
and therefore, the faculty will
continue to utilize these teaching
methods in upcoming academic
semesters -- with close oversight
for possible course adjustments
and/or teaching modalities.

Actions Based on CRIM 3311
Multiculturalism in Criminal
Justice:
After assessing the results, faculty
identified effective learning
supplements, and thus included
additional (selected) readings
exploring essential concepts and

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engaged students in pressing and timely issues confronting our diverse communities. Therefore, faculty will continue designing and implementing supplemental materials, with the ultimate objective of empowering students with a sound academic foundation, which will prepare them to compete in a highly technological and global society, including the globalization of knowledge. (05/17/2017)

Reporting Period: 2015 - 2016

Conclusion: Target Met

Results from CRIM 4302 Constitutional Law:
Average score was 85.50% on the critical thinking component of the research paper scoring rubric.

Results from CRIM 3311 Multiculturalism in Criminal Justice:
Average score was 84.00% on the critical thinking component of the research paper scoring rubric.

Discussion of Results:

Consistent with SLOs 1 and 2, based on the critical thinking component of the research paper scoring rubric, here too, students demonstrated a sound understanding of the significance and pragmatic application of critical thinking skills and analytical thought to the field of criminal justice area. (06/03/2016)

Use of Results: Actions Based on CRIM 4302 Constitutional Law:
As in previous academic years, the criminal justice faculty discussed and delineated the significance and importance of legal research and case studies, along with classroom discussions and debates (individual and group) to stimulate critical thinking, analytical thought, and cognitive thought processes. Considering the energized student participation, faculty will continue with more discussion activities, which serves a forum to public discussion, as students prepare to become future criminal justice practitioners and civil leaders. Notably, this type of interaction has served to enhance intellectual creativity and academic stimuli, and therefore the faculty will continue to utilize these teaching methods during the next academic year--closely monitoring

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for possible adjustments.
Actions Based on CRIM 3311 Multiculturalism in Criminal Justice:
After assessing the results, faculty identified effective learning supplements, and thus included additional (selected) readings exploring essential concepts and engaged students in pressing and timely issues confronting our diverse communities. Therefore, faculty will continue designing and implementing supplemental materials, with the ultimate objective of empowering students with a sound academic foundation, which will prepare them to compete in a highly technological and global society, including the globalization of knowledge. (06/03/2016)

Reporting Period: 2014 - 2015

Conclusion: Target Met

Results from CRIM 4302 Constitutional Law:

Average score was 80% on the critical thinking component of the research paper scoring rubric.

Results from CRIM 3311 Multiculturalism in Criminal Justice:

Average score was 80.30% on the critical thinking component of the research paper scoring rubric.

Discussion of Results:

Consistent with SLOs 1 and 2, based on the critical thinking component of the research paper scoring rubric, here too, students demonstrated a basic understanding of the pragmatic application of critical thinking skills to the field of criminal justice. (03/30/2016)

Use of Results: Actions Based on CRIM 4302 Constitutional Law: Faculty discussed the importance of legal inquiries and classroom discussions (often debates) to stimulate critical thinking and cognitive thought processes. More discussion activities will be included in courses. Such interaction has served to fuel intellectual creativity and learning stimuli.
Actions Based on CRIM 3311 Multiculturalism in Criminal Justice:
After reviewing the results, faculty identified an effective

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supplement, for students will be to include additional (selected) readings exploring these specific concepts to empower students with a sound academic foundation. (03/30/2016)