

**Degree: Criminal Justice BA/BS**  
2023-2024 Assessment Plan

	<b>Student Learning Outcome #1</b>	When confronted with uncertain explanations for the causes of certain (criminal) behavior, students are expected to apply the knowledge gained from criminal justice courses to <b>inquire and analyze</b> issues within the criminal justice field.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Students demonstrate their capacity to analyze and elucidate crimes by applying Criminological Theories in the final course paper for CRIJ 3311 Crime and Criminals. The final course project entails students identifying available and effective responses to various types of crimes and criminal situations. This assignment necessitates students to showcase their understanding of criminological problems and analytical skills, involving the study and analysis of diverse criminological issues based on their acquired knowledge.
	<b>Proficiency</b>	CRIJ 3311 should score 3.5 out of 5 points on the rubric in the 1) theoretical applications and analyses through 1) team debate and 2) class term paper project.
<b>DO</b>	<b>Benchmark</b>	<p>In CRIJ 3311, 80% students achieve proficiency in the projected Student Learning Outcomes (SLO) related to inquiring and analyzing issues within the criminal justice field. The assignment assessed through 1) the class team debate and 2) the theoretical paper, in terms of their respective rubrics in theoretical applications and analyses, which were graded based on the following criteria:</p> <ul style="list-style-type: none"> <li>• Identification of Focused Issues: Students should identify specific issues on the selected topic derived from class-related literature.</li> <li>• Supporting Evidence and Logical Reasoning: The presentation should include supporting evidence defending facts and/or logical reasoning.</li> <li>• Synthesis of In-Depth Information: Students are expected to synthesize in-depth information from relevant, valid sources, representing various points of view and approaches.</li> </ul>

		<ul style="list-style-type: none"> <li>• Theoretical Framework: All elements of the theoretical framework must be skillfully developed in the debate.</li> <li>• Organization and Synthesis: The presentation should effectively organize and synthesize evidence to reveal insightful patterns, differences, or similarities related to the chosen side of the debate.</li> <li>• Insightful Questions and Rebuttals: Students should provide insightful questions and detailed rebuttals that are relevant and well-supported within the debate content.</li> <li>• Comprehension of Relevant Issues: Finally, students must demonstrate their comprehension of the relevant issues and applied theories on the selected debate topic.</li> </ul>
	<b>Results of Assessment</b>	<p>In the Fall 2023 semester, 81% of the CRIJ 3311 class (17 out of 21 students) received satisfactory grades on the targeted rubrics on the final paper, meeting the rubric benchmarks. In the Spring 2024 semester, the passing rate increased to 96% (23 out of 24 students) for the on-campus session, and 88% (67 out of 76 students) for the online session (only offered in the spring semester).</p> <p>For team-debate sessions, all students met the proficiency level in both semesters. Students had pre-debate discussion with the instructors so they were reminded of including the theoretical applications and analyses, and most students discussed what they prepared for comments before the debate took place.</p>
<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>The assignment serves as one of the capstone projects for CJ students, demonstrating their understanding of criminological theories and their ability to apply course knowledge to analyze issues within the criminal justice field. The benchmarks were evaluated using assignment grading rubrics. Each benchmark, while independent, was assessed through synthesis in the rubrics.</p>

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>Current assessments suggest that the SLO was achieved based on the passing rates in three classes offered in the academic year. However, it was noted that several students did not submit the assignment, citing various excuses. Efforts to reduce assignment non-submission should be considered to further ensure the success of the SLO. Additionally, the proficiency and benchmark for the debate session may be elevated in the future, as the current practice might underestimate what students could achieve.</p>
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	<b>Student Learning Outcome #2</b>	When given a task, students recognize and value the importance of <b>oral presentation</b> as the future professionals in the field of criminal justice. The objective is to potentially influence others' attitudes towards the presented topic. Students will be able to create or construct a study by applying important concepts needed to conduct research in criminal justice and criminology like through a complete cycle of social research procedure and to present the results to others in a professional manner.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Students CRIJ 4380 demonstrate their collaborative capabilities with peers through the preparation and performance of class presentation in the classroom.
	<b>Proficiency</b>	An expected standard requires students to attain a 4 out of 5 points in each session of the grading rubric of oral presentations. The instructor will evaluate their skills exercised in presentations as detailed in the grading rubrics.
<b>DO</b>	<b>Benchmark</b>	<p>Seventy-nine percent of CRIJ 4380 students will be able demonstrate the ability to effectively present a research topic (see rubric):</p> <ul style="list-style-type: none"> <li>• Present oral research proposal that is a prepared, purposeful presentation designed to present existing literature and research proposal.</li> <li>• Students will develop the ability to construct persuasive arguments to justify the significance of their research topic, articulate research questions or hypotheses, and explain the potential implications of their findings for theory, policy, or practice in criminal justice.</li> <li>• identify internal and external validity threats like selection bias, maturation, reactivity and multiple treatment interference as they critique the research of their peers.</li> </ul>

		<ul style="list-style-type: none"> <li>Acquire skills in effectively using visual aids, such as slides, graphics, charts, and figures, to support their oral presentation and enhance audience understanding and engagement with the research proposal.</li> </ul>
	<b>Results of Assessment</b>	In CRIJ 4380, 79% of students scored 4 out of 5 or higher on the class research presentation performance.
<b>S T U D Y</b>	<b>Analysis of Results</b>	The SLO was close to the borderline. Some students were underprepared when presenting their work, and their inexperience exacerbated the situation. The current results indicate that these students would benefit from additional guidance, instruction, and practice.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>A similar assessment will be conducted in the coming academic year. Instructors may adopt additional steps to better prepare students, enhancing their performance and helping them develop the skills needed to present ideas effectively to the public.</p> <p>Teaching students to effectively present their ideas involves several key steps. First, instructors should emphasize the importance of clear and concise communication. This can be achieved through exercises that focus on distilling complex concepts into simple, understandable terms. Providing students with opportunities to practice public speaking in a supportive environment is crucial. This could include classroom presentations, peer reviews, and constructive feedback sessions. Additionally, incorporating techniques such as storytelling and the use of visual aids can help make presentations more engaging. Instructors should also teach students how to organize their thoughts logically, beginning with an introduction that outlines the main points, followed by a detailed explanation, and concluding with a strong summary. Building confidence is another essential component, which can be fostered through regular practice and positive reinforcement. Lastly, discussing the importance of understanding the audience and tailoring the presentation to their interests and knowledge level can greatly enhance the effectiveness of the communication. These combined strategies will equip students with the skills needed to present their ideas clearly and compellingly.</p>
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	<b>Student Learning Outcome #3</b>	<p>Students are expected to comprehend and adhere to the professional code governing the criminal justice field. They should recognize and uphold the <b>ethical expectations of the profession</b>, emphasizing the importance of meeting these standards. Students are able to <b>analyze</b> important ethical terms and ethical systems by <b>applying</b> them to the field of criminal justice.</p> <p>Students will analyze relevant issues related to police subculture, attorney-client privilege, ethics for correctional personnel, and/or community corrections and apply various ethical systems and concepts learned in class.</p>
<b>PLAN</b>	<b>Assessment Method(s)</b>	<p>Assignments related to ethics issues and social justice explore concerns relevant to professionals in the field. Students are expected to demonstrate awareness of their own ethical perspectives and an understanding of alternative viewpoints through active participation in course discussions and assignments. These course materials serve as assessment tools.</p> <p>CRIJ 4311 students will demonstrate their ability to critically analyze important ethical terms and the ethical systems by applying them to various scenes in films related to criminal justice. These could be a thorough analyses of police subculture, attorney-client privilege, ethics for correctional personnel, and/or community corrections. Next, they will be able to apply utilitarianism, ethics of care, or Aristotle's ethics off virtue to the various scenes in the film. Students should be able to bridge the gap between theory and practice as they get to actually resolve issues based on their knowledge that they gained in the class. They will be able to evaluate whether a particular decision was correct or incorrect based on the ethical systems.</p> <p>CRIJ 4310 offered multiple discussions of social justice topics and controversial issues to assess students' independent understanding the impacts of injustice in various settings. Lastly, the final research paper on social justice was used to assess the comprehensive understanding of social justice and prepare possible interventions</p>

		for social injustice, reflecting a comprehension, acknowledgment, and application of professional standards in the field of criminal justice.
	<b>Proficiency</b>	The anticipated standard dictates that students are expected to achieve 3.5 out of 5 grade or above on designated rubrics in CRIJ 4310 and CRIJ 4311. An online CRIJ 4311 session sets the proficiency at a B grade or higher for the assessment due to the adoption of different grading rubrics. The grading rubrics for these assignments clearly outline various levels of ethical practices. Students actively engage in assignments focused on ethical practice and social justice, with the goal of developing a concrete plan that effectively demonstrates their understanding, recognition, and application of professional standards in the field of criminal justice.
<b>DO</b>	<b>Benchmark</b>	<p>In CRIJ 4311, 80% of students will demonstrate their ability (proficiency) to</p> <ul style="list-style-type: none"> <li>• recognize ethical issues related to the criminal justice system.</li> <li>• critically assess and analyze important ethical terms and the ethical systems by applying them to various scenes in films related to criminal justice. These could be a thorough analysis of police subculture, attorney-client privilege, ethics for correctional personnel, and/or community corrections.</li> <li>• differentiate between ethical issues and ethical dilemmas</li> <li>• resolve dilemmas related to the exercise of discretion of criminal justice professionals.</li> <li>• apply professional ethics and argue four different ways by using different ethical systems to the scenario in the discussion question.</li> <li>• bridge the gap between theory and practice as they get to resolve issues based on their knowledge that they gained in the class.</li> <li>• evaluate whether a particular decision was correct or incorrect based on the ethical systems.</li> </ul>



		<p>In CRIJ 4310, 80% of students will demonstrate their learned abilities (proficiency) through a course assignment responding to the following questions:</p> <ul style="list-style-type: none"> <li>• What social (in)justice problem or issue would you want to address? Identify the social problem and historically situate it. Is this a new social problem or an old one? The summary should discuss the importance of your chosen social problem.</li> <li>• Draw connections from the course theories and concepts to your social justice topic.</li> <li>• Offer some form of intervention or advocacy intervention of the social problem/injustice via a social justice framework.</li> <li>• Using what you have learned about social justice, think about how you will overcome the problems of other attempts at rectifying this type of social problem/injustice.</li> </ul> <p>An anticipated standard dictate that 70% of the class should achieve the set proficiency level in designated assignments within CRIJ 4310 Social Justice course.</p> <p>The grading rubrics applied to these assignments will delineate various levels of social justice analysis. Students will actively engage in assignments focused on ethical practices to foster social justice, aiming to develop a concrete plan that effectively showcases their comprehension, acknowledgment, and application of professional standards in the field of criminal justice.</p>
	<p><b>Results of Assessment</b></p>	<p>In CRIJ 4310, 67% of the class achieves a grade of C or above in designated assignments</p> <p>In CRIJ 4311 course, the designated assignment average was 81.5/100 for the entire class; 80% of the students made a ‘C’ or higher on their final reflection paper.</p> <p>In the online CRIJ 4311 course, 77% of students received an 80% or more on the assignment in the class paper that examines the first two course benchmark; 84% of students received an 80% or more on the discussion assignment questions that demonstrated students’ success in benchmark 3 and 4; and finally, 77% of students</p>

		received 80% or more on the other discussion assignment questions that showed students' mastery in benchmark 5 and 6.
<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>Students who failed in CRIJ 4310 course project by the rubrics significantly lowered the class average. Multiple students (n=4) students made a "0" on their final project due to not turning it in. I hope to reduce the number of students with non-submissions for future sections.</p> <p>Multiple students opted out of turning in their presentation (worth 50 points) due to satisfactory overall final grades, this lowered the overall project grades.</p> <p>The online CRIJ 4311 used multiple course assignments to examine students' mastery for the SLO. The results are mixed but were close to the targeted standards. A similar concern shared with CRIJ 4310 was that there were several students who failed to complete the assessed assignments. Efforts to remind and inspire students to complete assignments should be made for improvement.</p>

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>In the upcoming academic year, we will maintain similar assessment practices. Instructors will evaluate the performance of current courses and may adjust course materials and instructions to enhance learning effectiveness.</p> <p>In CRIJ 4310, there was a significant number of students failing their Capstone Project, which negatively impacted the class average. There were four students who received a grade of "0" on their final project due to non-submission. The instructor aims to minimize instances of non-submission in future sections.</p> <p>Additionally, some students chose not to submit their presentation, worth 50 points, as they had satisfactory overall grades. This decision resulted in a decrease in overall project grades. We will review and address such occurrences moving forward.</p>
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	<b>Student Learning Outcome #4</b>	Upon introducing different crime control responses reported in scholarly reports and course discussions, students are expected to possess the capability to conduct a <b>critical evaluation of criminal situations</b> . This involves a thorough exploration of the environments, evidence, and available crime control options before formulating and recommending a conclusion. Students will be able to <b>identify</b> and <b>compare</b> five peer-reviewed articles and <b>critique</b> each and evaluate how this furthers the academic literature related to one particular issue of the student's choosing.
<b>PLAN</b>	<b>Assessment Method(s)</b>	One assignment in CRIJ 4321 necessitates students to critically review scholarly analyses and articulate their critiques, showcasing their distinctive perspectives beyond the critical examinations covered in the class discussions.  Students will demonstrate their ability to compare and analyze 5 peer-reviewed articles. They will write a synopsis of each article with shall be between 500 to 750 words for a total of 2,500 to 3,750 words. it must be evident that their paper applies critical thinking and problem-solving skills related to a particular crime problem. Students will next bridge the gap between peer-reviewed articles and a particular criminal justice problem.
	<b>Proficiency</b>	Students in CRIJ 4321 will score a 4 out of 5 points on the rubric in this class term paper.
<b>DO</b>	<b>Benchmark</b>	80% of students will be able to <ul style="list-style-type: none"> <li>Appraise the merits of each peer-reviewed journal article and demonstrate their understanding of each article by discussing in detail how it contributes to a specific criminal justice issue.</li> </ul>

		<ul style="list-style-type: none"> <li>Identify specific aspects of the article which highlight the study's methodology and discuss the advantages of this particular research design.</li> </ul>
	<b>Results of Assessment</b>	<p>72% of students (13/18) received at least a 4 or 5 out of 5 based on the rubric – Fall 2024, and 76% of students (13/17) received at least a 4 or 5 out of 5 based on the rubric – Spring 2024</p> <p>74% of students received at least a 4 or 5 out of 5 for this class for both sections overall, 2023-2024</p> <p>For online sessions, 81% (39/48) of Fall 2023 students received at least a 4 out of 5 based on the rubric, and 89% (17/19) of Spring 2024 students received at least of 4 out of 5 based on the rubric. 84% of online students achieved at least a 4 out of 5 in the academic year.</p>
<b>S T U D Y</b>	<b>Analysis of Results</b>	<p>The SLO proficiency was not met but near to the passing standard of 80%, given that any change in numerator change (passed students) in the small class sizes (denominators) could drastically affect the passing rates. In the fall 2023 class, 4 students did not complete the designated assignment which had greatly lower down the assessment results and the course passing rate. The online sessions have higher performance compared to the on-campus sessions. Such discrepancies were somewhat expected, given that more online students are mature students and have more flexible schedule for assignment completion.</p>

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>A similar assessment approach will be considered for the upcoming year, with potential adjustments by the instructor to enhance teaching effectiveness in achieving Student Learning Outcomes (SLOs).</p> <p>Furthermore, the instructor is contemplating several measures to support students in their assignment preparation. These include allowing students to present peer-reviewed articles for approval, ensuring relevance and timeliness to the topic. Students will also have the opportunity to revise and resubmit their annotated bibliographies. Additionally, they may submit a small portion of their bibliography in advance for extra credit and feedback and are encouraged to utilize the Writing Center for assistance before submitting their papers formally. These strategies aim to facilitate student success and improve the quality of their work.</p> <p>For the SLO, another measure will be added for the next year's assessment.</p>
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	<b>Student Learning Outcome #5</b>	Students are expected to proficiently articulate their learned ideas in <b>Integrative Learning practices</b> , skillfully delivering learned knowledges to the real work settings before graduation. The objective is to demonstrate students' ability of employing class experiences to synthesizing and transferring learning to the real-world situations within and beyond the campus.
<b>PLAN</b>	<b>Assessment Method(s)</b>	In selected upper-level criminal justice courses, classroom presentations are mandatory. The program employs the assignment in CRIJ 4340 Criminal Justice Application (internship experiences in the local CJ offices throughout the semester) to evaluate the attainment of learning outcomes.
	<b>Proficiency</b>	A set standard anticipates that students will score a 4 out of 5 on the assessment grounded in the final class assignment's grading rubrics. Furthermore, students will perform at the proficiency level (4 out of 5 points) as shown in the internship experience evaluation survey.
<b>DO</b>	<b>Benchmark</b>	<p>In CRIJ 4340, 90% of students will demonstrate their readiness of applying their learned knowledge and skills in the program to their potential career endeavors. Through the CRIJ 4340 course internship placement and course assignments, students are assessed 80% of them are expected to achieve proficiency in the following areas:</p> <ul style="list-style-type: none"> <li>• Demonstrating the ability to successfully prepare for a criminal justice career by developing a resume for the organization or agency they are seeking gainful employment.</li> <li>• Demonstrating, evaluating and integrating the knowledge, skills and abilities ascertained through the CJ program at Lamar University and apply to the real world through the selection of job descriptions that best suit the career path</li> </ul>

		<p>identified by the student with the assistance of Instructor of Field Placement and Career development center on campus.</p> <ul style="list-style-type: none"> <li>• Demonstrating their ability to successfully complete a placement in the field of Criminal Justice, through a positive completion of 125 hours and positive evaluation of a professional supervisor who will review of their performance.</li> <li>• Students' completion in an internship position with favorable evaluation from the instructor and internship supervisor is considered the critical component of the course completion.</li> </ul> <p>An 80% of the class will score 4 out of 5 or 80 out of 100 in the CRIJ 4340 assignment examining the above areas of emphases. Two assignments 'completed resume' and 'job description' (identifications of key points) are assessed to assess students' success for career readiness preparation.</p> <p>Additionally, a perfect completion of internship hours in the class is expected, and 80% of the internship supervisors provide favorable evaluations on the supervised student's performance.</p> <p>Additionally, the job placement data of the current semester is not available for the current graduates, the 3-6 month lagged data suggest our graduates achieve 80%or higher job placement rates. The part of data may be used for the program assessment when available.</p>
	<b>Results of Assessment</b>	In both Fall 2023 and Spring 2024 semesters, all students successfully completed their resume and job description assignments with top grades. In addition. Students completed the internship hours within the time limits and received satisfactory evaluation from the external internship supervisors.
<b>S T U D Y</b>	<b>Analysis of Results</b>	In 2023-24 academic year, CRIJ 4340 students succeed with perfect assessment outcomes (resume assignment, job description key information identifications, completion of internship hours, and positive evaluation from external supervisors).



		<p>The job placement data is currently inconclusive due to the lack of complete information from graduated students.</p>
<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>The internship course is designed not to be academically challenging but to equip students with the skills necessary to confidently present their portfolios to potential employers as they embark on their careers. This course has received positive assessments, given its focus on preparing students for the transition into the workforce as they near the end of their program.</p> <p>To further enhance the course and the overall program, the objective of demonstrating students' ability to apply classroom experiences to real-world situations will be evaluated through a student exit survey in the upcoming year. This feedback will be used to refine the course and ensure its effectiveness in preparing students for their professional journeys.</p>

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	<b>Student Learning Outcome #6</b>	When given a task, students recognize and value the importance of <b>Teamwork</b> as the future professionals in the field of criminal justice.
<b>PLAN</b>	<b>Assessment Method(s)</b>	Students in CRIJ 3311 demonstrate their collaborative capabilities with peers through the course project(s) in the classroom.
	<b>Proficiency</b>	An expected standard requires that students scored 4 out of 5 points in the Team Debate coordination session in the debate evaluation rubric. The instructor will evaluate 1) pre-debate teamwork and group discussion performance and 2) debate coordination in the classroom, as assessed in the grading rubrics.
<b>DO</b>	<b>Benchmark</b>	<p>CRIJ 3311 team debate activities are assessed to evaluate student's ability to teamwork under professional competitive environment. Successful teamwork should demonstrate through the following activities:</p> <ul style="list-style-type: none"> <li>• Team meetings twice or more and to report to the instructors of the meeting results for the debate preparation and strategies. Strong coordination is observed in the debate.</li> <li>• Team shows they had practiced with affluent presentations.</li> <li>• Clear division of labor among team members. Mutual assistance and communications are observed before and during the debate. The performance of the debate shows the collective effort rather than personal games.</li> <li>• Questions and responses were well articulated between members during the debates to demonstrate the preparation and success of the teamwork.</li> </ul> <p>A 90% of the class will score 4 out of 5 or 80 out of 100 in the CRIJ 3311debate teamwork assessment grades (pre-debate vs. at-debate).</p>

	<b>Results of Assessment</b>	All students in both the Fall 2023 (21 students) and Spring 2024 (24 students) semesters achieved satisfactory proficiency level in both measure areas. They demonstrated effective collaboration with their teammates during debate preparation and execution.
<b>S T U D Y</b>	<b>Analysis of Results</b>	Instructors required each group to meet in their office to report progress and ensure cooperation. They guided the groups on how to prepare data for debates and how to facilitate effective discussions and coordination among different ideas and schedules. These practices may have both pressured and inspired students, enhancing their teamwork and performance.

<b>ACT</b>	<b>Improvement Plan for 2024-2025</b>	<p>The current assessments suggest that the course assignment helps students achieve the SLO, which is essential for their career success. To further enhance students' learning effectiveness, additional teamwork activities may be assigned in another course to reinforce their ability to work effectively with team members and collaborate with others.</p>
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