Degree: MSCJ		
2023-2024 Assessment Plan		
PLAN	**Student Learning Outcome #1**	Students are expected to showcase their proficiency in identifying key issues within observed criminological problems and constructing a research plan to validate these issues. They should demonstrate the capability to propose an evaluation of the relevant condition, design an appropriate research process, and implement a research strategy. This involves answering research questions **or inquiries through the application of learned research techniques**.
	Assessment Method(s)	Students are assigned two major assignments in CRIJ 5331 Quantitative Methods in Criminology to demonstrate 1) knowledge of an observable problem and how to assess it with research; 2) drafting a research design to study the problem through an empirical practice; 3) identifying key variables that are measurable; 4) Sampling plan suitable to the research and justifications; 5) reasonable selection of data analysis process; and 6) evaluating other research's strengths and weakness with alternative suggestions for the improvement of future research. The Research Proposal assignment is used to demonstrate their capability in the planning stage of the above areas. The Journal Paper Review assignment is focused on the abilities to evaluate research in the above areas.
	Proficiency	Students are considered to meet the minimum proficiency level of the measure in two designates assignments if they received 4 out of 5 on the selected assignment's designated rubrics.
DO	**Benchmark**	Eighty percent of the class should demonstrate their proficiency to plan a Research Proposal by carefully considering essential components (graded by the targeted rubrics) in conducting an empirical research project. In the research proposal, students should demonstrate their ability to: • Speculate the research objective and address related issues referred to in the proposed topic. The proposal includes necessary and sufficient components for the

		proposed research. There are clear and systematic evidence based theoretical arguments and procedures to convince the readers the research is worthy and can be carried out.

- Clear and evidence-based literature and research designs.
- Sampling procedure and the selected procedures are well justified.
- The proposed analytical methods and procedure are appropriate for the topic and justified.
- The potential challenges and obstacles are identified. Necessary solutions are discussed and prepared if the research is conducted in the future.
- All the references used are important and are of good/scholarly quality. There is a minimum of scholarly resources that are used effectively to support the research proposal. All the references are effectively used, correctly cited and correctly listed in the reference list.

Students Review and Comment on a journal publication in terms of its research designs and analysis. Eighty percent of the class should demonstrate their proficiency to criticize the quality of the assigned research design and provide constructive critiques to the anonymous author(s). The adopted rubrics target on students' review and comments showing:

- Constructive comments on the paper's strengths and weakness.
- Learned professional knowledge on the comments.
- Description of the journal paper's research design was identified, explained, and criticized comprehensively.
- Details of comments on the paper's qualities and worthiness to be published.
- Challenges to the paper's findings (if the findings are questionable).

| | **Results of Assessment** | 83% of students in CRIJ 5331 scored 80% or higher in the Research Proposal. 13% of students received a grade below 80% (79 points or less out of 100 points), while 4% of the class did not submit the assignments. |

		82% of students in CRIJ 5331 scored 80% or higher in the assignment of Review and Comment of a journal paper. 11% of students received a grade below 80% (79 points or less out of 100 points), while 7% of the class did not submit the assignments.
S T U D Y	**Analysis of Results**	The class show students' proficiency of achieving the SLO through the proposed course assignments and rubrics. The small number of students not able to complete and submit their assignments in the class period was a concern and may need attention for improvement. In general, the course assignments were appropriate for the student learning outcome and will be continuously used for the next academic year.

ACT	Improvement Plan for 2024-2025	Similar assessment tools will be maintained in the upcoming year. However, focused efforts will be made to address non-submission issues in specific assignments, aiming to improve overall student learning effectiveness.

		Degree: MSCJ 2023-2024 Assessment Plan
	Student Learning Outcome #2	Students are expected to cultivate and refine their **leadership and planning skills**. Successful learners should be able to demonstrate their understanding of key practices essential for effective leadership in the realm of criminal justice careers.
PLAN	**Assessment Method(s)**	CRIJ 5345: Criminal Justice Leadership course offered multiple avenues for assessing students' awareness of leadership topics, theories, and concepts, including discussions, activities, and a final interview project with a leader in the field. This course project also requires the use of practical examples discussed in the papers.
	Proficiency	A 3.5 out of 5 on the rubric was set for the course assessment rubric in the final project.
DO	**Benchmark**	Seventy percent of the students can make the proficiency level in identifying the key aspects of leadership, theories of leadership, styles of leadership, and advancing their leadership planning skills on the targeted rubrics: • Identifying the key aspects of leadership, theories of leadership, and styles of leadership. • Describing and demonstrating an understanding of leadership theories and their practical application in criminal justice settings. • Influencing others' attitudes towards the importance of evidence-based policing via class discussions and written assignments. • Demonstrating ethical awareness by recognizing and upholding the professional code governing criminal justice leadership. • Explaining the major barriers to effective communication and better understanding the unique nature of police communications, specifically their jargon and codes.

		• Critically analyzing and applying organizational and management theories to leadership via discussions, activities, and a final interview project. • Interviewing a leader in the criminal justice field to gain insights into leadership practices, challenges, and strategies. • Critically analyzing the interview transcript to apply course-related theories and course-related concepts to analysis. • Acknowledging leadership challenges and solutions through examples from the interview.
	Results of Assessment	For the targeted rubrics of the Final Interview Project, the class average was 173.47/200 (or 86 out of 100); 70% of the students scored met the proficiency level (including 0s for non-submission).
S T U D Y	**Analysis of Results**	The class's performance on the designated course assignment met the anticipated standard dictate that 70% of the class met the set proficiency level and the class average on the rubric is about a B grade.

ACT	Improvement Plan for 2024-2025	The outcomes exceed the anticipated standard, highlighting the overall success of the course in meeting and surpassing its academic objectives.
		However, it may be important to note that some students received a grade of '0' due to non-submission of their final project, indicating a gap in completion rates and suggesting the need for additional support or motivation in this area.
		To improve student outcomes for the 2024-2025 academic year, the course may implement several strategies. Firstly, the instructor may continue to conduct frequent check-ins and make course-wide announcements to ensure that students stay on track with their projects. Additionally, the instructor may offer Q&A workshops focused on the project. Finally, the course may introduce new ungraded assignments leading up to the final project for students to practice before their final project submission. These changes are aimed at reducing the number of incomplete projects and further enhancing overall academic performance and class performance.
		The SLO also needs another measure for the assessment in the coming year to satisfy the requirement of two measures for each SLO.

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	Student Learning Outcome #3	Students should be able to **synthesize and transfer the acquired knowledge to their current professional positions or careers**. The essential academic and practical skills required for a prosperous career in their chosen domains.	
PLAN	**Assessment Method(s)**	CRIJ 5330 Planning and Evaluation course project demonstrates student ability to plan and critically evaluate a policy that have short and long-term impacts to the individuals and the society. The final assignment in the CRIJ 5320 Theoretical Foundations course challenges students to apply and critique social policies, showcasing their ability to translate theoretical knowledge into practical skills.	
	Proficiency	A standard of achieving a 75 out of 100 on the rubric was established for CRIJ 5330 assessments. Also, students will score 90 out of 100 in the CRIJ 5320 assignment examining the above areas of emphases. The evaluation focuses on clarity, depth of articulation, analysis of supporting evidence, integration of course concepts, and demonstration of critical thinking.	
DO	**Benchmark**	Eighty percent of CRIJ 5330 students should demonstrate the ability to develop an evaluation plan of a criminal justice organization/agency, program, issue or policy by: 1) Describe Problem, issue, or policy and evaluand identification. 2) Identify the Type of Paradigm used and justification. 3) Distinguish Evaluation design, including type of evaluation and justification. 4) Describe Data collection strategies and justification. 5) Explain Data analysis. 6) Describe Report writing strategies, Meta evaluation and project budgeting.	

		Eighty percent of CRIJ 5320 students should demonstrate their abilities of articulating the fundamental concepts and causal reasonings underlying criminological theories, and synthesizing the supporting evidence for these theories through the course book review assignment by: • Critically analyzing and assessing how the chosen reviewed book aligns with or challenges these theories. • Analyzing the conceptual framework of the selected theories and conducting a concise overview emphasizing the main concepts and causal logic.
	Results of Assessment	For CRIJ 5330, 58 students assessed. 31% of students reached the benchmark of 4 (90-100%); 55% of students reached the benchmark of 3 (75-89%). Therefore, a total of 86% of students reached or passed benchmark of 75%. 14% of students were below the benchmark of 75% and below. For CRIJ 5320, 133 students out of 146 students received top grade in the targeted rubric (91%), 6 students (4%) received a B grade on the designated assignment. 7 students (5%) failed to meet the expected standards in rubric.
S T U D Y	**Analysis of Results**	In CRIJ 5330, the existing assessment scale does not closely correspond with the typical proficiency benchmarks for graduate courses, which generally align with a scale of 4 out of 5 or 80 out of 100. Although the current outcomes are commendable, it's imperative to adjust the rubric to ensure alignment with assessment standards for future sessions. In contrast, the assignments in CRIJ 5320 were perceived as less challenging, resulting in significantly higher student performance outcomes. These findings indicate a potential need for exploring alternative assessment methods for the upcoming year.

ACT	Improvement Plan for 2024-2025	To improve students' learning effectiveness, CRIJ 5330 may introduce a component of the assessed assignment where students can self-assess and correct mistakes and/or improve their evaluation plans of criminal justice organizations, policies or issues.
		Alternative assignments to better assessing the student learning outcomes in CRIJ 5320 course will be discussed and exercised to better differentiate students' learning outcomes in the benchmarks.

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	Student Learning Outcome #4	Promote a robust commitment to **social responsibility and adherence to professional codes**, aiming to equip students for professional roles in the criminal justice system. Students are expected to: 1. Grasp the professional code within their roles in the criminal justice field. 2. Demonstrate an understanding of societal expectations for the profession, recognizing the significance and challenges of leadership in the CJ field. They should also comprehend how their work can impact society. 3. Develop the ability to assess their ethical values and understand the social context of problems in diverse social settings.
PLAN	**Assessment Method(s)**	CRIJ 5340 Special Topic course on Social Justice was the key course assessing the SLO. The class offered six discussions of controversial issues and challenges to assess students' independent understanding the impacts of injustice in various settings (six reaction papers). Lastly, the final research paper on social justice was to assess the comprehensive understanding of social justice and ethical practices in challenging situations.
	Proficiency	Students who attain a score of 40 out of 50 points on the Reaction assignments' rubric are considered to have met the minimum proficiency level on controversial issues within the subject. Students who attain a score of 3.5 out of 5 on the final research paper assessment rubric are considered to have met the minimum proficiency level for the course.

DO	Benchmark	Class reaction papers discuss multiple issues to demonstrate students' ability to address critical or controversial issues surrounding the CJ field works. Ninety percent of students should meet the proficiency level to demonstrate the success of achieving the SLO. For each reaction paper, it is expected that 70% of the class will achieve the proficiency.
		CRIJ 5340 students will develop a research paper on social justice and at least 70% of students should reach the proficiency level demonstrating their ability in the following areas:
		- Demonstrates clear comprehension of key and relevant course concepts and a thorough understanding of course theories and application through written critical reflection papers and a final research proposal. - Demonstrates effective written and verbal communication skills when discussing major examples of social injustices. - Identifies social justice and ethical issues and situates from a social and historical perspective. - Recognizes how a variety of socio-political and economic factors within the U.S. impact local and global social justice. - Provides an ample summary of a testable research proposal and the application, limitations, and future implications for social justice. - Assesses and integrates information from various empirical sources to understand social justice within the criminal justice system. - Insightful, appropriate, and in-depth methods in examining the selected topic. - Applies social justice theories and frameworks to a research proposal that provides the basis of a master's thesis proposal, master's paper, or publishable research paper.
	Results of Assessment	Among the six reaction papers assigned in the class, the second and fourth papers had 66% and 69% of the class reaching the seventy percent proficiency level, respectively. The other four papers had proficiency rates of 71%, 74%, 71%, and 74%, respectively, in the numeric order of the assignments.
		On their project proposal rubrics, 56% (19/34) of students achieved the proficiency level. Therefore, the class does not meet the benchmark of attaining a 3.5 out of 5 at 70% for the course assessment rubric (1.85 out of 2.8).

S **T** **U** **D** **Y**	**Analysis of Results**	The class mostly achieved the benchmark for the reaction paper assignments, where students demonstrated their understanding of the challenges and provided critical responses to the controversial issues in the field. Multiple students (n=7 out of 34) received a "0" on their project assignment due to not turning it in, which significantly reduced the class average. The assignment rubrics require students to demonstrate specific knowledge as specified in the benchmarks listed above. However, it is evident that many students did not follow the instructions to ensure their work included all key components. This resulted in lower assignment grades for these students according to the grading rubrics.

ACT	Improvement Plan for 2024-2025	The project assignment may be reconstructed to help students better follow the instructions and ensure that all assessment items are included in their submissions. This could be achieved by redesigning the grading rubrics to include more detailed criteria and integrating them into the assignment instructions. Additionally, alternative assignments that assess specific benchmarks may be considered for the next class.

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	Student Learning Outcome #5	By completing the criminal justice graduate degree, students should extend their **integrative abilities of learned knowledge and techniques** from the program courses to the challenge of their personal, professional, and civic life. They should be able to make connections and synthesize theories, examples, facts, and practical challenges into their independent conclusive solutions. Students in the CRIJ 5346 (Capstone in Criminal Justice, Master's) class will be able to **compare** common myths and misconceptions in the application of justice, as they **construct** and **develop** an original paper which displays a mastery of criminological theory; research design; and various topics covered throughout the Master of Science in Criminal Justice curriculum. Students will be able to **investigate** ironies and controversies in crime control and criminology, as they **identify** and **critique** relevant scholarly articles which are germane to new innovations in cutting edge criminal justice research.
PLAN	**Assessment Method(s)**	CRIJ 5346 Capstone in Criminal Justice is the conclusive course for graduate students to demonstrate their integrative learning abilities through multiple course assignments such as reflective work, self-assessment, and a final project. Through their writing, students must **demonstrate** that their paper reflects one of the most culminating and pivotal experiences in their graduate education.
	Proficiency	A criterion was established, requiring eighty percent of students to achieve a 4 out of 5 on the targeted assignment rubric items.
DO	**Benchmark**	Eighty percent of students should be able to • Differentiate between the prominent misrepresentations about defendants and justice personnel in the United States by examining peer-reviewed articles and

			a scholarly book. They will write an original, unique paper suitable for publication.
			• Display a mastery of criminological theory, research design, and various topics covered throughout the Master of Science in Criminal Justice curriculum by applying information from five peer-reviewed articles and a current academic book to their paper.
			• Critique relevant scholarly articles on new innovations in cutting-edge criminal justice research, arguing viewpoints expressed in their paper through hands-on work.
	Results of Assessment		In Fall 2023 class, 82% (36/44) performed satisfactorily with a score of 4 out of 5 on the assigned project, while 94% (77/82) of the Spring 2024 class achieved the 80% goals for the assessment. Overall, 90% of students received at least a 4 out of 5 based on the rubric in the 2023-24 academic year.
S T U D Y	**Analysis of Results**		The assessment goals set for the SLO were met in terms of the assessment methods. The courses provide students with an example of a top paper from previous sessions. Detailed instructions for completing the assignment and encouraging students to schedule a virtual meeting with the Writing Center to review parts of their paper likely also contribute to the students' success on the assignment.

ACT	Improvement Plan for 2024-2025	While the SLO assessment was successful, it is noted that some benchmarks could be more specifically assessed to better gauge students' achievements. Adjustments to the assignment could help refine the assessment process and more effectively demonstrate teaching effectiveness on the SLO.

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	Student Learning Outcome #6	Students are expected to cultivate and refine their **planning skills in the policymaking process and execution**. Successful learners should demonstrate their understanding of key practices essential for effective policymaking and practices in the realm of criminal justice careers. They should be able to conduct critical policy analysis to improve criminal justice policies, aiming to achieve the system goals of safety, justice, accountability, and efficiency.
PLAN	**Assessment Method(s)**	Students are assigned two major assignments in CRIJ 5310 Systems and Policy to demonstrate the ability to conduct policy analysis: a critical thinking exam and a scholarly book review. The exam will: • Evaluate and appraise various factors which contribute to the development of effective criminal justice system policies. • Understand the differences between the piecemeal approach and the systems improvement approach in developing criminal justice policies. • Apply important concepts related to the role technology and research play in the development of criminal justice policies. Students should analyze criminal justice policies by examining peer-reviewed articles and a scholarly book, synthesizing policies from both the articles and the book. Critically analyzing past criminal justice policies will help students evaluate current policies and recommend policy changes for the future. They will include this analysis in an original book review suitable for publication.
	Proficiency	A score of 4 out 5 was adopted for minimum proficiency on the two designated assessments. One is an exit exam, and the other is a book review assignment evaluated through the designated rubric.

DO	Benchmark	Eighty percent of students should achieve the proficiency level by passing an exam testing their knowledge on criminal justice systems and policies. Students will also be expected to write a book review that critically analyzes the American criminal justice system and policies. In the exam, passed students should demonstrate their ability to: • Understand and prioritize the key terms needed for our understanding of current criminal justice policy issues. • Discriminate between the emerging criminal justice policies within the discipline of criminal justice. • Identify and rate the various types of law enforcement strategies to improve safety, justice, accountability, and efficiency. • Compare the ways in which punishment has been reexamined over the past few years within the United States. In the review, passed students should demonstrate their ability to: • Identify and differentiate between the various pitfalls to avoid in implementing a system approach to criminal justice policymaking. • Explain the role of research and technology in implementing a systems approach to criminal justice policymaking. • Identify the benefits of the systems solution approach to criminal justice policy and decision-making. • Explain the bureaucracy and resistance to effectively implementing a systems solution approach. • Evaluate, appraise, and recommend policy changes needed to achieve accountability, justice, safety, and efficiency in America's criminal justice system policies. • All the references used are important and are of good/scholarly quality. There is a minimum of scholarly resources that are used effectively to support policy analysis. All

		the references are effectively used, correctly cited, and correctly listed in the reference list.
	Results of Assessment	80% of students in CRIJ 5310 scored 80% and above in the exit exam, while 15% scored between 70 and 79%. The remaining 5% scored 60 and below. 3 students did not attempt the exam. 87% of students in CRIJ 5310 scored 80% and higher on the book review assignment's designated rubrics, while 8% scored between 70 and 79. Those who scored 60 and below were 8%. 7 students did not attempt the book review.
S T U D Y	**Analysis of Results**	The results suggest the class met the set benchmarks in both assessment measures. However, the number of non-submissions was a concern for improvement.

ACT	Improvement Plan for 2024-2025	Similar assessment tools reviewed and slightly revised in the upcoming year to better assess the SLO. The alignments between the SLO and the assignment rubrics will be reviewed for possible updates. Additionally, focused efforts will be made to address non-submission issues in specific assignments, aiming to improve overall student pass rates.