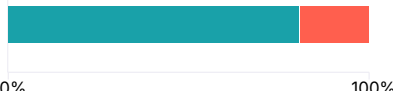


Inquire and analyze **MET**

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 inquire and analyze issues within the criminal justice field.

MEASURES	RESULTS	ACTIONS										
<p><b>Theoretical application paper</b></p> <p>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.</p> <p>Direct - Assignment</p> <p><i>Crime and Criminals: CRIJ 3311</i></p> <p><b>Target</b></p> <p>80% of the students should score 4 out of 5 points on the rubric in the theoretical applications and analyses through the theoretical application paper.</p>	<p><b>MET</b></p> <p>Theoretical application paper</p> <p>■ Met ■ Not Met</p>  <table><tr><th>Category</th><th>Percentage</th></tr><tr><td>Met:</td><td>81%</td></tr><tr><td>Not Met:</td><td>19%</td></tr><tr><td><b>Met Total:</b></td><td><b>81%</b></td></tr><tr><td><b>Not Met Total:</b></td><td><b>19%</b></td></tr></table> <p><b>Analysis</b></p> <p>In the Fall 2024 semester, 89.5% of the CRIJ 3311.01 session (17 out of 19 students) met the proficiency level (scored 4 out of 5) set for the final paper, meeting the rubric benchmarks. In the Spring 2025 session, the passing rate was to 86% (20 out of 23 students). Both classes were on-campus sessions. The Spring 2025 online session has 78% (72 out of 92 students) met the proficiency level; while notably this course session had 10 students dropped out of courses during the semester for work or family matters. Therefore, the lower rate was skewed by these students. If the outlier cases were excluded from the calculation, the online session's passing rate would have been raised to 88%, which is similar to the on-campus sessions.</p>	Category	Percentage	Met:	81%	Not Met:	19%	<b>Met Total:</b>	<b>81%</b>	<b>Not Met Total:</b>	<b>19%</b>	<p><i>No actions have been added.</i></p>
Category	Percentage											
Met:	81%											
Not Met:	19%											
<b>Met Total:</b>	<b>81%</b>											
<b>Not Met Total:</b>	<b>19%</b>											

**Conclusion**

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 online session students were lack of class engagement and did not submit the assignment, citing various excuses. Efforts to reduce assignment non-submission were committed throughout the course session, but still quite a few students did not log into the course session, nor responded to the course emails. Additional efforts may be considered to improve the success of the SLO. Additionally, the proficiency benchmark seems to be appropriate.

Oral Presentation **MET**

When given a task, students recognize and value the importance of oral presentation 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.

MEASURES	RESULTS	ACTIONS
<div>Class presentation</div> <div>Seventy-nine percent of CRIJ 4380 students will be able demonstrate the ability to effectively present a research topic (see rubric):</div> <div><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><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></div> <div>Criminal Justice Research: CRIJ 4380</div> <div>Target</div> <div>An expected standard requires 80% of the 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.</div>	<div>MET</div> <div>Class presentation</div> <div><div><div>Met</div><div>Not Met</div></div><div><div></div><div></div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>91%</div></div> <div><div>Not Met:</div><div>9%</div></div> <div><div>Met Total:</div><div>91%</div></div> <div><div>Not Met Total:</div><div>9%</div></div> <div>Analysis</div> <div>For on-campus session in Fall 2024, 8 students made an 'A' and 5 students made a 'B,' out of 16 students. One student took an "Incomplete" due to medical reasons. No students made below a 'C' on their final grade.</div> <div>For On-campus session in Spring 2025, 4 students made an 'A', 6 students made a 'B,' out of 12 students. One student did not finish the course due to personal reasons and failed the course.</div> <div>For the online session in Spring 2025, 45 students made an A or a B grade on the presentation related assignment. Two students failed to meet the proficiency level set for the assignment (score 4 out of 5).</div>	<div>No actions have been added.</div>

Conclusion

The outcomes exceed the anticipated standard, highlighting the overall success of the course in meeting and surpassing the targeted academic objectives. Other than the course project presentations, students' grades were also improved from submitted individual midterm Research Proposals and group Final Projects, showing an improvement over the semester and benefit of group work for research projects.

Ethical expectations of the profession **MET**

Students are expected to comprehend and adhere to the professional code governing the criminal justice field. They should recognize and uphold the ethical expectations of the profession, emphasizing the importance of meeting these standards. Students are able to analyze important ethical terms and ethical systems by applying them to the field of criminal justice. 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.

MEASURES	RESULTS	ACTIONS
<p><b>Ethical applications and analyses in criminal justice system</b></p>	<p><b>MET</b></p> <p>Summary</p>	<p>No actions have been added.</p>

<p>In CRIJ 4311, 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>Direct - Assignment</p> <p><i>Ethical Issues: CRIJ 4311</i></p> <p><b>Target</b></p> <p>80% of the students achieve a grade of C or above in the class assignments.</p>	<p>In Fall 2024 CRIJ 4311 on-campus course, 96% (24 out of 25) of the students achieved 4.5 out of 5 points on the designated assignment. For Spring 2025 session, the result was 92% (23 out of 25). For online sessions in Fall 2024, there were three assignments designated for the course assessment. The average passing rate (scored 4 out of 5) for Fall 2024 was 85.2% (67.3/79); and 80.7% (43.6/54) for Spring 2025. In general, CRIJ 4311's teaching proficiency met the expectation.</p> <p><b>Analysis</b></p> <p>In Fall 2024 CRIJ 4311 on-campus course, 96% (24 out of 25) of the students achieved 4.5 out of 5 points on the designated assignment. For Spring 2025 session, the result was 92% (23 out of 25). For online sessions in Fall 2024, there were three assignments designated for the course assessment. The average passing rate (scored 4 out of 5) for Fall 2024 was 85.2% (67.3/79); and 80.7% (43.6/54) for Spring 2025. In general, CRIJ 4311's teaching proficiency met the expectation.</p>	
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## General Outcome Actions

ACTIONS
<p><b>Revise Measurement / Assessment</b></p> <p>Not Started</p> <p>The course assignments may be revised to better reflect the learning outcome rubrics.</p>


## Conclusion

The online CRIJ 4311 utilized multiple course assignments to assess students' mastery of the SLO. The results are mixed. These assignments may be further edited to better reflect the learning outcome rubrics.

## Critical evaluation of criminal situations **MET**

Upon introducing different crime control responses reported in scholarly reports and course discussions, students are expected to possess the capability to conduct a critical evaluation of criminal situations. 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 identify and compare five peer-reviewed articles and critiques each and evaluate how this furthers the academic literature related to one particular issue of the student's choosing.

MEASURES	RESULTS	ACTIONS
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<b>Final paper</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 <b>compare</b> and analyze 5 peer-reviewed articles. They will write a synopsis of each article with shall be between 500 and 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.  Direct - Assignment  <i>Responses to Crime: CRIJ 4321</i>  <b>Target</b>  80% of the students will score a 4 out of 5 points on the rubric in this class term paper.	<b>MET</b>  Final paper  ■ Met ■ Not Met   <table><tr><td>Met:</td><td>93%</td></tr><tr><td>Not Met:</td><td>7%</td></tr><tr><td>Met Total:</td><td>93%</td></tr><tr><td>Not Met Total:</td><td>7%</td></tr></table> <b>Analysis</b>  The SLO proficiency was met. The high percentage of the proficiency rate is encouraging. Nevertheless, to be more comprehensively assess the SLO, the future assessment may use a different set of rubrics for assessment, given that the current assignments may not exactly be targeting on the key examinations of students' critical evaluation of different criminal situations. A revised or new assignment may be given for the future assessment of the SLO.	Met:	93%	Not Met:	7%	Met Total:	93%	Not Met Total:	7%	<b>Revise Measurement / Assessment</b>  Not Started  A new or revised assignment to better measuring the SLO.  Recommended Due Date: 01/14/2026
Met:	93%									
Not Met:	7%									
Met Total:	93%									
Not Met Total:	7%									

Conclusion

The SLO proficiency was met. The course may consider revising the current assignments or adopting a new assignment to better assess the targeted SLO, critical evaluation of criminal situations.

Integrative Learning practices **MET**

Students are expected to proficiently articulate their learned ideas in Integrative Learning practices, 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.

MEASURES	RESULTS	ACTIONS
<div><b>Resume and job description assignments</b></div> <div>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:</div> <div><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></ul></div>	<div><div>MET</div><div>Resume and job description assignments</div><div><div><div></div></div><div>Met</div></div><div><div></div><div></div></div><div><div></div><div></div></div><div>0%100%</div><div>Values are not shown when too close to each other. Click or use arrow keys to see details.</div><div><div>Met:</div><div>100%</div></div><div><div>Met Total:</div><div>100%</div></div><div><div>Not Met Total:</div><div></div></div></div>	<div>No actions have been added.</div>

<ul style="list-style-type: none"><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 identified by the student with the assistance of Instructor of Field Placement and Career development center on campus.</li><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 of an internship position with favorable evaluation from the instructor and internship supervisor is considered the critical component of the course completion.</li></ul> <p>Direct - Assignment</p> <p><i>Criminal Justice App: CRIJ 4340</i></p> <p><b>Target</b></p> <p>80% of the 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.</p>	<p><b>Analysis</b></p> <p>In both Fall 2024 and Spring 2025 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. Additionally, 22 students from the academic year were either offered a job after the designated CRIJ 4340 CJ application course (internship course), waiting for a job offer, or graduate admission.</p>	
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Conclusion

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). The job placement data was one of the indicator that the CJ program has tried to collect, but it is currently inconclusive since some students are yet graduated. Among 22 students completed the course in the 2024-25 academic year, 10 of the students secured a job upon graduation, the other (12) students are either waiting for graduation, under job search, or waiting for graduate school admission.

Teamwork **MET**

When given a task, students recognize and value the importance of Teamwork as the future professionals in the field of criminal justice.

MEASURES	RESULTS	ACTIONS
<div>Team Debate</div> <div>CRIJ 3311 team debate activities are assessed to evaluate student’s ability to teamwork under a professional competitive environment. Successful teamwork should demonstrate through the following activities:</div> <div><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></ul></div>	<div>MET</div> <div>Team Debate</div> <div><div>Met</div><div>Not Met</div></div> <div><div></div><div></div></div> <div><div>0%</div><div>100%</div></div> <div><div>Met:</div><div>86%</div></div> <div><div>Not Met:</div><div>14%</div></div> <div><div>Met Total:</div><div>86%</div></div> <div><div>Not Met Total:</div><div>14%</div></div>	<div>No actions have been added.</div>

<ul style="list-style-type: none"><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><i>Crime and Criminals: CRIJ 3311</i></p> <p><b>Target</b></p> <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>	<p><b>Analysis</b></p> <p>All students in both the Fall 2024 (19 students) and Spring 2025 (20 students) semesters achieved satisfactory proficiency level (scored 4 out of 5 points) in the debate teamwork grading rubrics. The results demonstrated students' effective collaboration with their teammates during debate preparation and execution.</p>	
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**Conclusion**

Instructors required each group to meet in the instructor's office to report progress and ensure student cooperation. Instructors guided the groups on how to prepare data for debates and how to facilitate effective discussions and coordination among different ideas and schedules among the team members. These practices may have both pressured and inspired students, enhancing their teamwork and performance.