


Problem solving by research planning **MET**

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.


MEASURES	RESULTS	ACTIONS
Research Proposal Direct - Assignment <i>Quantitative Mthds Criminology: CRIJ 5331</i> Target 80% of the class scored a B grade or higher on the assignment.	MET Research Proposal ■ Met ■ Not Met  0% 100% Met: 90% Not Met: 10% Met Total: 90% Not Met Total: 10% Analysis 90% of students in CRIJ 5331 scored 80% or higher in the Research Proposal assignment. 6.5% of students received a grade below 80% (79 points or less out of 100 points), while 2.5% of the class did not submit the assignments.	<i>No actions have been added.</i>

Conclusion

The class show students' proficiency of achieving the SLO through the proposed course assignments. The small number of students who were not able to complete and submit their assignments in the class period was a concern and may need attention for improvement (reduced from 4% to 2.5%). In general, the course assignments were appropriate for the student learning outcome and will be continuously used for the next academic year.

Leadership skills **MET**

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.

MEASURES	RESULTS	ACTIONS
Final Interview Project Direct - Assignment <i>Criminal Justice Leadership: CRIJ 5345</i> Target 70% of the class will achieve a grade of B or higher.	MET Final Interview Project ■ Met ■ Not Met  0% 100% Met: 83%	<i>No actions have been added.</i>

	<div>Not Met:17%</div> <div>Met Total:83%</div> <div>Not Met Total:17%</div> <div>Analysis</div> <div>Among the class, 100/145 students made an 'A,' 21/145 students made a 'B,' 14/145 students made a 'C,' 3/145 made a 'D,' and 7/145 students made a 'F' (for failure to turn or complete their project on time). There are 83% of the students who made a final grade of 'B' or higher; therefore, this course met the anticipated standard dictated that 80% of the class should achieve a grade of 'B' or above.</div>	
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Conclusion

The outcomes surpassed expectations, demonstrating the course’s overall success in achieving and exceeding its academic objectives. However, it is worth noting that a few students received a grade of '0' due to non-submission of their final projects, highlighting a gap in completion rates and the need for improved support or motivation in this area.

To enhance student outcomes for the 2025–2026 academic year, the instructor plans to implement several targeted strategies. She will continue conducting regular check-ins and course-wide announcements to help students stay on track. The instructor will also maintain Q&A workshops dedicated to supporting the final project. Additionally, the instructor will conduct interviews with leaders in the Criminal Justice System—not only to model the expectations for the final project but also to enrich lecture content with practical, real-world insights beyond theoretical instruction. These measures aim to reduce the number of incomplete projects and further improve academic performance and final grades.

Applications to professional practices MET

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.

MEASURES	RESULTS	ACTIONS
<div>An Evaluation Plan</div> <div>Planning & Evaluation: CRIJ 5330</div> <div>Target</div> <div>80% of the students will achieve a 75 out of 100 on the rubric was established for CRIJ 5330 evaluation plan assessment.</div>	<div>MET</div> <div>An Evaluation Plan</div> <div>Met Not Met</div> <div><div></div></div> <div>0%100%</div> <div>Met:94%</div> <div>Not Met:6%</div> <div>Met Total:94%</div> <div>Not Met Total:6%</div> <div>Analysis</div> <div>CRIJ 5330 – Planning and Evaluation Benchmark</div> <div>75% 62 out of 66 students, representing 94 %, passed with a grade of 75% and above, meaning the benchmark of 80% was surpassed.</div>	<div>No actions have been added.</div>

General Outcome Actions

ACTIONS
Revise Measurement / Assessment Not Started An additional assignment could be added to further assess students' understanding of criminal justice planning and evaluation. This assignment will require students to identify a criminal justice evaluation report and critically analyze that report using course concepts.


Conclusion

33 students (50% of students) who participated in the course got an A (90% and above) meaning they demonstrated an above average ability to plan an evaluation of a criminal justice organization, agency, policy or issue. 28 students (42% of students) who participated in the course got an B (between 80% and 89%); and one student scored 77% (2%) which was above the benchmark of 75%; meaning 29 students demonstrated the ability to plan an evaluation of a criminal justice organization, agency, policy or issue. The remaining 4 students (6%) attempted the assignment but score between 70 and 74%. Their ability to plan an evaluation of a criminal justice organization, agency, policy or issue was below average. They did not follow the rubric guiding students on the assessment requirements to successfully complete the assignment.

Commitment to social responsibility and professional code MET

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.


MEASURES	RESULTS	ACTIONS
Final research paper <i>Crim Just Studies: CRIJ 5340</i> Target 80% of the 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.	MET Final research paper ■ Met ■ Not Met  0% 100% Met: 88% Not Met: 12% Met Total: 88% Not Met Total: 12% Analysis For Fall 2024, CRIJ 5340 Social Justice's final grades were as follows: 46/65 students made an 'A,' 13/65 students made a 'B,' 4/65 students made a 'C,' 0/65 made a 'D' and 2/65 made an 'F' due to not ever starting the course. On the specific target class assignment for the current assessment, a research proposal, 43/65 students made 'As,' 13/65 students made 'Bs,' 1/65 students made 'Cs,' 4/65 students made 'Ds,' and 4/65 made an 'F' due to not completing the proposal or turning it in.	<i>No actions have been added.</i>

Conclusion

For Fall 2024, this course met the anticipated standard to dictate that 80% of the class should achieve a grade of 'C' or above in designated assignments within CRIJ 5340 (Social Justice). In fact, more than 85% of students made an A or B grade on the target assignment.

Comprehension knowledge and skills to serve in the field **NOT MET**

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.

MEASURES	RESULTS	ACTIONS
<p>Final assignment paper</p> <p><i>Capstone in Criminal Justice: CRIJ 5346</i></p> <p>Target</p> <p>80% of the students achieve a 4 out of 5 on the targeted assignment rubric items.</p>	<p>NOT MET</p> <p>Final assignment paper</p> <p>■ Met ■ Not Met</p>  <p>0% 100%</p> <p>Met: 74% Not Met: 26%</p> <p>Met Total: 74% Not Met Total: 26%</p> <p>Analysis</p> <p>80% of the Fall 2024 class achieved at least 4 out of 5 points on the designated assignment. 71% of the Spring 2025 class achieved at least 4 out of 5 points on the designated assignment. 73% of all 2024–25 students achieved at least 4 out of 5 points on the designated assignment.</p>	<p>Gather Additional Data</p> <p>Not Started</p> <p>The instructor may use additional course assignments or class activities to assess the SLO in the future classes.</p>

General Outcome Actions

ACTIONS
<p>Gather Additional Data</p> <p>Not Started</p> <p>Additional course data (assignments/class activities) may be good assessment measures for the SLO. The instructor may provide the data for future assessment.</p>


Conclusion

The instructor comments that some students may need an example of a completed paper that was ultimately published to prepare for their assignment. Therefore, examples will be provided to the future students. The instructor may provide students more detailed instructions on how to retrieve peer-reviewed journal articles. The instructor comments that students may need to be shared some of the articles they plan to cite to ensure they are peer-reviewed.

Some students may need more assistance for writing. He will encourage students to schedule a virtual meeting with the Writing Center to go over part of the paper is due.

Planning in policymaking process and execution MET

Students are expected to cultivate and refine their planning skills in policymaking process and executions. Successful learners should be able to demonstrate their understanding of key practices essential for effective policymaking and practices in the realm of criminal justice careers.

MEASURES	RESULTS	ACTIONS								
<p>Final project paper</p> <p><i>CJ System & Policy: CRIJ 5310</i></p> <p>Target</p> <p>80% of the students score of 4 out 5 on the designated assessments.</p>	<p>MET</p> <p>Final project paper</p> <p>■ Met ■ Not Met</p>  <table><tr><td>Met:</td><td>98%</td></tr><tr><td>Not Met:</td><td>2%</td></tr><tr><td>Met Total:</td><td>98%</td></tr><tr><td>Not Met Total:</td><td>2%</td></tr></table> <p>Analysis</p> <p>Criminal Justice Policy Analysis assignment had 79 of 81 (98%) students in the class reached the benchmark of 4 out of 5 or 80%. Two students did not reach the benchmark.</p> <p>Additional assessment information from Comprehensive Planning Exam had 74 of 81 (91%) students in the class reached the benchmark of 4 out of 5 or 80%. Seven students did not reach the benchmark</p>	Met:	98%	Not Met:	2%	Met Total:	98%	Not Met Total:	2%	<p><i>No actions have been added.</i></p>
Met:	98%									
Not Met:	2%									
Met Total:	98%									
Not Met Total:	2%									

Conclusion

The high passing rate on the designated assignment means that students demonstrated an above average ability to critically evaluate criminal justice policies in a policy analysis paper. In the next class, instructions of the assignment will continue to be offered to students in both the syllabus and the assessed assignments. A reminder sent a week before the policy analysis paper is due. This way, students are more likely to be successful in responding to policy analysis questions asked on the analysis paper by emphasis being placed on the assignment requirements closer to the due date of the assignment being submitted.