

Inquire and analyze

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
Theoretical application paper 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. Direct - Assignment <i>Crime and Criminals: CRIJ 3311</i> Target 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.	MET Summary Three sections of CRIJ 3311 were offered during the 2025–2026 academic year, including two face-to-face sections and one online section. The Fall 2025 face-to-face section enrolled 30 students, the Spring 2026 face-to-face section enrolled 26 students, and the Spring 2026 online section enrolled 71 students, resulting in a total enrollment of 128 students across the academic year. For the designated assessment assignment, 101 out of 127 students (80%) earned an A or B grade (19 in Fall 2025 face-to-face section; 60 in Spring 2026 online section; and 22 in Spring 2026 face-to-face section). These results suggest that students demonstrated the ability to analyze and explain criminal behavior through the application of criminological theories in the final course paper for CRIJ 3311: Crime and Criminals. The final course project required students to identify and evaluate effective responses to various types of crimes and criminal situations. The assignment further required students to demonstrate their understanding of criminological issues and apply analytical skills to the study and evaluation of diverse criminal behaviors and social problems based on the knowledge acquired throughout the course. Analysis The assessment results suggest that CRIJ 3311 successfully supported students' ability to apply criminological theories to the analysis of crime and criminal behavior. A substantial majority of students (80%) earned an A or B on the designated assessment assignment, indicating strong proficiency in analyzing criminological problems, evaluating criminal behaviors, and proposing appropriate responses to crime-related situations. The results further demonstrate that students were generally successful in integrating theoretical knowledge with critical analysis and written communication skills. The final course project served as an effective assessment tool because it required students to synthesize course concepts, apply criminological theories to real-world situations, and demonstrate	<i>No actions have been added.</i>

	analytical reasoning through written evaluation of criminal justice issues. Student performance across both face-to-face and online course sections suggests that the learning objectives were achieved consistently across different instructional formats. However, approximately 13% (17 students) of the 127 enrolled students did not submit the assignment. Course records suggest that many of these students either stopped attending the course or experienced difficulty maintaining the required course schedule and academic engagement. This pattern was observed in both face-to-face and online sections. While these students were included in overall enrollment figures, their lack of assignment submission appears to reflect issues related more to course participation and retention than to mastery of course content. These findings suggest a potential need for additional intervention and support through the university's Student Success initiatives. Early-alert systems, attendance monitoring, academic coaching, and proactive outreach may help students remain engaged and maintain progress toward course completion. Additional support services may be particularly beneficial for students facing scheduling, adjustment, or time-management challenges in both online and traditional course environments.	
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Oral Presentation

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
Class presentation Eighty percent of CRIJ 4380 students will be able demonstrate the ability to effectively present a research topic (see rubric): - Present oral research proposal that is a prepared, purposeful presentation designed to present existing literature and research proposal. - 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. - Identify internal and external validity threats like selection bias, maturation, reactivity and multiple treatment	NOT MET Summary The assessment results indicate that while some CRIJ 4380 students demonstrated strong oral presentation and research communication skills, the overall benchmark for oral presentation proficiency was not achieved. Only 50% of students earned a score of 8 out of 10 or higher on the oral presentation rubric, which fell below the program's target requiring 80% of students to achieve proficiency. Students who performed well demonstrated the ability to organize and present research proposals effectively, communicate research significance, articulate research questions and hypotheses, and identify methodological concerns such as internal and external validity threats. These students also	Revise Curriculum IN PROGRESS To improve student performance in the Oral Presentation assessment, the revised curriculum will incorporate structured training activities focused on oral presentation skills, professional communication, and the presentation of research findings in academic and professional settings. Faculty will integrate presentation exercises, guided feedback, and communication-focused assignments into course schedules beginning in the upcoming semester. The department will also encourage the use of presentation assignments in other upper-level Criminal Justice courses to provide students with more opportunities to develop and practice oral communication skills. Future assessment efforts may incorporate presentation data from multiple courses to

interference as they critique the research of their peers.

- 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.

Criminal Justice Research: CRIJ 4380

Target

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.

showed competency in using visual aids and engaging professionally during presentations and peer critiques. However, the overall distribution of oral presentation and Final Project grades suggests that a substantial number of students experienced difficulties in one or more areas related to oral communication, research organization, presentation delivery, or analytical discussion of research methodology. The results may indicate that some students require additional preparation and structured practice in presenting research findings in professional and academic settings. The oral presentation assignment required students not only to understand research concepts but also to communicate them effectively in a public presentation environment. This type of assignment involves multiple higher-order skills simultaneously, including public speaking, organization, critical thinking, methodological analysis, and professional communication. The lower-than-expected performance suggests that students may benefit from additional instructional support in these areas before completing the final presentation assessment. The Final Project grade distribution further supports this interpretation, as fewer than half of the students earned a B or higher overall. While several students demonstrated strong mastery of the assignment requirements, the broader results suggest the need for enhanced instructional strategies, additional presentation practice opportunities, guided peer-review activities, and more structured feedback throughout the research proposal development process. Overall, the assessment findings suggest that CRIJ 4380 continues to provide valuable research and presentation experiences for students, but additional curricular emphasis on oral communication and professional presentation skills may help improve future student performance and attainment of the established assessment benchmark. To improve the Oral Presentation assessment specifically, more emphasis will be placed on the importance of oral presentation skills, professional communication, and preparation for presenting research findings in academic and professional settings.

Analysis

The assessment results indicate that while some CRIJ 4380 students demonstrated strong oral presentation and research communication skills, the overall benchmark for oral presentation proficiency was not achieved. Only 50% of students earned a score of 8 out of 10 or higher on the oral presentation rubric, which fell below the program's target requiring 80% of students to achieve proficiency.

provide a broader evaluation of students' communication competencies across the curriculum.

Recommended Due Date: 08/15/2026

	Students who performed well demonstrated the ability to organize and present research proposals effectively, communicate research significance, articulate research questions and hypotheses, and identify methodological concerns such as internal and external validity threats. These students also showed competency in using visual aids and engaging professionally during presentations and peer critiques. However, the overall distribution of oral presentation and Final Project grades suggests that a substantial number of students experienced difficulties in one or more areas related to oral communication, research organization, presentation delivery, or analytical discussion of research methodology. The results may indicate that some students require additional preparation and structured practice in presenting research findings in professional and academic settings. The oral presentation assignment required students not only to understand research concepts but also to communicate them effectively in a public presentation environment. This type of assignment involves multiple higher-order skills simultaneously, including public speaking, organization, critical thinking, methodological analysis, and professional communication. The lower-than-expected performance suggests that students may benefit from additional instructional support in these areas before completing the final presentation assessment. The Final Project grade distribution further supports this interpretation, as fewer than half of the students earned a B or higher overall. While several students demonstrated strong mastery of the assignment requirements, the broader results suggest the need for enhanced instructional strategies, additional presentation practice opportunities, guided peer-review activities, and more structured feedback throughout the research proposal development process. Overall, the assessment findings suggest that CRIJ 4380 continues to provide valuable research and presentation experiences for students, but additional curricular emphasis on oral communication and professional presentation skills may help improve future student performance and attainment of the established assessment benchmark. To improve the Oral Presentation assessment specifically, more emphasis will be placed on the importance of oral presentation skills, professional communication, and preparation for presenting research findings in academic and professional settings.	
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Ethical expectations of the profession

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
Ethical applications and analyses in criminal justice system In CRIJ 4311, students will demonstrate their ability (proficiency) to - recognize ethical issues related to the criminal justice system. - 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. - differentiate between ethical issues and ethical dilemmas - resolve dilemmas related to the exercise of discretion of criminal justice professionals. - apply professional ethics and argue four different ways by using different ethical systems to the scenario in the discussion question. - bridge the gap between theory and practice as they get to resolve issues based on their knowledge that they gained in the class. - evaluate whether a particular decision was correct or incorrect based on the ethical systems. Direct - Assignment <i>Ethical Issues: CRIJ 4311</i> Target 80% of the students achieve a grade of C or above in the class assignments.	MET Summary In the AP courses, Fall 2025 CRIJ 4311 course, the designated assignments' passing rate was 91% (62 out of 68), 87% (59 out of 68), 84% (57 out of 68), and ; in Spring 2026, the passing was 88% (28 out of 32), 79% (26 out of 33), and 82% (27 out of 33). In the face-to-face course (non-AP), Fall 2025 CRIJ 4311 course, the designated assignment passing rate was 93% (14 out of 15), 87% (13 out of 15), and 93% (14 out of 15); in Spring 2026, the passing was 82% (23 out of 28), 93% (26 out of 28), and 89% (25 out of 28). Another course, CRIJ 4310, was adopted for the assessment of student success in this objective. The course objectives focus on students' understanding of professional ethical standards and their relationship to social well-being. Through discussion assignments, examinations, and written coursework, students demonstrated an understanding of social justice concepts, inequality, and contemporary social issues, while applying course theories to the analysis of ethical and social justice concerns. Overall course performance serves as an appropriate indicator of students' competency in ethical reasoning, critical thinking, and the application of social justice principles. Although some students performed lower on the final project or cumulative exam, the overall results from discussions, tests, and the final paper indicate that most students consistently demonstrated proficiency in the Ethical Application and Analyses objective within the Criminal Justice program. Final Grade Distribution (n = 77) A (89–100): 28 B (79–88): 35 C (69–78): 12 D (59–68): 1 F (<59): 1 B or higher: 63/77 students, or 82%. Analysis The multiple courses/assignments used to assess these objectives indicate that students demonstrated strong comprehension of ethical principles and professional standards governing the	<i>No actions have been added.</i>

	criminal justice field. Students showed an understanding of the importance of recognizing and upholding ethical expectations within the profession. In addition, students demonstrated the ability to analyze key ethical concepts, terminology, and ethical systems and apply them to criminal justice contexts. Through course assignments and discussions, students examined issues related to police subculture, attorney-client privilege, ethics in corrections, and community corrections while applying ethical frameworks and concepts learned throughout the course.	
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Critical evaluation of criminal situations

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
Final paper 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 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> Target 80% of the students will score a 4 out of 5 points on the rubric in this class term paper.	MET Summary The assessment results indicate that students successfully demonstrated critical thinking, analytical reasoning, and problem-solving skills through the CRIJ 4321 term paper assignment and Discussion posts. The assignment required students to critically evaluate the provided situations and apply their analyses to a specific criminal justice problem. In the Fall 2025 online section, 60 out of 62 students (97%) earned a grade of B or higher on the discussion assignment. In the Fall 2025 face-to-face section, 17 out of 20 students (85%) achieved the target performance level of an A or B grade on the paper assignment. Overall, student performance exceeded the assessment benchmark, which required that 80% of students score at least 4 out of 5 points on the assignment rubric. The results suggest that students were generally successful in critically reviewing scholarly research, articulating independent analyses, and applying criminological knowledge to real-world criminal justice issues. Analysis The assessment results indicate that CRIJ 4321 effectively supported students' development of critical thinking, analytical reasoning, and problem-solving skills related to criminal justice issues. Student performance exceeded the established benchmark in both the online and face-to-face sections, suggesting that the course	<i>No actions have been added.</i>

	assignments and discussion activities successfully promoted higher-order analytical learning outcomes. The discussion assignments and term paper required students to critically evaluate criminal justice situations, apply criminological concepts, and articulate independent analyses supported by scholarly research. The high percentage of students earning A or B grades demonstrates that most students were able to synthesize course materials, evaluate criminal justice problems from multiple perspectives, and communicate their analyses effectively in written form. The particularly strong performance in the online section suggests that the structured discussion format may have provided students with meaningful opportunities for reflection, engagement with course materials, and critical analysis of complex issues. Likewise, the positive outcomes in the face-to-face section indicate that students were able to apply theoretical knowledge to practical criminal justice scenarios through the formal paper assignment. Overall, the assessment findings support the conclusion that CRIJ 4321 successfully achieved its learning objectives related to critical evaluation, scholarly analysis, and the application of criminological knowledge to real-world criminal justice problems.	
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Integrative Learning practices

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
Resume and job description assignments 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: - 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. - 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	MET Summary In Fall 2025, CRIJ 4340 enrolled 16 students, while Spring 2026 enrolled 9 students, for a total of 25 students across the academic year. Among them, 15 of 16 students (94%) in Fall 2025 and 7 of 9 students (78%) in Spring 2026 successfully completed the required 125 internship hours. Of the remaining students, two completed more than 80% of the required hours, and one completed approximately 50% of the requirement. All students successfully completed the resume preparation assignment, with 19 students earning an A and 6 students earning a B. In addition, 21 out of 25 students (84%) completed the job description assignment with a grade of B or higher, and 23 out of 25 students (92%) received favorable evaluations from their internship supervisors. Final	<i>No actions have been added.</i>

assistance of Instructor of Field Placement and Career development center on campus. • 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. • Students' completion of an internship position with favorable evaluation from the instructor and internship supervisor is considered the critical component of the course completion. Direct - Assignment <i>Criminal Justice App: CRIJ 4340</i> Target 90% 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.	course grades indicated that 22 out of 25 students earned an A or B in the course. Overall, student performance across the coursework suggests that CRIJ 4340 effectively prepares students for professional careers through career preparation activities, internship experiences, and successful evaluations from workplace supervisors. At the time this assessment report was written, 24 out of the 25 students (96% and 7 are in the application process) had either received job offers, were actively pursuing employment interviews, in the application process, or were preparing for graduate school admission. Analysis The assessment results indicate that CRIJ 4340 was highly effective in preparing students for professional careers and experiential learning in the criminal justice field. Students demonstrated strong performance across multiple assessment measures, including resume preparation, job description analysis, internship completion, and supervisor evaluations. The high percentage of students earning A or B grades further suggests that students were able to successfully integrate academic knowledge with professional workplace expectations. The internship component appears to be a particularly strong indicator of student readiness for employment and professional development. Most students successfully completed the required 125 internship hours and received favorable evaluations from external supervisors, demonstrating competency in professional conduct, communication, and workplace performance. The positive evaluations from supervisors also provide external validation of the program's effectiveness in preparing students for real-world criminal justice environments. In addition, the career-related outcomes observed at the time of the report further support the success of the course. A substantial number of students had already secured employment opportunities, were actively pursuing positions, or were preparing for graduate education, suggesting that the course contributed positively to career preparation and transition into professional or advanced academic settings. Although a small number of students did not fully complete the internship-hour requirement, the overall assessment results strongly support the conclusion that CRIJ 4340 successfully met its learning objectives related to career readiness, experiential learning, and professional application of criminal justice knowledge.	
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Teamwork

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
Team Debate 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: - 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. - Team shows they had practiced with affluent presentations. - 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. - Questions and responses were well articulated between members during the debates to demonstrate the preparation and success of the teamwork. <i>Crime and Criminals: CRIJ 3311</i> Target A 80% of the class will score 4 out of 5 or 80 out of 100 in the CRIJ 3311 debate teamwork assessment grades (pre-debate vs. at-debate).	MET Summary CRIJ 3311 team debate activities were assessed to evaluate students' ability to work collaboratively in a professional and competitive environment. Successful teamwork was demonstrated through team meetings, coordinated debate preparation, organized division of responsibilities, collaborative communication, and effective presentation during the debate activities. Assessment observations indicated that successful teams demonstrated strong coordination, evidence of practice and preparation, clear division of labor among members, and effective articulation of questions and responses during the debates. Team performances reflected collective effort and cooperative engagement rather than individual participation alone. In the Fall 2025 CRIJ 3311 Team Debate activity, 24 out of 30 students (80%) earned a grade of B or higher. Among the six students who did not meet the performance standard, four students did not participate in the debate activity and received zero grades. In the Spring 2026 CRIJ 3311 Team Debate activity, 23 out of 27 students (85%) earned a grade of B or higher. Overall, the assessment results met the established performance benchmark and suggest that most students successfully demonstrated teamwork, communication, coordination, and collaborative problem-solving skills in a structured professional setting. Analysis The assessment results suggest that the CRIJ 3311 team debate activities were effective in developing students' teamwork, communication, and collaborative problem-solving skills within a structured professional environment. In both Fall 2025 and Spring 2026, approximately 80% of students achieved a grade of B or higher, meeting the established performance benchmark and indicating that most students successfully demonstrated the expected teamwork competencies. Observations from the debate activities showed that successful teams engaged in meaningful collaboration through multiple preparation meetings, coordinated presentation strategies, clear division of responsibilities, and active communication before and during the debates. Students demonstrated the ability to work	<i>No actions have been added.</i>

	collectively under competitive conditions while articulating organized arguments and responses in a professional manner. The debate performances reflected cooperative preparation and shared responsibility rather than isolated individual participation. The results also suggest that the debate format provided students with practical opportunities to strengthen professional communication, public speaking, critical thinking, and group coordination skills. These activities simulated real-world situations in which criminal justice professionals must collaborate, respond to challenges under pressure, and communicate effectively within teams. Among the students who did not meet the performance benchmark, several received failing grades primarily due to nonparticipation rather than lack of demonstrated ability. In Fall 2025, four of the six unsuccessful students did not participate in the debate activity and received zero grades. This finding suggests that course engagement and participation remain important factors affecting student success. Overall, the assessment findings support the conclusion that the CRIJ 3311 debate activities successfully promoted teamwork and collaborative learning outcomes while also identifying the importance of maintaining consistent student participation and engagement throughout the course.	
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Assessment Report Summary

The 2025–2026 BS Criminal Justice Program assessment results indicate that the program successfully achieved five of the six assessed learning outcomes. Overall, students demonstrated strong performance in inquiry and analysis, ethical reasoning, critical evaluation of criminal situations, integrative learning practices, and teamwork. The assessment findings suggest that students were generally successful in applying criminological theories, analyzing ethical and criminal justice issues, engaging in collaborative learning activities, and preparing for professional careers in criminal justice.

The Inquire and Analyze outcome was successfully achieved through CRIJ 3311 theoretical application papers. Students demonstrated the ability to apply criminological theories to analyze criminal behavior and evaluate crime-control responses. Eighty percent of students earned an A or B on the assignment, meeting the established benchmark. Assessment findings further suggested that students effectively integrated theoretical knowledge with analytical reasoning and written communication skills.

The Ethical Expectations of the Profession outcome was also successfully achieved through CRIJ 4311 and CRIJ 4310 assessments. Students demonstrated strong understanding of ethical principles, professional standards, and social justice concepts within criminal justice contexts. Assessment results indicated that students were able to analyze ethical dilemmas, apply ethical frameworks, and evaluate professional conduct within criminal justice systems.

The Critical Evaluation of Criminal Situations outcome was met through CRIJ 4321 assignments and discussion activities. Students demonstrated strong critical thinking, analytical reasoning, and scholarly evaluation skills through article critiques and written analyses of criminal justice problems. Student performance exceeded the established benchmark in both online and face-to-face course sections.

The Integrative Learning Practices outcome produced particularly strong results through CRIJ 4340 internship experiences. Students successfully applied academic knowledge and professional skills through internship placements, resume preparation, job analyses, and workplace evaluations. Most students successfully completed internship requirements and received favorable evaluations from supervisors. Many students had already secured employment opportunities, entered the application process, or prepared for graduate education at the time of assessment reporting.

The Teamwork outcome was successfully demonstrated through CRIJ 3311 team debate activities. Students generally demonstrated effective collaboration, communication, preparation, and coordinated problem-solving skills during structured debate activities. Assessment findings suggested that students successfully developed teamwork and professional communication skills relevant to criminal justice careers.

The only outcome not meeting the benchmark was Oral Presentation within CRIJ 4380. Although several students demonstrated strong research presentation and communication skills, only 50% of students achieved the target proficiency level on the oral presentation rubric. The results suggest that students may benefit from additional instructional support related to oral communication, presentation organization, and professional presentation delivery. Planned improvements include increased presentation practice opportunities, guided peer feedback, and additional emphasis on professional communication skills. Overall, the assessment findings indicate that the BS Criminal Justice Program continues to provide students with strong academic preparation, professional skill development, ethical reasoning abilities, and experiential learning opportunities. The results also identified opportunities for targeted curricular improvement in oral presentation and professional communication skills to further strengthen student success across the program.