

2. The updated Student Learning Outcomes (SLO) continue to be adopted to enhance the assessment of the LU CJ program's strengths and areas that require improvement.
3. Actions prompted by the previous assessment are being implemented to enhance the effectiveness of the Student Learning Outcomes (SLO).

Ensure the program offers a comprehensive range of course rotations and schedules that support student success.	Students have knowledge in components of CJ systems in legal, correction, and law enforcement, and administrative skills through exercising learned knowledge in research and management techniques.	Graduate courses that will achieve the program student learning goals are designed and assessed. Courses included for the assessment include CRIJ 5310 Systems and 01982035134.				* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?

<p>facilitate the achievement of student learning goals, particularly in quantitative literacy, including an understanding of quantitative research and the ability to conduct basic research under experienced mentorship. The learned knowledge should improve students' awareness of identifying problems, designing strategies, and implementing problem-solving skills for potential administrative roles within the field of criminal justice.</p>	<p>solving skills through quantitative research techniques.</p>	<p>assignment and the final research proposal assist and assess students' ability of identifying problems, formulating problem-solving strategies, and steps of strategies implementation through quantitative analytical assignments.</p>	<p>specific steps of identifying problems, studying of past solutions (literature), formulating strategies (planning for researching the problem), and implementation (proposal in detail steps of studying the problem(s) and potential solutions.</p>	<p>evaluate student's comprehension of the quantitative methods. Weekly and the final assignments' passing rates were adopted to assess of how students used the learned techniques to improve their problem-solving ability. An 80% passing rates was adopted for the current assessment.</p>	<p>Six weekly written assignments assessed students' stages of problem-solving processes had passing rates of 91% (107/117), 91% (107/117), 91% (107/117), 94% (110/117), 90% (105/117), and 93% (109/117). The final project was to assess students' overall research skills in problem-solving outcomes (implementation) and its passing rate was 85% (99/117). Another final assignment reviewing a research paper examined students' ability to identify and offer alternative solution had a passing rate of 81% (99/117).</p>	<p>and outcomes showed improvement in general. Based on the current assessment, students displayed a commendable level of improved proficiency in quantitative research knowledge and problem-solving skills. However, it is worth noting that there was still approximately 5% of students failed to submit assignments or complete tests (improved from 10% in the last year's assessment report). The results suggested some revision in the coursework instructions and the additional efforts in the advisements might have helped students' commitment in the class.</p>
<p>Expand and enhance leadership</p>	<p>Students possess both comprehensive content knowledge of</p>	<p>Graduate courses in Leadership,</p>	<p>The passing rates of these courses and the</p>	<p>The passing rates of 80% of these courses and the</p>	<p>CRIJ 5310 had passing rates of 84% (73/87, Fall</p>	<p>The targeted courses continued to demonstrate satisfactory passing rates.</p>

<p>and planning skills that enable students to synthesize and transfer the acquired knowledge to their current professional positions or careers.</p>	<p>leadership and administration in their respective CJ fields and the essential academic and practical skills required for a prosperous career in their chosen domains.</p>	<p>policy, planning and evaluation in CJ system are key subjects to prepare for student success. CRIJ 5310 Systems and Policy, CRIJ 5330 Planning and Evaluation, and CRIJ 5345 Criminal Justice Leadership were adopted for the SLO evaluation.</p>	<p>major assignments were assessed for the SLO success. The challenging level of the assignments were varied by their specific requirements. Therefore, their passing rates could have significant gaps. It was expected that CRIJ 5345 would have a higher passing rate because of the nature of the course materials and assignments.</p>	<p>major assignments were assessed for the SLO success. Since CRIJ 5345 had a different course design, the expected passing rate was higher at 90%.</p>	<p>2022); while the term project passing rates were 86% (72/87). CRIJ 5330 was offered in Spring 2023 and its passing rate was 81% (46/57), with the main assignment's passing rate of 86%. CRIJ 5345 was offered in Spring 2023 with a passing rate of 92% (96/104).</p>	<p>Faculty and the class instructors consider the target courses could add additional course assignments to enrich students' learning of more hand-on projects to better achieve the learning goals.</p>
<p>Foster a strong emphasis on social responsibility and adherence to professional codes to prepare students for their future roles as CJ professionals.</p>	<p>Students should understand the professional code as working in the criminal justice field worker. They should demonstrate the understanding of social expectation on the profession and the importance and challenges of complying the expectations.</p>	<p>Course materials that examine various challenges that may be encountered by the CJ field workers, and social factors that may influence professional behaviors.</p>				

			the impacts of injustice in various settings. Lastly, the final research paper on social justice was to assess the critical understanding of social justice research and practices.	three areas are considered satisfactory.		reform and policy changes. As a result, the course is slated to be offered again in Fall 2023, following a comprehensive restructuring and redesign process undertaken during the 2022-23 academic year.

**Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.*

*C=Complete
P=Progressing
N=No Action Taken*

<p>indicated courses offer comprehensive content that equips students with the necessary administrative techniques relevant to their roles within criminal justice administration offices, as a significant portion of the student body holds administrative positions.</p>		<p>Presently, most assignments primarily assess knowledge acquisition from class materials, rather than evaluating the application of learned knowledge, which is sporadically demonstrated throughout coursework and tests.</p>
<p>The CJ program places a strong emphasis on promoting students' awareness of their role as responsible CJ professionals through various program activities. To reinforce this, the program introduced the Social Justice course for the first time, but unfortunately, the passing rate for the course was relatively low. As a result, there is a plan to redesign the instruction and course materials, although it is important to note that the Fall 2022 session did yield some positive outcomes that were beneficial for both the program and the students.</p>	<p>Progressing</p>	<p>The program and classes hold a deep respect for the expectations associated with being a Criminal Justice (CJ) professional. Emphasizing the significance of social responsibility and justice within the CJ master curriculum is a priority. As part of this commitment, the program has introduced the Social Justice course to foster professionalism and adherence to ethical codes, with the aim of incorporating it into the assessment process. However, it should be noted that achieving full completion of the course availability, as well as securing qualified instructors and developing a comprehensive curriculum, may require some time and careful consideration.</p>