### Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)

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| **A. Expected Outcomes**  Results expected in this program  (e.g. Students will learn how to compare/contrast theories; Increase student retention in PSYC 2301) | **B. Measures**  Instruments/processes used to measure results  (e.g. surveys, end of term class results, test results, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% success rate, 25 graduates, etc.) |
| Demonstrate the ability to orally present information in a formal setting. | Students in CRIJ 2313.301 for the Fall 2022 term will be provided with an oral presentation grading rubric. Faculty will use the rubric to measure the students’ oral presentation capabilities and grade them accordingly (See oral presentation grading rubric attached). | 90% of students completing the oral presentation will have pass rate of 80% or higher. |
| Apply critical thinking skills to analyze and summarize scholarly journal articles and their data. | Students enrolled in CRIJ 2328.900 and CRIJ 2328.901 For the Fall 2022 term, students will be required to complete a research project that requires scholarly articles in peer-reviewed journals to be summarized and analyzed. The assignments will be graded using a rubric (See writing assignment rubric) | 90% of students completing the assignment will have pass rate of 80% or higher. |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. Y*ou must have at least one student learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural-Functional theories; increase student retention in Nursing Program).  
**B. Measure(s)** -Instrument(s)/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).  
**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).  
**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?  
**E. Results Summary** - Summarize the information and data collected in year 1.  
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.   
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

### Table 1. CIP Outcomes

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| 1. **Outcome #1**: Demonstrate the ability to orally present information in a formal setting in CRIJ 2313.301 | |
| **Measure (Outcome #1)** Students in CRIJ 2313.301 will be provided with an oral presentation grading rubric. Faculty will use the rubric to measure the students’ oral presentation capabilities and grade them accordingly (See oral presentation grading rubric attached). | **C. Target (Outcome #1)** 90% of students completing the oral presentation will have pass rate of 80% or higher. |
| 1. **Action Plan (Outcome #1)** Professors will utilize their expertise to inform students of good oral presentation practices prior to presenting. The grading rubric will be explained, and expectations will be detailed to students. Professors will provide a point value for each category independently within the presentation rubric to assess any deficiencies within a category/skill. | |
| 1. **Results Summary (Outcome #1)** The average score for the presentation was87%. 92% of students completing the presentation passed with an 80 or higher. | |
| 1. **Findings (Outcome #1)** There was only one student who did not pass with an 80 or higher and that score was a high C so it was not too deficient from our targeted outcome. It looks like that student did not get a higher score because of the time of the presentation which negatively effected their overall score because enough content wasn’t presented due to the short presentation. | |
| 1. **Implementation of Findings (Outcome #1)** Since we met our targeted outcome, it is possible that the methods faculty are using to prepare students for their oral presentations are successful. However, we want to achieve even better results. The faculty have created a detailed rubric, provided videos and other helpful content prior to the presentation to help prepare students. This has proved helpful although we can go a step further. Faculty can allow students time to complete mock presentations, during class, prior to the official presentation. Students can be given constructive feedback on ways that they can improve. | |

### Table 2. CIP Outcomes (continued)

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| **Outcome #3** Apply critical thinking skills to analyze and summarize scholarly journal articles and its data within courses CRIJ 2328.900 and CRIJ 2328.901. | |
| 1. **Measure (Outcome #3)** Students in CRIJ 2328.900 and CRIJ 2328.901 will be required to complete assignments that require scholarly articles in peer-reviewed journals to be summarized and analyzed. The assignments will be graded using a rubric (See journal summary grading rubric attached). | 1. **Target (Outcome #3)**   90% of students completing the assignment will have pass rate of 80% or higher. |
| 1. **Action Plan (Outcome #3)** Professors will instruct students on best practices for analyzing and summarizing scholarly journal articles. Examples will be used to assist students in determining how to effectively analyze and summarize a peer-reviewed journal article. The grading rubric will be explained, and expectations will be detailed to students. Professors will provide a point value for each category independently within rubric to assess any deficiencies within a category/skill. | |
| 1. **Results Summary (Outcome #3)** The average score on the assignment was an 80%. 78% of students received a score of 80% or higher. | |
| 1. **Findings (Outcome #3)** The results fall short of our expectations. Upon closer examination of the data and rubric, it appears 8% of the students scored significantly lower than expected because they failed to properly paraphrase the articles.Instead of summarizing the results in their own words to demonstrate their understanding of the material, they used direct quotes of the information. This results in a lower score. The other students who failed to meet the target outcome scored lower than expected because they did not understand the concepts. This was a rare occurrence and seems to be isolated to very few students. | |
| 1. **Implementation of Findings (Outcome #3)** Moving forward, the faculty will need to request the writing center to visit the classes or provide online instruction to students regarding paraphrasing. It can also be required for students to visit the writing center to receive assistance for these assignments.This additional step can help students understand how to summarize findings in their own words. | |

**Presentation rubric**

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| **Content - thoroughness & organization** | **References, grammar, punctuation, spelling** | **Time** |
| **Excellent 40points** | **Excellent 5 points** | **Excellent 5 points** |
| The presentation thoroughly summarized the essay, including a summary of the research | There were no grammar, punctuation, spelling or APA errors | 3.5 - 4 minutes |
|  |  |  |
| **Good 35 points** | **Good 4 points** | **Good 4 points** |
| The presentation summarized the essay & research with minor errors or omissions | Grammatical et al errors were minor | 3.0 - 3.5 minutes |
|  |  |  |
| **Fair 30 points** | **Fair 3 points** | **Fair 3points** |
| The presentation did not thoroughly summarize the essay, research and/or there were major errors or omissions | Grammatical et al errors were major and distracted from the presentation | 2.5 - 3.0 minutes |
|  |  |  |
| **Poor 25 points** | **Poor 2 points** | **Passing 2 points** |
| The presentation vaguely summarized the essay, research and/or the errors or omissions detracted from understanding the essay | There were several spelling and grammar mistakes that detracted from the presentation | 2.0 - 2.5 |
|  |  |  |
| **Failing Not more than 20 points** | **Failing 2 points** | **Failing 2 points** |
| The content of the presentation was grossly inadequate with only cursory coverage of required elements and very little if any explanation of required components | There were a great number of spelling and grammar mistakes that detracted greatly from the reading of the presentation, such that it was difficult to read | less than 2 minutes |

Writing Assignment Rubric:

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| **Content** | **Critical Thinking** | **Spelling and Grammar** | **Organization** | **Length** |
| **Excellent**  **60 points** | **Excellent**  **10 points** | **Excellent**  **10 points** | **Excellent**  **10 points** | **Excellent**  **10 points** |
| All the required components of the paper were adequately addressed with full explanations. There were no APA in-text & reference page errors | Analysis (in-depth description of issue or problem); Inquiry (in-depth, accurate use of data, ideas, or alternative perspectives Evaluation (in-depth understanding and use of relevant arguments that lead to a relevant conclusion); Synthesis (in-depth conclusion that is well supported and logical); Creativity (in-depth use of new ideas or approaches that transcend the original task or problem) | If there were any spelling or grammar errors, they were insignificant | The paper was organized well with good paragraph structure and a good flow to the reading | The paper was closer to the maximum length than the minimum length and had good content |
|  |  |  |  |  |
| **Good**  **55 points** | **Good**  **8 points** | **Good**  **8 points** | **Good**  **8 points** | **Good**  **8 points** |
| A minor required component was missing, or there was not good explanation for at least one of the required major components. APA in-text citations & references were given but with minor errors | Analysis (Fully identifies issue or problem); Inquiry (Fully uses data, ideas, or perspectives); Evaluation (Fully uses relevant arguments that lead to a relevant conclusion); Synthesis (Fully communicates a conclusion and prior arguments); Creativity (Fully uses new ideas or approaches that are relevant to the task or problem) | There were a few spelling or grammar errors that were noticeable but did not detract from the paper | The paper was organized well and flowed well, but it may not have been broken down into enough paragraphs | The paper was more than the minimum length requirement |
|  |  |  |  |  |
| **Fair**  **50 points** | **Fair**  **6 points** | **Fair**  **6 points** | **Fair**  **6 points** | **Fair**  **6 points** |
| Important required components of the paper were missing or there were a few components not fully explained. APA in-text citations & references were given but with major errors | Analysis (Partially identifies issue or problem); Inquiry (Partially uses data, ideas, or perspectives); Evaluation (Partially uses relevant arguments that lead to a relevant conclusion); Synthesis (Partially communicates a conclusion and prior arguments); Creativity (Partially uses new ideas or approaches that are relevant to the task or problem) | There were a few spelling or grammar errors that were noticeable and detracted somewhat from the paper | The paper was not well organized with good succinct paragraphs or did not flow well because of poor transition or structure | The paper just barely met the minimum length requirement |
|  |  |  |  |  |
| **Poor**  **45 points** | **Poor/Failing**  **4 points** | **Poor**  **4 points** | **Poor**  **4 points** | **Poor**  **4 points** |
| Not all of the required components of the paper were addressed, nor were they fully explained. APA in-text citations & references were not given | Analysis (Does not identify the issue or problem); Inquiry (Does not use data, ideas, or perspectives); Evaluation (Does not use relevant arguments that lead to a logical or relevant conclusion); Synthesis (Does not include a conclusion); Creativity (Does not use new ideas or approaches that are relevant to the task or problem) | There were several spelling and grammar mistakes that detracted from the paper | There were either no paragraphs in this paper, or the organization was otherwise poor, making it difficult to read | The paper did not meet the minimum length requirements |
|  |  |  |  |  |
| **Failing                                   Not more than 40 points** | **Failing**  **0 points** | **Failing                                         2 points** | **Failing                             2 points** | **Failing                          2 points** |
| The content of the paper was grossly inadequate with only cursory coverage of required elements and very little if any explanation of required components |  | There were a great number of spelling and grammar mistakes that detracted greatly from the reading of the paper, such that it was difficult to read | The organization of the paper was so poor as to render it almost impossible to read | The paper was considerably less than the minimum length requirement |