### 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 1306.200 for the Fall 2020 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. |
| Increase the number of students being awarded a certificate or their criminal justice field of study. | Measurements will be obtained using the data provided by the Institutional Research Office regarding the criminal justice award completions. | Increase award completions by 10% or above. |
| Apply critical thinking skills to analyze and summarize scholarly journal articles and their data. | Students enrolled in CRIJ 2314.300 and CRIJ 1301.002 For the Fall 2020 term, students 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). | 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 2. CIP Outcomes 1 & 2

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| 1. **Outcome #1**: Demonstrate the ability to orally present information in a formal setting in CRIJ 1306.
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| **Measure (Outcome #1)** Students in CRIJ 1306.200 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.

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| 1. **Results Summary (Outcome #1)** The average score for the presentation was 90%.

 86% 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 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 and content.
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| 1. **Implementation of Findings (Outcome #1)** These findings are not too far from our targeted outcome, and may have been impacted by so few students presenting. Four students were not included in the findings because they were given partial credit for their submission but not presentation. Also, several other students did not participate at all. This can further impact the findings. Perhaps it will be determined how best to encourage students to complete the presentation so that those results can be analyzed too.
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### Table 2. CIP Outcomes 2 (continued)

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| **Outcome #2** Increase the number of students being awarded a certificate or their criminal justice field of study.  |
| 1. **Measure (Outcome #2)** Measurements will be obtained using the data provided by the Institutional Research Office regarding the criminal justice award completions.
 | **Target (Outcome #2)** Increase award completions by 10% or above. |
| 1. **Action Plan (Outcome #2)** Professors were encouraged to discuss the degree requirements for our program and certificate. Students are provided information on our degree requirements on Canvas for each course. The discipline lead sent out emails to all enrolled criminal justice majors notifying them of the required courses for our program. The students were directed to the academic program website, and the criminal justice homepage, which provides more information on our program requirements. An effort has been made to help students understand what courses they must take to get an associate’s degree or certificate in criminal justice and we are encouraging them to complete our program.

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| 1. **Results Summary (Outcome #2)** In academic year 2020, 163 degrees or certificates were awarded. In academic year 2021, 127 certificates or degrees were awarded. This was a decrease of 22% in the number of awards completed, however, this can be expected due to enrollment impacted by COVID-19 pandemic.
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| 1. **Findings (Outcome #2)** For explanatory purposes, the unduplicated enrollment for AY 2020 was 2,116 and for AY 2021 it was 1,878 so we would expect fewer completions. This CIP target was documented prior to the pandemic and our program could not have anticipated the circumstances. Our program did not necessarily see less interest, but we had fewer seats available due to class size and social distancing guidelines.
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| 1. **Implementation of Findings (Outcome #2)** We will monitor enrollment and completions each academic year and continue to encourage students to complete their field of study or certificate. Faculty will continue to send reminders to students for graduation requirements, and help advise students towards degree completion. Faculty will continue to have information posted on their Canvas courses notifying students of the degree requirements. Perhaps we analyze future data in terms of percentage of completions based on enrollment numbers rather than a percentage increase each year since we may not have the same enrollment each academic year.
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### Table 3. 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 2314.300 and CRIJ 1301.002. |
| 1. **Measure (Outcome #3)** Students in CRIJ 2314.300 and CRIJ 1301.002 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 the presentation rubric to assess any deficiencies within a category/skill.

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| 1. **Results Summary (Outcome #3)** In CRIJ 1301.002, the students were required to complete three journal summaries. The data were analyzed using aggregated and dis-aggregated data. For the aggregate data, which was comprised of all three journal summaries, there were 110 submissions. Students who did not submit a journal summary assignment were excluded. The average grade was 87%. 85% of students scored 80 or higher. This was 5% less than the targeted outcome. Dis-aggregated data shows that for journal summary #1, the average grade was 91% and 95% scored 80 or higher. For journal summary #2, the average grade was 84 and 77% scored 80 or higher. For journal summary #3, the average score was 87% and 81% scored 80 or higher. Reviewing those outcomes, the first journal summary surpassed the targeted outcome. For #2 and #3, the results were lower than the targeted outcome. And #2 was considerably lower. After review of the assignments, it appears that the journal article assigned may have been a difficult article to review and had advanced terminology.

For CRIJ 2314, the average score was 83% for all three summaries. When disaggregated, journal summary #1 produced an average score of 88%, #2 was 74% and #3 was 88%. When looking at the overall scores for students, combining the three summaries, 86% of students scored at least an 80 or higher.  |
| 1. **Findings (Outcome #3)** For CRIJ 1301.002After reviewing those outcomes, the first journal summary surpassed the targeted outcome. For #2 and #3, the results were lower than the targeted outcome. And #2 was considerably lower. After review of the assignments, it appears that the journal article assigned may have been a difficult article to review and had advanced terminology.

For CRIJ 2314, the targeted outcome was not met. But it was not a large deviation from the targeted outcome. When reviewing the data, those students who did not score an 80 or above typically failed the assignment. This could mean that those students submitted assignments that were not complete and may have passed at a higher rate if instructions were followed. This is unknown from the data, but it is interesting to consider.  |
| 1. **Implementation of Findings (Outcome #3)** For CRIJ 1301.002, either the journal articles required for the assignments that produced less desirable outcomes will be re-selected OR students will be heavily educated on how to read scholarly articles. It may have been an interpretation problem since students scored well on #1 assignment, but #2 and #3 did not meet the outcome. It is possible that the students understand how to summarize an article, but that the article itself was challenging. Therefore the articles may need to be reviewed thoroughly to determine if new selections should be made that may be more academically appropriate or students will need to be educated on how to read these scholarly articles.

For CRIJ 2314, the focus will be on students understanding the assignment, and how to complete it accordingly. It appears that the students who did not fare well had difficulty paraphrasing the material. It may be a matter of focusing on clearly instructing the students on the assignment requirements before they are submitted. Or even allowing students to complete makeup assignments correcting their errors to determine if they simply misunderstood the instructions or had other difficulties. The writing center may also be an appropriate referral.  |

**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 |

**Journal Summary Rubric**

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| **Category** | **Excellent**  | **Good** | **Fair** | **Poor** |
| **Paraphrasing (20 points)** | Adequately paraphrased the journal article in their own words. No direct quotations were used, or if there were, they were relevant and necessary (15 - 20 points). | Few direct quotes were used, but student still demonstrated that they understood the article (10 - 14 points). | Several direct quotes were used from the original author, and it was obvious the student may not have completely understood the material (5 - 9 points). | Many direct quotes were used, and the student relied heavily on the author's original work within their assignment (0 - 4 points). |
| **Summary of article (50 points)** | The summary is an accurate representation of the original work, it was organized appropriately, and it discussed the most important components of the study/article effectively. It included objective information rather than opinionated discussions (37.5 - 50 points). | The summary is moderately accurate with a few exceptions but not critical differences. Some subjectivity throughout (25 - 37.4 points). | The summary is not accurate, and contains many flaws. Too many opinionated discussions. Little comprehension of the original author's work is apparent (12.5 - 24 points). | The summary is very inaccurate, with little relevant information (0 - 12.4 points). |
| **Analytical abilities (25 points)** | Summary contains thoughtful and articulate review of the article. The article was synthesized appropriately, and accurate conclusions were made. It is obvious the student comprehended the material and the student critically analyzed the author's work (20 - 25 points). | Minor problems associated with the articulation of the author's work, but still conveyed important details. Some inaccurate conclusions made about the author's work. Minor deficiencies in critically analyzing the article (15 - 19 points). | Many issues with critically analyzing the data, and it is clear that the student's conclusions were not accurate. Little critical analyzation was completed (7 - 14 points). | No critical analyzation, no accurate conclusions were made, and many flaws in interpreting the author's work (0 - 6 points) |
| **Grammar (5 points)** | No grammar/spelling mistakes (5 points). | Few mistakes in grammar, but overall readable (4 points). | Frequent mistakes in grammar (3 points). | Difficult to comprehend due to the errors (0-2 points). |