



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>



the impacts of  
injustice in  
various  
settings. Lastly,  
the final  
research paper  
on social justice  
was to assess  
the critical  
understanding

*\*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>