Western New Mexico University
2025 SLO Assessment Report

Program: Criminal Justice degree programs (AS and BS)

Closing the Loop	Student Learning Objectives	Data Reporting	Data Analysis	Response/Adjust
In what specific ways did last year's SLO report and evaluation influence your assessment plan, process, and/or reporting? What changes did you make and why?	List your student learning outcomes/objectives, one per box.	What data did you collect and what were the results?	What did you learn from the data?	What changes are you making or do you plan to make based on the data & analysis.
	1. Students acquire core knowledge about the structure and functioning of the various components of the criminal justice system. Note The program aimed to utilize the performance indicators/rubrics in Table 1B to gather additional data for this SLO last year. We did not anticipate that curriculum mapping would consume so much time. That said, we managed to finalize an assessment plan and are collecting data in Spring 2024.	See Table 1A. The seniors' ACAT results showed an increase from previous years. In previous years the score was in the 30s and 40s while in 2024 it was 68. The students' performance in criminal justice systems, law enforcement, legal aspects have improved with an increase in national percentile from 58 to 84, 50 to 74, and 47 to 68 between 2023-2024. Criminology remains to be students' best performing category with a national percentile of 91 while Juvenile Justice's ranking is still the lowest (39 percentile).	The law faculty works hard to utilize various teaching methodologies, such as discussions, group work, and case studies to increase students' understanding of legal aspects and have seen some positive outcomes. Over the past three years, there has been a gradual increase in students' test scores in Correction Processes and Criminal Justice Systems, although further improvement is still needed.	Continue to improve the program in Juvenile Justice and its legal aspects by examining the New Mexico juvenile code applied by New Mexico law and incorporating specific curriculum that compare the similarities and differences between the adult and juvenile justice systems. Facilitating discussions on evolving legal processes, ethical considerations, and recent developments in juvenile justice to ensure our students are up to date in current issues which will enhance their competence in navigating the complex juvenile justice system.

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Table 1A. ACAT-N National Percentile (Compared to Graduating Seniors)

Year / Test Area	n	Correction Processes	Criminal Justice Systems	Criminology	Juvenile Justice	Law Enforcement	Legal Aspects	Overall Score
2021	13	66	66	84	25	53	49	58
2022	17	57	55	83	42	51	37	54
2023	15	61	58	76	44	50	47	56
2024	6	76	84	91	39	74	68	77

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Table 1B: Rubrics for SLO#1

Rubric #	Performance Indicator	Assessed in	2024 Proficiency
1.1	Knowledge: Students demonstrate an understanding of the components of the criminal justice system and how they interact and influence each other.	CJUS 407 Administrative Law CJUS 422 Victimology CJUS 447 Homeland Security CJUS 453 Intro to Border Security	93%
1.2	Synthesis: Students critically analyze the strengths and weaknesses of the criminal justice system.	CJUS 367 Women and Crime CJUS 455 Comparative Criminal Justice Systems	100%

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The Assessment Committee urged the program to develop better strategies to assess student learning outcomes in this area. Our assessment plan has been created, and we are currently in the process of collecting data.	**2. Students independently and collaboratively analyze, interpret, and evaluate the criminal justice system, the roles and values of each subsystem, and how the criminal justice system interacts with other formal and informal social systems.**	See Table 1B: 93% of students were able to demonstrate an understanding of the components of the criminal justice system and how they interact and influence each other. 100% of students were able to critically analyze the strengths	The criminal justice faculty utilizes the below courses to measure the performance indicators of knowledge and synthesis: CJUS 407 Administrative Law CJUS 422 Victimology CJUS 447 Homeland Security CJUS 453 Intro to Border Security CJUS 367 Women and Crime	The program has identified courses to deploy relevant performance indicators for this objective. Data collection starts in Spring 2024.

		and weaknesses of the criminal justice system.	CJUS 455 Comparative Criminal Justice Systems	

Table 2A: Rubrics for SLO#2

Rubric #	Performance Indicator	Assessed In	2024 Proficiency
2.1	Demonstrate: Students demonstrate the ability to explain the role and value of each subsystem in the criminal justice system (e.g., law enforcement, courts, corrections, etc.).	CJUS 1110 Introduction to Criminal Justice CJUS 2120 Criminal Courts and Procedure	100%
2.2	Evaluate: Students demonstrate the ability to explain how the criminal justice system interacts with other formal and informal social systems.	CJUS 407 Administrative Law CJUS 447 Homeland Security CJUS 453 Intro to Border Security	81%
2.3	Interpret: Students demonstrate the ability to analyze the effectiveness of the criminal justice system in achieving justice.	CJUS 422 Victimology CJUS 497 CJ Professional Skills	94%

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Feedback from the Assessment Committee is mostly positive with one reminder: "results should … be summarized in short form."	**3. Students prepare for professional roles within their respective areas of study that will enable them to successfully compete for entry-level positions or advancement within their agency and/or to enter/transfer to undergraduate/graduate programs at other universities.**	See Table 2A: 100% of students were able to demonstrate the ability to explain the role and value of each subsystem in the criminal justice system. 81% of students were able to demonstrate the ability to explain how the criminal justice system interacts with other formal and informal social systems. 94% of students were able to demonstrate the ability to analyze the effectiveness of the criminal justice system in achieving justice.	The criminal justice faculty utilize the below courses to measure the performance indicators of demonstrate, evaluate, and interpret: CJUS 1110 Introduction to Criminal Justice CJUS 2120 Criminal Courts and Procedure CJUS 407 Administrative Law CJUS 447 Homeland Security CJUS 453 Intro to Border Security CJUS 422 Victimology CJUS 497 CJ Professional Skills The criminal justice faculty utilize the below courses to measure the performance indicators of	Emphasize how the federal process relates to current criminal justice issues such as border and homeland security. Provide tutorials and course content, course work, and/or practical experiences that will help students have a comprehensive understanding of the criminal justice systems, law enforcement, and criminal procedure. This includes the importance of understanding and adhering to the administrative process and professional environment as a career professional.

		See Table 3B:	professionalism, preparedness, and goal setting:	**Pre-law mentoring:** Pre-law will reach out to students seeking to take the LSAT to help them prepare by advising, providing resources, and taking full test prep sessions.
		91% of students were able to demonstrate appropriate behavior, attitude, and commitment to high standards of professional ethics.	CJUS 419 Corrections Law CJUS 422 Victimology CJUS 431 Ethics and Liability CJUS 419 Corrections Law CJUS 431 Ethics and Liability CJUS 497 CJ Professional Skills CJUS 497 CJ Professional Skills	
		67% of students were able to demonstrate the knowledge and skills necessary to compete for entry-level positions and/or graduate/undergraduate programs.		**CJ Club:** The club has provided students with the opportunity to network with professionals in the legal field. CJ club will continue to work on establishing regular contact with local employers/professionals for presentations/mentorship/collaboration opportunities.
		88% of students were able to demonstrate the ability to identify and prioritize short-term and long-term goals that will lead to the desired career or educational outcome.	Our faculty continues to invite law enforcement personnel into the classroom and create opportunities where law enforcement professionals give recruitment presentations. The criminal justice faculty continues to build relationships so students can explore Internships with community collaborators, including probation, law enforcement, corrections, CYFD, and attorneys. Our hard work resulted in students' career readiness.	
			The program needs to better align the curriculum with students' future and improve their preparedness for their educational goals. The criminal justice faculty have discussed creating new criminal justice courses to give students a mixed variety of courses to choose from.	

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Table 3B: Rubrics for SLO#3

Rubric #	Performance Indicator	Assessed in	2024 Proficiency
3.1	Professionalism: Students demonstrate appropriate behavior, attitude, and commitment to high standards of professional ethics.	CJUS 419 Corrections Law CJUS 422 Victimology CJUS 431 Ethics and Liability	91%
3.2	Preparedness: Students demonstrate the knowledge and skills necessary to compete for entry-level positions and/or graduate/undergraduate programs.	CJUS 419 Corrections Law CJUS 431 Ethics and Liability CJUS 497 CJ Professional Skills	67%
3.3	Goal Setting: Students demonstrate the ability to identify and prioritize short-term and long-term goals that will lead to the desired career or educational outcome.	CJUS 497 CJ Professional Skills	88%

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The Assessment Committee requested the program to provide information on types of measurements utilized and summarized results in Data Reporting. We have reformatted our Data Reporting as instructed. We also followed the committee's advice and used results from core requirement classes to support this SLO only.	**4. Students develop the essential skills required by NMHED general education in the Social and Behavioral Sciences area. They will also apply critical thinking and problem-solving skills in addressing WNMU ALAS' big questions.**	The program used 10 performance indicators/rubrics (see Table 4A) to gather CJ students' competence in core subjects, as well as their writing skills, problem-solving and critical thinking abilities in the core requirement classes: • Introduction to CJ • Juvenile Justice • Criminal Courts & Procedure • Corrections System • CJ & Minorities • CJ Professional Skills The results showed that 73-93% of students demonstrated proficiency (80% or better) in discussions, but only 74-80% of	• The students' struggle with paper-writing is understandable because the development of such skills takes time. Last year, The CJ faculty-initiated efforts to help students in this area by creating scaffolding assignments to build progressive skills and providing clear guidelines and expectations, including the rubrics, formatting, and citing sources. Although there is a modest improvement in results (an 9-17% increase in students achieving proficiency), we need to continue our efforts in this area.	• Provide outside resources that will help students cite, use references, and develop an academically sound paper. • Make sure students know they have on campus an online Writing Center to use as a resource to write a paper. • Enlist faculty members from English Department to do a recorded presentation on ways to write a better paper.

		students demonstrated the same proficiency in paper-writing.		

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Table 4A: Criminal Justice Core Requirement Rubrics & Student Learning Outcomes

Essential Skills	Criteria	2022	2023	2024
4.1 Communication	**Argument & Strategies** (Discussion): The student applies strategies such as identifying main points; seeking key arguments, counter-arguments; locating supportive documentation for arguments; distinguishing fact from opinion. **ALAS: Truth**	90%	82%	73%
	Setting Up Claim & Reasoning (Paper): Students identify and develop claims that are supported by evidence and reasoning; evaluate and integrate arguments of others into their own written and spoken arguments. **ALAS: Truth**	43%	64%	75%
4.2 Critical Thinking	**Critical Thinking** (Discussion)**:** The student can employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	87%	98%	97%
	Problem Setting (Paper): Students state, define, and describe components of an open-ended problem appropriate to the context.	55%	63%	80%
	Evidence Acquisition (Paper)**:** Students gather an appropriate scope and depth of evidence sufficient to address a problem in context. **ALAS: Truth**	51%	62%	74%
	Evidence Evaluation (Paper)**:** Students are able to evaluate the credibility and relevance of sources.	49%	64%	74%
	Reasoning/Conclusion (Paper)**:** Students can identify and employ evidence and reasoning to build an argument and reach probable conclusions/solutions based on the evidence.	49%	61%	74%
4.3 Personal and Social Responsibility	**Intercultural Reasoning** (Discussion): Students evaluate personal and social justice issues as they relate to specific contexts and compare multiple solutions across social and cultural relationships. **ALAS: Justice**	90%	99%	93%
	Ethical Reasoning (Discussion): The student compares a range of ethical perspectives and proposes an ethical solution based on one or more of those perspectives. **ALAS: Justice**	90%	99%	92%
	Civic knowledge/engagement (Paper): Students critically inquire into and deduce from evidence the organizational, cultural, economic, or political factors that hinder or support solutions to local and global problems.	50%	64%	78%