

Sociology, Social Work, and Family Sciences
Criminal Justice, Accelerated Undergraduate
Core Competencies – 2025-2026

Learning Outcome #1:

Demonstrate ability to apply theoretical and legal foundations of criminal justice.

Core Competency alignment: Critical Thinking

Outcome Measure: SCJ4013 Criminal Law: Mock Trial Performance

Students participate in a Mock Trial Performance demonstrating their knowledge of the structure of the criminal law system, including the overall roles of the government, defense, judge, and jury in a criminal investigation and trial.

Criteria for Success: 75% of students will have a score of 70% or higher on the Mock Trial Performance. Students will demonstrate their knowledge and understanding of the legal foundations through their performance in a mock trial and successful collaboration with their peers.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Outcome Measure: SCJ4013 Criminal Law: Mock Trial Performance – Percentage of Students Meeting or Exceeding Success Criteria

2026-Spring	2025-Fall	2025-Spring	2024-Fall	2024-Spring	2023-Fall	2023-Spring	2023-Sum
78%	75%	No class offered	78%	82%	No class offered	No class offered	74%

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
25-26	35	77%	Students exceeded the success standard.
24-25	29	78%	Students exceeded the success standard
23-24	14	82%	Students exceeded the success standard

Conclusions Drawn from Data:

During the 2025–2026 academic cycle, students achieved a 77% success rate on the mock trial performance outcome measure, successfully surpassing the established 70% competency threshold. A longitudinal analysis reveals remarkably stable and healthy performance baselines over a three-year trajectory (82% in AY23–24, 78% in AY24–25, and 77% in AY25–26), affirming that the mock trial remains an exceptionally viable vehicle for demonstrating collaborative learning and practical legal application. Qualitative evaluation indicates that students consistently excel at operationalizing courtroom roles, synthesizing complex case theories, and delivering structured arguments. This sustained mastery highlights a strong program's capacity to translate substantive statutory knowledge into applied courtroom advocacy.

Changes to be Made Based on Data:

While the target criteria continue to be met, a marginal 1% longitudinal reduction in success rates over the past two cycles warrants proactive pedagogical adjustments. Rather than enacting structural revisions to the assignment, the focus will be on bridging the slight performance disparities observed across course modalities. In the next academic year, faculty will introduce digital courtroom simulations and asynchronous workshop modules before the mock trial. These targeted interventions aim to strengthen real-time evidentiary reasoning, advance cross-examination strategies, and elevate team-based preparation metrics to ensure peak student execution.

Rubric Used

Attorney 25 pts Distinguished Witnesses were well-prepared. Case theory is well-constructed. • Appropriate interaction with justices and	closing. No notes used. • Direct examination questions were relevant, logical, and clear. Cross examination questions were strategically useful.	the “wheels of justice”. • Attorney made mostly good use of witness and evidentiary resources. • Provides an	18 pts Basic Witnesses were mostly prepared. Case theory was acceptable. • Some disruptive behavior is evident during the trial and/or trial	mostly relevant, logical, and clear. Cross examination questions were mostly strategically useful. Only a few objections were	made some use of the witness and the evidentiary resources. • Provides an accurate synopsis of the case in opening and
attorneys. No distractions or behavior that	The redirect was effective when needed. All	accurate synopsis of the case in opening	preparations. • The sustained against attorney this made some use of	16 pts Below Standard.	closing. No notes used. • Direct examination questions were
slows the “wheels of justice”. •	21 pts Proficient	and closing. No	the witness and the		questions were
Attorney made full	Witnesses were well-prepared. Case examination	notes used. • Direct	evidentiary resources. •	Witnesses were mostly prepared.	mostly relevant, logical, and clear.
and wise use of witness and evidentiary resources. •	Provides an accurate synopsis	theory adequate. • Appropriate interaction with justices and	attorneys. No	questions were relevant, logical, and clear. Cross	examination questions were

Provides an accurate synopsis of the case in opening and closing. No notes used. • Direct	Case theory was acceptable. • Some disruptive behavior is evident during the trial and/or trial	Cross-examination questions were mostly strategically useful. Only a few objections were sustained against			
of the case in opening and	distractions or behavior that slows	strategically useful. The	examination questions were	preparations. • The attorney	this attorney.
					0 pts Non

Performance	is	use of the	synopsis of the	questions were	questions were
Witnesses were	evident during the	witness and the	caseinopening	and mostly relevant,	mostly
mostlyprepared.	trial and/or trial	evidentiary	closing. No notes	logical, and	strategically
Casetheory was	preparations. • The	resources. •	used. •	clear.	25 pts
acceptable. • Some attorney	made	Provides an	Direct	Cross	
disruptive behavior some		accurate	examination	examination	

	sustained against this attorney.	There were few or no objections sustained against this attorney.				
Witness	25 pts Distinguished Witness Remained Consistently And Convincingly in character. The witness Was fluent, persuasive, clear, and Understandable. Shows mastery of the case and materials. • Witness Speaks clearly and loudly enough to be heard. • Witness made no errors in Testimony (inconsistent with the storyline). • Witness used no notes.	21 pts Proficient Witness remained Mostly convincingly in character. The witness Was fluent, persuasive, clear, and understandable. Shows Strong knowledge of the case and materials with some gaps in unimportant matters. • Witness speaks clearly and Loudly enough to be heard. • Witness made no errors in testimony (inconsistent with the storyline). • Witness used no notes.	18 pts Basic Witness had difficulty maintaining a consistent, convincing character. Witnesses were seldom fluent, persuasive, clear, or understandable. Shows adequate knowledge of the case and materials. • Witness made errors in important elements of testimony (inconsistent with the storyline). • Witness used no notes.	16 pts Below Standard Witness remained rarely in character. Witnesses were often unsure, illogical, uninformed, unprepared, and ineffective in communication. Shows little knowledge of the case and materials. • Witness made important errors in testimony (inconsistent with the storyline). • Witness may have used notes or been prompted in obvious ways by attorneys.	0 pts Non Performance Witnesses could not maintain character. Witnesses were unsure, illogical, uninformed, unprepared, and ineffective in communication. It shows almost complete ignorance of the case and materials. • Witness made many errors in testimony (inconsistent with the storyline). • Witness may have used notes or been prompted in an obvious	25 pts

Learning Outcome #2:

Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose.

Core Competency alignment: Oral Communication

Outcome Measure: SCJ4023 Constitutional Foundations: Final Assignment: Courtroom Events & Procedures

Criteria for Success (how do you judge if the students have met your standards):
70% of students will have an overall score at or above 70% in the Courtroom Event Final Assignment. Students will demonstrate comprehension of the theoretical and legal foundations of criminal justice by successfully completing and passing the courtroom events final paper.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Outcome Measure: SCJ4023 Constitutional Foundations: Final Assignment: Courtroom Event–Percentage of Students Meeting or Exceeding Success Criteria

2026-Spring	2025-Fall	2025-Spring	2024-Fall	2024-Summer	2024-Spring	2023-Fall	2023-Spring
82%	81%	87%	No class offered	96%	No class offered	73%	86%

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
25-26	26	81%	Students exceeded the success standard.
24-25	29	84%	Students exceeded the success standard.
23-24	34	85%	Students exceeded the success standard.
22-23	29	86%	Students exceeded the success standard

Conclusions Drawn from Data:

The success criteria for Learning Outcome #2 were successfully met during the 2025–2026 academic year, with 81% of students achieving or exceeding the benchmark competency score of 70% on the Courtroom Events and Procedures Final Assignment. While this confirms acceptable baseline mastery of systemic judicial structures and constitutional frameworks, a longitudinal analysis shows a decrease from the historical peaks in AY22–23 (86%) and AY23–24 (85%). An evaluation of the specific rubric

dimensions reveals that students consistently scored in the Distinguished range for Context of and Purpose for Writing, demonstrating a thorough, sophisticated understanding of judicial audiences and relevant legal circumstances. However, the marginal longitudinal decline is primarily driven by aggregate point contractions in the Sources and Evidence and APA Style & Formatting dimensions. Many adult learners struggled to transition from descriptive summaries to advanced academic synthesis, occasionally relying on a limited range of literature and on inconsistent APA formatting, including in-text citations.

Changes to be Made Based on Data:

To enhance the academic rigor of the final submission, the course infrastructure will be adjusted to provide targeted support for data literacy and formatting. Rather than altering the core assignment requirements, faculty will implement mid-term scaffolding checkpoints specifically focused on literature integration.

Before submitting the final paper, students will be required to participate in an annotated bibliography workshop and a dedicated APA 7 formatting lab designed to address common errors in reference mapping PLO Data for Criminal Justice and source credibility evaluation. Faculty will introduce peer-review milestones mid-course, allowing students to receive structured feedback on how effectively they are synthesizing evidence to support their legal analysis through resources available in the writing center.

Rubric Used

Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	20 pts Distinguished Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the full Marks	17.5 pts Proficient - Demonstrates adequate consideration of context, audience, and purpose, and a clear focus on the assigned task(s) (e.g., the task aligns with the audience purpose, and context). Rating Description,	15.5 pts Basic - Demonstrates awareness of context, audience, purpose, and the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	13.5 pts Below Expectations - Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks (e.g., expectation of instructor or self as audience).	0 pts Non Performance - Student did not submit the assignment
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Sources and Evidence	20 pts Distinguished - Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	17.5 pts Proficient - Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	15.5 pts Basic - Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	13.5 pts Below Expectations - Demonstrates an attempt to use sources to support ideas in the writing.	0 pts Non Performance – Student did not submit the assignment.
Control of Syntax and Mechanics	20 pts Distinguished - Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	17.5 pts Proficient - Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has a few errors.	15.5 pts Basic - Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	13.5 pts Below Expectations - Uses language that sometimes impedes meaning because of errors in usage.	0 pts Non Performance – Student did not submit the assignment.
APA Style & Formatting	10 pts Distinguished Paper should: Be at least two pages long, double spaced, follow APA guidelines for in-text citations (must include at least two), and include properly formatted Reference Page	8 pts Proficient Paper is missing one item from the Distinguished rating	7 pts Basic Paper is missing two items from the Distinguished rating	6 pts Below Expectations The Summary is missing three items from the Distinguished rating	0 pts Non Performance - The Paper is missing all items in the Distinguished rating

Learning Outcome #3:

Integrate and apply understanding of the social realities, discrimination, and the conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities.

Core Competency alignment: Information Literacy

Outcome Measure: SCJ4053 Restorative Justice

Students demonstrate their knowledge by designing a restorative justice application for a community context related to criminal justice and critically analyzing the sociological realities, applying restorative justice principles and practices to specific people in a specific place.

Criteria for Success (how do you judge if the students have met your standards):

70% of students will have an overall score at or above 70%, assessed by successfully completing a design project within the restorative justice field and applying the principles of restorative justice to implement a solution to a particular population group or program design. Evidence for this paper will include empirical evidence from quantitative and qualitative social science research as well as data from other reputable sources.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

Outcome Measure: Students Meeting or Exceeding Success Criteria

2026-Spring	2025-Fall	2025-Spring	2024-Fall	2024-Sumer	2024-Spring	2023-Fall	2023-Spring
98%	93%	85%	86%	99%	100%	98%	67%

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
25-26	13	96%	Students exceeded the success standard.
24-25	15	86%	Students exceeded the success standard.
23-24	21	99%	Students exceeded the success standard.

Conclusions Drawn from Data:

In AY2025–2026, the Restorative Justice design project demonstrated exceptional student achievement, with 96% of students assessed meeting or exceeding the 70% success benchmark. This marks a statistically significant 10% rebound from the prior year's 86% performance, signaling that recent

curriculum enhancements are effectively resonating with adult learners. Students demonstrated an outstanding capacity to critically dissect localized socio-economic inequities, synthesize qualitative and quantitative empirical research, and engineer innovative, trauma-informed restorative frameworks tailored to highly specific community vulnerabilities.

Changes to be Made Based on Data:

No Changes will be made at this time.

Rubric Used

Organization	20 pts Distinguished Writing shows a high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and stirs thought regarding the topic.	17.5 pts Proficient Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	15 pts Basic Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions are evident but not used throughout the essay.	13pts Below Expectations: Writing lacks logical organization. It shows some coherence, but the ideas lack unity. Serious errors.	0pts Non performanc e Writing lacks organization, coherence, and unity.	0pts
Level of Content	20 pts Distinguished Content indicates synthesis of ideas, in depth analysis and evidence original thought and support for the topic	17.5 pts Proficient Content indicates original thinking and develops ideas with sufficient and firm evidence	15 pts Basic Content indicates thinking and reasoning applied with original thought on a few ideas	13pts Below Expectations It shows some thinking and reasoning, but most ideas are underdeveloped and unoriginal	0pts Non performanc e Shows no thinking and reasoning.	0pts

Grammar/ Mechanics	5 pts Distinguished Free of distracting spelling and punctuation, and grammatical errors; absence of fragments, comma splices, and run-ons.	4 pts Proficient Few spelling, punctuation, and grammatical errors allow readers to follow ideas clearly. Very few fragments or run-ons.	3.5 pts Basic Most spelling, punctuation, and grammatical errors correctly allows readers to progress through essays. Some errors remain.	3 pts Below Expectations Spelling, punctuation, and grammatical errors create a distraction, making reading difficult, fragments, comma splices, and run-ons evident. Errors are frequent.	0 pts Non-Performant Frequent errors in grammar and mechanics.
APA Style & Formatting	5 pts Distinguished Paper should: Be at least two pages long, double spaced, follow APA guidelines for in-text citations (must include at least two), and include a properly formatted Reference Page	4 pts Proficient Paper is missing one item from Distinguished rating.	3.5 pts Basic Paper is missing two items from the Distinguished rating.	3 pts Below Expectations The Expectations Summary is missing three items from the Distinguished rating.	0 pts Non-Performant Paper is missing from all the items in the Distinguished rating.

Learning Outcome #4:

Apply foundational skills; demonstrate core competencies (such as ethical and professional behavior and critical thinking) in a professional internship setting.

Core Competency alignment: Critical Thinking

Outcome Measure:

SCJ4072 Internship in Criminal Justice: Internship Student Performance Report & Reflection Paper

Criteria for Success: 70% of students will successfully complete their internship with a pass rating of 70% or higher, demonstrating the core competencies and ethical and professional behavior in a professional internship setting.

Aligned with DQP Learning Areas (circle one or more but not all five):

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning
- 5. Civic and Global Learning

Longitudinal Data:

2026-Spring	2025-Fall	2025-Spring	2024-Fall	2024-Spring	2023 Fall
100%	100%	99%	100%	100%	89%

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
25-26	11	100%	Students exceeded the success standard
24-25	35	99%	Students exceeded the success standard
23-24	21	97%	Students exceeded the success standard

Conclusions Drawn from Data:

Students have continued to succeed above and beyond, as revealed in the Internship in Criminal Justice: Internship Student Performance outcome measures.

Changes to be Made Based on Data:

No changes to be made at this time.

Rubric Used

A202 Mechanics : 5 - SP2026 Used proper grammar, correct spelling, complete sentences, and punctuation.	Distinguished - essay contains very few, if any, minor errors related to grammar, spelling, and sentence structure. 10 pts Selected Proficient - Essay contains several minor errors related to grammar, spelling, and sentence structure, but they do not distract the reader from the content. 8 pts Basic - Essay contains errors related to grammar, spelling, and sentence structure. The errors somewhat distract the reader from the summary's content. 7 pts Non-Performanc e - Summary is either non-existent, or contains so many errors related to grammar, spelling, and sentence structure that is cannot be read or understood.	Mechanics: Used proper grammar, correct spelling, complete sentences, and punctuation.	Distinguished - essay contains very few, if any, minor errors related to grammar, spelling, and sentence structure. 10 pts Selected Proficient - Essay contains several minor errors related to grammar, spelling, and sentence structure, but they do not distract the reader from the content. 8 pts Basic - Essay contains errors related to grammar, spelling, and sentence structure. The errors somewhat distract the reader from the summary's content. 7 pts Non-Performanc e - Summary is either non-existent, or contains so many errors related to grammar, spelling, and sentence structure that is cannot be read or understood.	Mechanics: Used proper grammar, correct spelling, complete sentences, and punctuation.
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APA Format: Used proper citation format for in-text cites (paraphrase and quotes). Used proper format for Reference Page. Used credible sources.	Distinguished - Accurately uses APA formatting consistently throughout the assignment. 5 pts Proficient - Exhibits APA formatting throughout the assignment. However, layout contains a few minor errors. 4 pts Basic - Exhibits basic knowledge of APA formatting throughout the assignment. However, layout does not meet all	APA Format: Used proper citation format for in-text cites (paraphrase and quotes). Used proper format for Reference Page. Used credible sources.	Distinguished - Accurately uses APA formatting consistently throughout the assignment. 5 pts Proficient - Exhibits APA formatting throughout the assignment. However, layout contains a few minor errors. 4 pts Basic - Exhibits basic knowledge of APA formatting throughout the assignment. However, layout does not meet all	APA Format: Used proper citation format for in-text cites (paraphrase and quotes). Used proper format for Reference Page. Used credible sources.
	APA requirements. 3.5 pts Non Performance – Student did not submit the assignment		APA requirements. 3.5 pts Non Performance – Student did not submit the assignment	

Organization: Clear Introduction (including an attention-getter and preview of main points), Body paragraphs which addressed all three sections in specific detail, and Conclusion (including summary of main points and creative tie back to attention getter).	Distinguished: The introduction, body paragraphs, and conclusion have a clear flow and natural progression to them, all three sections are discussed in detail, and the concepts build on each other to form a quality narrative. 15 pts Proficient: The introduction, body paragraphs, and conclusion have the essential elements build in a direct way, but the sections outlined in the prompt are addressed in vague terms. 12 pts Below Expectations: The introduction, body paragraphs, and conclusion do not build a case convincingly, address the sections of the prompt only moderately, and fail to hold the reader's attention.	Organization: Clear Introduction (including an attention-getter and preview of main points), Body paragraphs which addressed all three sections in specific detail, and Conclusion (including summary of main points and creative tie back to attention getter).	Distinguished: The introduction, body paragraphs, and conclusion have a clear flow and natural progression to them, all three sections are discussed in detail, and the concepts build on each other to form a quality narrative. 15 pts Proficient: The introduction, body paragraphs, and conclusion have the essential elements build in a direct way, but the sections outlined in the prompt are addressed in vague terms. 12 pts Below Expectations: The introduction, body paragraphs, and conclusion do not build a case convincingly, address the sections of the prompt only moderately, and fail to hold the reader's attention.	Organization: Clear Introduction (including an attention-getter and preview of main points), Body paragraphs which addressed all three sections in specific detail, and Conclusion (including summary of main points and creative tie back to attention getter).
	11 pts Non Performance – Student did not submit the assignment		11 pts Non Performance – Student did not submit the assignment	

Content: The internship was at an organization important to the community; students' learning was thoroughly described, and the points outlined were clearly defined with supporting evidence.	Distinguished: The internship was relevant to the field the student wanted to work in, the learning gained was demonstrated by the student, and the sections in the prompt were thoroughly addressed. 20 pts Proficient: The activity was within the field, and the sources used were quality, but there was a lack of specificity about the value this internship had to the student. 17 pts	Content: The internship was at an organization important to the community; students' learning was thoroughly described, and the points outlined were clearly defined with supporting evidence.	Distinguished: The internship was relevant to the field the student wanted to work in, the learning gained was demonstrated by the student, and the sections in the prompt were thoroughly addressed. 20 pts Proficient: The activity was within the field, and the sources used were quality, but there was a lack of specificity about the value this internship had to the student. 17 pts	Content: The internship was at an organization important to the community; students' learning was thoroughly described, and the points outlined were clearly defined with supporting evidence.
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	Below Expectations: The internship was vaguely described, the student learning was minimally addressed, and the paper made no attempt at articulating the sections outlined in the prompt. 15 pts Non Performance – Student did not submit assignment		Below Expectations: The internship was vaguely described, the student learning was minimally addressed, and the paper made no attempt at articulating the sections outlined in the prompt. 15 pts Non Performance – Student did not submit assignment	
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Learning Outcome #5:

Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice.

Core Competency alignment: Written Communication

Outcome Measure: SCJ3053 Writing and Interviewing in the Criminal Justice Profession. Students will demonstrate their comprehensive research, critical synthesis, and academic writing proficiency in their Literature Review Final. Key metrics include the precise formulation of a research question focused on youth in the criminal justice system, the effective integration and citation (APA 7th edition) of a minimum of four current peer-reviewed articles to support three distinct main ideas, and the logical organization of the paper with clear introduction, background, and literature review sections. Furthermore, a successful outcome will be assessed by the student's capacity to incorporate feedback from peers and the professor, ensuring that the final submission reflects improved content, structure, adherence to academic conventions, and overall mechanics.

Criteria for Success (how do you judge whether the students have met your standards): 70% of students will have an overall score of 70% or higher on the Literature Review Final.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data:

2026-Spring	2025-Fall	2025-Spring	2024-Fall	2024-Spring	2023-Summer	2023-Fall
71%	No class offered	No class offered	71%	71%	75%	76%

AY	N	Percentage of Students Meeting or Exceeding Success Criteria	Comments
25-26	24	71%	The average score on the outcome measure did not meet the success criteria, at 71%.
24-25	36	70%	The average score on the outcome measure did not meet the success criteria, at 70%.
23-24	35	76%	Students exceeded the success standard
22-23	23	75%	Students meet the success standard

Conclusions Drawn from Data:

An initial analysis of the aggregate quantitative data shows that the Literature Review Final did not meet the target success threshold, with a current cycle rate of 71%. A student-by-student analysis of the dataset reveals that the vast majority of active students successfully passed the benchmark. The depressed average is heavily skewed by a small segment of non-traditional adult learners who completely abandoned or neglected the course mid-term, leaving key high-stakes assignments unsubmitted. For the students who actively completed the course, the primary barrier to higher achievement was a pervasive deficit in upper-division academic writing mechanics, structural composition, and rigorous synthesis of peer-reviewed empirical literature. This distinct skill gap stems largely from inconsistent writing expectations encountered as students transfer from various regional community colleges into accelerated, upper-division university coursework. This trend accounts for the highly unpredictable, sporadic longitudinal scores recorded across consecutive academic cycles (76%, 70%, and 71%).

Changes to be Made Based on Data:

The Writing and Interviewing in the Criminal Justice Profession Course has been redesigned to provide more support in foundational writing principles; mechanics, structure, and adherence to academic conventions. Additional resources and writing support will be provided to students with referrals to the PLNU writing center. The improved course material will be evaluated in future assessments for its effectiveness.

Rubric Used:

INTRODUCTION	10 pts Developed. For full credit, the paper should: *Inform readers about the research topic and research question by providing an overview of the big picture of the importance of the research question. The introduction explains why this research question is relevant to the criminal justice profession. *By the end of the Introduction, the focus of the paper should be evident.	7.5 pts Emerging Paper is missing two items from the Highly Developed rating.	5 pts Initial Paper is missing three items from the Highly Developed rating.	0 pts Non Performance Paper is missing 4+ items from the Highly Developed rating, or the paper was not submitted.	10 pts
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BACKGROUND	20 pts Developed. For full credit, the paper should: Explain what is already known about the research topic and research question. Exhibit appropriate academic language. *Background info is present in a clear and concise sequence, no major errors to impede meaning.	15 pts Emerging Paper is missing two items from the Highly Developed rating.	10 pts. The Initial Paper is missing three items from the Highly Developed rating.	0 pts Non Performance Paper is missing 4+ items from the Highly Developed rating or paper was not submitted.	20 pts
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LITERATURE REVIEW	40 pts Developed Information from 4 articles is gathered from multiple, research based sources and clearly aligned to research topics. Well organized, demonstrate logical sequencing and structure. Detailed conclusions are reached from the evidence offered. Research questions are formed through the literature review and clearly stated	30 pts Emerging Information from articles is gathered from multiple sources and the majority are aligned to the research topic. It is well organized but demonstrates illogical sequencing or structure. Conclusions are reached from the evidence offered. Research questions(s) are formed through the literature review.	22 pts Initial Progress Information from some articles is gathered from a limited number of resources and attempts to align to the research topic. Weakly organized with no logical sequencing or structure. Research questions(s) were not formed but could be formed through the literature review. There are some indications of conclusions from the evidence offered.	14 pts Some Initial Information from less than required articles gathered from a single source and may not be clearly aligned to research topic. Limited organization, sequencing, or structure. Limited conclusions are made from the evidence offered. The research question was not clearly formed and not well connected to the literature review
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REFERENCES and APA 7 FORMAT	20 pts Developed. For full credit, paper should include: *Provide references from a minimum of ten references *References are specifically aligned to research question(s) *In-text citations are in APA 7 format *References appropriately identified on the Reference Page	15 pts Emerging Paper is missing one to two items from the Highly Developed rating.	10 pts Initial Paper is missing three items from the Highly Developed rating.	0 pts Non Performance Paper is missing 4+ items from the Highly Developed rating or paper was not submitted.
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