

**DEGREE PROGRAM
STUDENT LEARNING REPORT**

(Rev. August 2013)

ROGERS STATE UNIVERSITY
Department of Psychology, Sociology, and Criminal
Justice
For Academic Year 2012-2013

Effectively assessing a degree program should address a number of factors:

- 1) Valid student learning outcomes should be clearly articulated;
- 2) Valid assessment measures should be used, consistent with the standards of professional practice;
- 3) There should be evidence that assessment data are being used by faculty to make necessary instructional or assessment changes; and there should be evidence that instructional or assessment changes are being implemented to improve student learning.

Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions

Name of Degree, including Level and Major: Associate of Arts Criminal Justice Studies

1) **A.** Insert and clearly state the school, department and degree program missions in the spaces below.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	The mission of the School of Liberal Arts is to further the study and practice of the arts, humanities, and social sciences at Rogers State University, in the community, and in the region.	The mission of the Department of Psychology, Sociology, and Criminal Justice is to assist students in developing knowledge and understanding of social, legal and psychological issues and to operate effectively in today's legal, social, and culturally diverse community.	The mission of the AACJS degree is to prepare students with current academic, experiential, cultural and ethical preparation to successfully participate as an entry level criminal justice professional.

- B. Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program student learning outcomes with their appropriate school and department purposes, and these outcomes and purposes with their appropriate university commitments.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide quality associate, baccalaureate, and graduate degree opportunities and educational experiences which foster student excellence in oral and written communications, scientific reasoning and critical and creative thinking.	The School will offer innovative degrees which focus upon developing skills in oral and written communication, critical thinking, and creativity.	Foster skills of critical thinking, writing, research, and oral communication and provide traditional students quality associate and baccalaureate degrees.	Students completing the Associate in Arts in Criminal Justice Studies degree program will demonstrate a written and oral ability to think critically and creatively.
To promote an atmosphere of academic and intellectual freedom and respect for diverse expression in an environment of physical safety that is supportive of teaching and learning.	The School will educate liberal arts majors to think critically, creatively, and independently and have the skills to work in all types of situations and communicate with all types of people.	Foster values of scholarship, creativity, appreciation of diversity and community service among our faculty, staff, and students.	Students completing the AA:CJS will demonstrate their proficiency in understanding and applying relevant legal and criminal justice concepts.
To provide a general liberal arts education that supports specialized academic programs and prepares students for lifelong learning and service in a diverse society.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	Serve the University and the community through the provision of quality general education courses which promote life-long learning and service to a diverse population.	
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The School will foster a community of scholars among the faculty and students of the institution.	Promote a community of scholars among faculty and students through research and scholarly experiences.	
To provide university-wide student services, activities and resources that complement academic programs.			
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To promote and encourage student, faculty, staff and community interaction in a positive academic climate that creates opportunities for cultural, intellectual and personal enrichment for the University and the communities it serves.	The School will offer and promote are, culture, and public affairs events on the campus and in the region.	Offer and promote student and community interaction to create opportunities for cultural, intellectual, and personal enrichment.	

Discussion of Instructional Changes Resulting from 2011-2012 Degree Program Student Learning Report

- 2) List and discuss all instructional or assessment changes proposed in Part 5 of last year's Degree Program Student Learning Report, whether implemented or not. Any other changes or assessment activities from last year, but not mentioned in last year's report, should be discussed here as well. Emphasis should be placed on student learning and considerations such as course improvements, the assessment process, and the budget. If no changes were planned or implemented, simply state "No changes were planned or implemented."

Instructional or Assessment Changes	Changes Implemented (Y/N)	Impact of Changes on Degree Program Curriculum or Budget
<p>The nature of the sociological and legal foundations of this field of study responsibly demand a dynamic curricular paradigm. Incorporating timely instructional and curricular refinements and modifications are, and have long been, a priority for the AA:CJS and BS:JA degree programs.</p> <p>Assessing student learning within these degree programs exists beyond that which is incorporated into the university-wide endeavor and also serves as a catalyst for change. To minimize the onerous nature of the current assessment process, very simplified and concise assessment measures for both the AA:CJS and the BS:JA degree programs have been selected to incorporate into this report. Nonetheless, changes incorporated into the SLRs this year reveal an assessment strategy consisting of assessment measures for the AA:CJS degree program realigned to</p>	Y	<p>Assessment changes will have no direct impact on program budget.</p> <p>The example of instructional change described does not impact program curriculum. The described changes involve instructional modifications to connect and reinforce the learning outcomes of the targeted individual courses to (i) enhance retention of student knowledge between courses, (ii) develop student research and writing skills and (iii) improve the quality of student capstone scholarly research projects. Ultimately, the impact will be realized through demonstrated improvement in the quality of the academic preparation possessed by the AA:CJS and BS:JA graduates.</p>

<p>measure student learning at all course levels within the program core with assessment measures that appropriately reflect the continuum of student learning outcomes across the curriculum.</p> <p>The AA:CJS will utilize a pre-post test for an introductory course; a rubric for the oral presentation of a scholarly article in a 2000 level course; a rubric for a summary with citations of research articles in a 3000 level course and a pass rate for graduates taking the state law enforcement certification exam.</p> <p>The assessment measure including Criminal Law I comprehensive, scenario-based exam will be moved to the BS:JA degree program assessment strategy.</p> <p>The assessment measures for each degree program collectively reflect the integration and tight curricular fit between the AA:CJS and the BS:JA degree programs.</p>		
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- 3) The University Assessment Committee in its Degree Program Peer Review Report provided feedback and recommendations for improvement in assessment. List or accurately summarize all feedback and recommendations from the committee, and state whether they were implemented or will be implemented at a future date. If they were not or will not be implemented, please explain why. If no changes were recommended last year, simply state “No changes were recommended.”

Feedback and Recommended Changes from the University Assessment Committee	Suggestions Implemented (Y/N)	Changes that Were or Will Be Implemented, or Rationale for Changes that Were Not Implemented
<p>1) B. Are learning outcomes and department purposes aligned with university commitments and school purposes?</p> <p><i>Re-align the second Departmental Purpose with the third University Commitment since the last part of the Departmental Purpose had similar wording of “lifelong learning and service to/in a diverse population/society”</i></p>	<p>Y</p>	<p>The substantive content of learning outcomes continues to be aligned with University Commitments and Departmental Purposes. Scrivener’s errors identified by the University Assessment Committee have been noted and corrected as indicated below.</p> <p>Revised</p>

<p><i>The 3rd and 4th Departmental Purposes are worded differently than in the B/S of Justice Administration. The wording should be the same.</i></p> <p><i>The 3rd Degree Program Outcome “AACJS students will illustrate creative application ...”, is not listed as a Degree Program Outcome in Section 4 : “Analysis of Evidence of Degree Program Student Learning”.</i></p>		<p>This author has no information about the changes appearing in last year's SLR as those changes were made prior to the author receiving the pre-populated document.</p> <p>This minor oversight has been addressed by removing the referenced Degree Program Outcome.</p>
<p>2) How well did the department incorporate instructional or assessment changes resulting from last year's report or from other assessment activities?</p> <p><i>Two assessment measures were eliminated: A scholar paper with an oral presentation and a survey. In the future, it's best to discuss changes in the Student Learning Report. Thank you for discussing the changes during the review.</i></p>		<p>As discussed in Section 2(sic), other assessment activities beyond the UAC assessment product routinely prompt changes designed to improve student learning. The comprehensive assessment strategy is also revealed in Section 2 (sic).</p>
<p>3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?</p> <p><i>It was indicated in feedback 1B that: “Are learning outcomes and department purposes aligned ...”, was implemented.</i></p> <p><i>The 6th recommended change “How well did the faculty vary the assessment measures?” was not discussed in the “Changes that Were or Will be Implemented or Rationale for Changes that Were Not Implemented” column. Two assessments (Survey and a paper) had been eliminated and the remaining assessments were all based on exams. Varying the assessments is a good idea.</i></p>	<p>Y</p>	<p>Most of the UAC feedback has to do with scrivener's errors which have been addressed. The remainder was considered but as the term “suggestions” implies, there is no duty to justify not incorporating them into the SLR – a subject discussed at the peer review meeting.</p>
<p>4) A. Are the degree program outcomes listed and measureable?</p> <p><i>Note: The 3rd Degree Program Outcome “AACJS students will illustrate creative application ...”, under</i></p>	<p>Y</p>	<p>Yes, those listed in Part 4(sic) are measurable.</p> <p>As noted above, the third Degree Program Outcome was eliminated from the AA:CJS degree SLR although ethical behavior and cultural</p>

<p>part 1B: "Insert and clearly state school purposes, department purposes ...", is not included in Part 4.</p>		<p>sensitivities are essential to AA:CJS students and are discussed in every criminal justice prefix course.</p>
<p>4) B. Are the assessment measures appropriate for the outcomes? <i>In each case an exam was given. An indirect measure (survey) and a direct measure (paper and oral presentation) were no longer used. Consider adding an assessment which was eliminated, or a new/different assessment.</i></p>	<p>Y</p>	<p>Yes, the assessment measures are appropriate for outcomes attached to the lower level courses within this associate degree as they reflect the level of learning.</p>
<p>4) F. How well do the data concisely provide an overview of the results? <i>Excellent usage of tables showing how many students were AA majors.</i> <i>Outcome number 2c: consider moving some of the content (for instance the last paragraph) into the Conclusions column.</i></p>		<p>The data tables do not reveal the number of AA majors other than the number of AA majors in that particular course. The data collected and analyzed is believed to provide very useful contextual measures by incorporating assessment measures over time and the size of each cohort measured.</p>
<p>4) G. How well are the conclusions drawn and related to degree program outcomes? <i>Good, except that for Degree Program Outcome numbers 1 and 2, where "3/4" should be changed to 80%.</i> <i>In Degree Program Outcome number 1, it may be good to determine (conclude) which type of question(s) the "AA" majors are not demonstrating comparable levels of student learning in as opposed to the "OTH" majors.</i> <i>Excellent job in preparing the graduating students for the external certification exam.</i></p>		<p>The program coordinators for the AA:CJS and the BS:JA find the conclusions well drawn in relation to Degree Program Outcomes.</p> <p>The scrivener's error has been corrected as noted above.</p> <p>Excluding the other majors was requested in an earlier year assessment peer review. No further analysis to now include other students is being pursued at this time for the purpose of reporting to the UAC.</p>
<p>7) How well did the faculty vary the assessment measures? <i>In all cases, exams, direct measurements, were given. Assessment measures do not vary.</i></p>		<p>While it is true the general term "exams" reflect generalized direct measurement of student learning, exams provide different types of assessment depending upon the type of test, questions and protocol. The UAC appears to conclude the use of two exams does not offer varied assessment measures. This conclusion is challenged.</p>

		<p>One exam is the state law enforcement certifying exam which tests comprehensive knowledge relevant to law enforcement through a standardized test utilizing objective exam questions administered with formal testing protocol. This exam varies significantly in the student learning that is measured from a comprehensive course exam utilizing complicated scenarios which requires students to utilize a higher level of cognitive ability to analyze, integrate and synthesize to formulate an answer.</p> <p>Ref: Peat, B. and Moriarty, L. (2009). <i>Assessing Criminal Justice/Criminology Education</i>. Carolina Academic Press: Durham, NC</p>
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Analysis of Evidence of Student Learning Outcomes

- 4) For all student learning outcomes (as listed in Part 1 B above), describe the assessment measures and performance standards used, as well as the sampling methods and sample sizes. For each measure, document the results of the activity measured and draw any relevant conclusions related to strengths and weaknesses of their performance.

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions	H. Performance Standards Met (Y/N)																												
1) Students completing the AACJS degree will demonstrate a written and oral ability to think critically and creatively.	Comprehensive final examination consisting of scenario based problems with multiple choice, fill in the blank and essay questions	80% of the AA CJS students completing CJ 2013 - <i>Criminal Law I</i> will demonstrate proficiency ($\geq 70\%$) in applying criminal laws	No sampling applied; all AA:CJS students completing CJ 2013 – <i>Criminal Law</i> complete the final exam.	55	<table border="1"> <tr> <td>F12</td> <td>S13</td> <td>Total</td> <td></td> </tr> <tr> <td>7</td> <td>2</td> <td>9</td> <td>> 90%</td> </tr> <tr> <td>8</td> <td>18</td> <td>26</td> <td>80-89%</td> </tr> <tr> <td>10</td> <td>5</td> <td>15</td> <td>70-79%</td> </tr> <tr> <td>2</td> <td>1</td> <td>3</td> <td>60-69%</td> </tr> <tr> <td><u>0</u></td> <td><u>2</u></td> <td><u>2</u></td> <td>< 60%</td> </tr> <tr> <td>27</td> <td>28</td> <td>55</td> <td></td> </tr> </table>	F12	S13	Total		7	2	9	> 90%	8	18	26	80-89%	10	5	15	70-79%	2	1	3	60-69%	<u>0</u>	<u>2</u>	<u>2</u>	< 60%	27	28	55		The AA: CJS students exceed the proficiency standard that 80% of the students will score $\geq 70\%$. In fact 90% of the AA:CJS students scored $\geq 70\%$.	Y
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		and interpreting facts for their					
2) Students completing the Associate in Arts in Criminal Justice Studies will demonstrate their proficiency in understanding and applying relevant legal and criminal justice concepts.	Comprehensive final examination consisting of multiple choice and fill in the blank questions.	80% of the AACJS students completing CJ 1113 – <i>Introduction to Criminal Justice</i> will demonstrate proficiency ($\geq 70\%$) in applying relevant legal and criminal justice concepts	No sampling applied: all AA:CJS <i>Introduction to Criminal Justice</i> students complete the comprehensive final exam	46	<u>Scoring Data</u> 20/46 $\geq 90\%$ 11/46 80 – 89% 9/46 70 – 79% 4/46 60 – 69% <u>2/46</u> $< 60\%$ 46/46	The AA: CJS students exceed the proficiency standard that 80% of the students will score $\geq 70\%$. In fact 86% of the AA:CJS students scored $\geq 70\%$.	Y
	2c) External Certification Exam	80% of AACJS students graduating from the Collegiate Officer Program who take the CLEET Oklahoma Peace Officer Certification Exam will	No sampling applied; all students graduating from the C.O.P. Option who take the exam will be measured.	8	One hundred percent (100%) of the AA:CJS COP Option graduates who have taken the Oklahoma CLEET certification exam have passed the exam by scoring $\geq 80\%$. One of the eight had the highest grade on the exam of all the Oklahoma graduates who took the exam in August 2013.	The C.O.P. Option students continue to be very successful in passing the CLEET certification exam and becoming employed in the major field of study.	Y

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		pass					

5) State any proposed instructional or assessment changes to be implemented for the next academic year. They should be based on conclusions reported in Part 4 (above) or on informal activities, such as faculty meetings and discussions, conferences, pilot projects, textbook adoption, new course proposals, curriculum modifications, etc. Explain the rationale for these changes and how they will impact student learning and other considerations, such as curriculum, degree plan, assessment process, or budget. If no changes are planned, simply state “No changes are planned.”

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
Students completing the Associate in Arts in Criminal Justice Studies will demonstrate their proficiency in understanding and applying relevant legal and criminal justice concepts.	An assessment change will likely be implemented that incorporates a Pre / Post exam in CJ 1113 – <i>Introduction to Criminal Justice</i> .	Reinstitute an assessment measure previously used to better identify students’ beginning level of criminal justice academic concepts and net learning progress.	This change will allow for better assessment of introductory course students so that beneficial adjustments warranted in delivery of instruction will be timely made.

6) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.



Description

7) Assessment Measures:

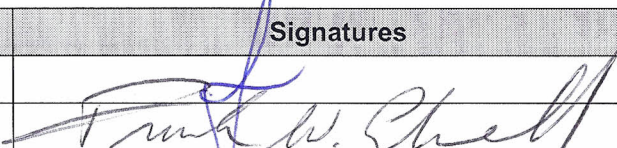
- A. How many different assessment measures were used? 2
- B. List the direct measures (see rubric): certification exam; rubric scored comprehensive final exam
- C. List the indirect measures (see rubric): N/A

Documentation of Faculty Assessment

- 8) A. How many full time faculty (regardless of department affiliation) teach in the program? 2
- B. Provide the names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (e.g., collect data, analyze data, prepare report, review report, etc.)	Signatures
Dr. Diana Clayton	Collect data, analyze data, review report	
Mr. Brian Watters	Collect data, analyze data, prepare report	

9) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		
Dean	Dr. Frank Elwell		12-10-13