

Degree Program Student Learning Report

Revised August 2017

Department of Technology and Criminal Studies

BS in Justice Administration

For 2018-2019 Academic Year

PART 1

Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

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.	<p>The mission of the School of Professional Studies (SPS) to develop students' skills and knowledge so they can successfully perform in their professional career of choice, and to prepare them to be lifelong learners in a diverse society. This is accomplished in a positive academic climate which is supported by academic and intellectual freedom, and faculty who are dedicated to a quality educational experience.</p> <p>Curricula for the associate, bachelors and graduate degrees are developed by expert faculty who are dedicated to an excellence in teaching, research and university service. The programs in the SPS are dynamic.</p>	The mission of the Department of Technology and Justice Studies is to support the SPS and RSU in their mission to prepare students to achieve professional and personal goals in dynamic local and global communities.	The mission of the Bachelor of Science in Justice Administration is to develop student mastery of fundamental knowledge and skills about substantive, procedural and operational aspects of law and justice so students may engage in Constitutional and ethical decision-making within the diversity of contemporary society as a criminal justice professional.

B. Align school purposes, department purposes, and program student learning outcomes 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.			1. Students of the BSJA degree program will demonstrate cognitive learning by efficiently and effectively evaluating criminal justice related problems, issues and strategies to support informed decision-making that is successfully communicated in both oral and written form.
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.			2. BSJA students will reveal progression of affective learning by decision-making that integrates respect for constitutional rights and protections, an ethical duty for evidence-based assertions and values the contributions of a diverse society.
To provide a general liberal arts education that supports specialized academic program sand prepares students for lifelong learning and service in a diverse society.			
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			3. Through faculty modeling and creative applications, BSJA students will experience the value of assimilating legal and scholarly authority into their problem-solving paradigm along with the duty of making meaningful contributions to society.
To provide university-wide student services, activities and resources that complement academic programs.			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To support and strengthen student, faculty and administrative structures that promote shared governance of the institution.			
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.			4. BSJA students will exhibit affective valuing through civic engagement with emphasis on that which educates the public about the criminal justice system, protects victims of crime and advocates equal justice for all.

PART 2

Revisit Proposed Changes Made in Previous Assessment Cycle

Revisit each instructional/assessment change proposed in Part 5 of the degree program SLR for the preceding year. Indicate whether the proposed change was implemented and comment accordingly. Any changes the department implemented for this academic year, but which were not specifically proposed in the preceding report, should also be reported and discussed here. Please note if no changes were either proposed or implemented or this academic year.

Proposed Change	Implemented? (Y/N)	Comments
No proposed changes made in previous assessment cycle.		

PART 3

Response to University Assessment Committee Peer Review

The University Assessment Committee provides written feedback on departmental assessment plans through a regular peer review process. This faculty-led oversight is integral to RSU's commitment to the continuous improvement of student learning and institutional effectiveness. UAC recommendations are not compulsory and departments may implement them at their discretion. Nevertheless, respond below to each UAC recommendations from last year's peer review report. Indicate whether the recommendation was implemented and comment accordingly. Please indicate either if the UAC had no recommendations or if the program was not subject to review in the previous cycle.

SLO #2:		BSJA students will demonstrate cognitive and affective learning by decision-making that integrates constitutional rights and protections, an ethical duty for evidence-based assertions and values the contributions of a diverse society.																																																																							
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results					G. Standard Met (Y/N)																																																																
All BSJA students take a comprehensive, scenario based final exam in the program-required core course CJ3013 – Criminal Procedures that simulates Fourth, Fifth and Sixth Amendment – based decisions	80% of BSJA students completing CJ3013 – Criminal Procedures will demonstrate competency ($\geq 70\%$) in researching, applying, and communicating relevant legal/criminal justice concepts via a comprehensive final exam.	No sampling applied; all BSJA students in BSJA program core course CJ 3013 – Criminal Procedures were assessed.	33	<table><tr><td></td><td></td><td>A</td><td>B</td><td>C</td><td>D</td><td>F</td><td>80% SCORE >70%</td></tr><tr><td></td><td>n =</td><td>$\geq 90\%$</td><td>80-89%</td><td>70-79%</td><td>60-69%</td><td>$\leq 60\%$</td><td></td></tr><tr><td>AY 18-19</td><td>33</td><td>14 43%</td><td>10 30%</td><td>5 15%</td><td>4 12%</td><td>0</td><td>88%</td></tr><tr><td>AY 17-18</td><td>28</td><td>14 50%</td><td>9 32%</td><td>5 18%</td><td>0</td><td>0</td><td>100%</td></tr><tr><td>AY 16-17</td><td>24</td><td>5 21%</td><td>16 67%</td><td>2 8%</td><td>0</td><td>1 4%</td><td>96%</td></tr><tr><td>AY 15-16</td><td>33</td><td>23 70%</td><td>9 27%</td><td>1 3%</td><td>0</td><td>0</td><td>100%</td></tr><tr><td>AY 14-15</td><td>27</td><td>5 19%</td><td>14 52%</td><td>6 22%</td><td>2 7%</td><td>0</td><td>93%</td></tr><tr><td>AY 13-14</td><td>37</td><td>16 43%</td><td>18 49%</td><td>3 8%</td><td>0</td><td>0</td><td>100%</td></tr></table>							A	B	C	D	F	80% SCORE >70%		n =	$\geq 90\%$	80-89%	70-79%	60-69%	$\leq 60\%$		AY 18-19	33	14 43%	10 30%	5 15%	4 12%	0	88%	AY 17-18	28	14 50%	9 32%	5 18%	0	0	100%	AY 16-17	24	5 21%	16 67%	2 8%	0	1 4%	96%	AY 15-16	33	23 70%	9 27%	1 3%	0	0	100%	AY 14-15	27	5 19%	14 52%	6 22%	2 7%	0	93%	AY 13-14	37	16 43%	18 49%	3 8%	0	0	100%	Yes
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H. Conclusions																																																																									

The standards for SLO#2 were met. The comprehensive final exam includes fact patterns to which students must correctly synthesize constitutional/legal standards within real life scenarios that may not provide all information desired by the decision-maker. Some subjective explanations of their articulated course of action requires higher levels of both cognitive learning, i.e., synthesis; as well the higher levels of affective learning such as organizing and characterizing. Students historically do well in the course if they complete the rigorous case analysis required throughout the semester designed to facilitate their mastery of a large body of case law. Students who select this major recognize the course is designed to prepare them to perform basic duties of a criminal justice professional so they are interested in learning but do not always invest the time required.

SLO #4: BSJA students will exhibit both cognitive learning and affective valuing through a civic engagement poster project in which the student will explain and express a significant concept of native tribes as America’s Third Sovereign.																																																																	
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results					G. Standard Met (Y/N)																																																								
A rubric-graded, student created and educationally enlightening poster is required in the BSJA program core course of CJ/NAMS 3263 - Native American Law for an assigned civic engagement purpose, e.g., Native American History Month	80% of the BSJA students completing the designated course will demonstrate competency (≥70%) via a rubric graded poster project.	No sampling applied; all BSJA students completing CJ/NAMS 3013 – Native American Law were required to complete a poster	22	<table><tr><th></th><th></th><th>A</th><th>B</th><th>C</th><th>D</th><th>F</th><th>80% score ≥70%</th></tr><tr><th></th><th>n=</th><th>≥ 90%</th><th>80-89%</th><th>70-79%</th><th>60-69%</th><th>≤ 60%</th><th></th></tr><tr><td>AY 18-19</td><td>18</td><td>13 72%</td><td>3 17%</td><td>2 11%</td><td>0</td><td>0</td><td>18 100%</td></tr><tr><td>AY 17-18</td><td>28</td><td>11 38%</td><td>12 43%</td><td>3 11%</td><td>1 4%</td><td>1 4%</td><td>26 92%</td></tr><tr><td>AY 16-17</td><td>19</td><td>9 47%</td><td>10 53%</td><td>0</td><td>0</td><td>0</td><td>19 100%</td></tr><tr><td>AY 15-16</td><td>18</td><td>7 39%</td><td>8 44%</td><td>1 6%</td><td>0</td><td>2 11%</td><td>16 89%</td></tr><tr><td>AY 14-15</td><td>13</td><td>10 77%</td><td>2 15%</td><td>0</td><td>0</td><td>1 8%</td><td>12 92%</td></tr></table>							A	B	C	D	F	80% score ≥70%		n=	≥ 90%	80-89%	70-79%	60-69%	≤ 60%		AY 18-19	18	13 72%	3 17%	2 11%	0	0	18 100%	AY 17-18	28	11 38%	12 43%	3 11%	1 4%	1 4%	26 92%	AY 16-17	19	9 47%	10 53%	0	0	0	19 100%	AY 15-16	18	7 39%	8 44%	1 6%	0	2 11%	16 89%	AY 14-15	13	10 77%	2 15%	0	0	1 8%	12 92%	Yes
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Performance Standard for SLO #4 was met. The Students demonstrate a competency in understanding America's third sovereignty through their study of Native American Law as demonstrated by integrating a relevant concept of Federal Indian Policy into an educational poster.

PART 5

Proposed Instructional or Assessment Changes

Learning outcomes assessment can generate actionable evidence of student performance that can be used to improve student success and institutional effectiveness. Knowledge of student strengths and weakness gained through assessment can inform faculty efforts to improve course instruction and program curriculum. Below discuss potential changes the department is considering which are aimed at improving student learning or the assessment process. Indicate which student learning outcome(s) will be affected and provide a rationale for each proposed change. These proposals will be revisited in next assessment cycle.

Proposed Change	Applicable Learning Outcomes	Rationale and Impact
No changes planned at this time.		

PART 6
Summary of Assessment Measures

- A. How many different assessment measures were used? three
- B. List the direct measures (see appendix): comprehensive exams, educational poster, capstone project
- C. List the indirect measures (see appendix): zero

PART 7
Faculty Participation and Signatures

- A. Provide the names and signatures of all full time and adjunct faculty who contributed to this report.

Faculty Name	Assessment Role	Signature
Dr. Diana Clayton	Selected SLOs and prepared report	Separate Sheet

- B. Reviewed by:

Titles	Name	Signature	Date
Department Head	Dr.Roy Gardner	Separate Sheet	
Dean	Dr. Susan Willis	Separate Sheet	

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

Examples:

Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.

Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

Direct Measures

- Comprehensive exams
- Class assignments
- Juried review of performances and exhibitions
- Internship or clinical evaluations
- Portfolio evaluation
- Pre/post exams
- Third-party exams such as field tests, certification exams, or licensure exams
- Senior thesis or capstone projects

Indirect Measures

- Graduate exit interviews
- Focus group responses
- Job placement statistics
- Graduate school placement statistics
- Graduation and retention rates
- Student and alumni surveys that assess perceptions of the program
- Employer surveys that assess perceptions of graduates
- Honors and awards earned by students and alumni.

Performance Standard

A performance standard is a clearly-defined benchmark that establishes the minimally-acceptable level of performance expected of students for a particular measure.

Examples:

At least 70% of students will score 70% or higher on a comprehensive final exam.

At least 75% of students will earn score a "Proficient" or higher rating on the Communicate Effectively rubric.

Sampling Method

Sampling method describes the methodology used for selecting the students that were assessed for a given measure. In some cases, such as most course-embedded measures, it is possible to assess all active enrolled students. In other cases, however, it is not feasible to measure the population of all potential students. In these cases, it is important that a well-designed sampling scheme be used to ensure the sample of students measured is an unbiased representation of the overall population. Where multiple instructors teach a particular course, care should be taken to assess students across all instructors, including adjuncts.

Examples:

All students enrolled in BIOL 4801 Biology Research Methods II

All majors graduating in the 2016-17 academic year.

Sample Size

Sample size is the number of students from which evidence of student learning was obtained for a given assessment measure.

Results

Results are an analytical summary of the findings arising from the assessment of student performance for a particular assessment measure. Typical presentation includes descriptive statistics (mean, median, range) and score frequency distributions.

Standard Met?

This is a simple yes/no response that indicates whether the observed level of student performance for a particular measure meets or exceeds the established standard. An N/A may be used where circumstances prevented the department from accurately assessing a measure.

Conclusion

The conclusion is a reflective summary and determination of the assessment results obtained for a specific learning outcome. Questions to consider in this section include the following:

- Does the assessment evidence indicate the learning outcome is being satisfactorily met?
- Where multiple measures are used for a single outcome, do the results present a consistent or contradictory pattern?
- What are the most valuable insights gained from the assessment results?
- What strengths and weaknesses in student learning do the results indicate?
- What implications are there for enhancing teaching and learning?
- How can the assessment process be improved?