

Degree Program Student Learning Report (rev. 7/14)

Fall 2013 – Spring 2014

The Department of Psychology, Sociology & Criminal Justice in the School of Liberal Arts Criminal Justice Studies, A.A.

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.

PART 1 (A & B)

Relationship of Degree Program Learning Outcomes to Departmental and University Missions

A. Clearly 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.	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,	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.

University Mission	School Mission	Department Mission	Degree Program Mission
		social, and culturally diverse community.	

- B.** Clearly state school purposes, department purposes and degree program student learning outcomes. Align 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 program sand 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.	

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
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.			
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.	

PART 2

Discussion of Instructional Changes Resulting from 2012-2013 Degree Program Student Learning Report

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
The AA:CJS will utilize a pre-posttest for an introductory course;	N	The pre-post tests will begin implementation in the Spring of 2015 in Introduction to Criminal Justice and in Fall 2015 for Introduction to Corrections.
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.	Y	Students have been turning in presentations in a timely fashion and seem to be better prepared. The new rubric schedule has installed a timeline that they must follow. The rubric also gives students information upfront on expectations which seems to have them conduct better research.

PART 3

Discussion About the University Assessment Committee's 2012-2013 Peer Review Report

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>Yes, except for the second to the last of the instructional assessment changes. Is the measure being moved to the 4-year program or both the measure and the Criminal Law I class?</p>	<p>Y</p>	<p>The feedback was not a suggestion but rather a call for clarification. Criminal Law I is in both the 2 & 4-year programs. The assessment has been moved to the 4-year program. It is difficult to separate between the 2 & 4-year program students.</p> <p>We may possibly move the assessment back to include both degrees since students from both degrees are in the course.</p>
<p>In responding to the 2011-12 Peer Review Report, the department stated in third section of Part 3 (page 5) that "there is no duty to justify" removing two assessment measures (a survey and a paper). However, the instructions for Part 3 ask that changes based on reviewers' recommendations be "explained." This was not done.</p> <p>The response on p. 6 for 4) B. does not address the reviewers' concern or recommendation.</p>	<p>Y</p>	<p>The removing of the "Survey and a paper" are being replaced with the development of a presentation by students and the pre-posttests in the introductory courses.</p>
<p>In last year's report the department provided raw numbers and percentages, but this year only raw numbers were provided. Why the change?</p> <p>Last year there were 14 students in CJ 2013 and 10 students in CJ 1113. This year there were 55 and 46, respectively. Any thoughts about why there was an increase in both classes of roughly 400 percent?</p>	<p>Y</p>	<p>The deletion of percentages was an oversight. This year both raw numbers and percentages will be given.</p> <p>The increase in student's enrollment cannot always be explained. It could be a result of increased advisement efforts on the part of faculty members or simply an increased interest in the program topics.</p>

There is no assessment provided in the conclusion section (Column G). The information simply restates what appears in the results section (Column F).	Y	Column G is now complete in this report
Has the department considered adding an indirect measure, such as an exit survey?	Y	For the AACJS degree does use the CLEET exam as a form of exit survey. The results on the exam help to demonstrate effectiveness of the program. This form of exit survey is limited to those students who follow the C.O.P. option.

PART 4

Analysis of Evidence of Student Learning Outcomes

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 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)
Students completing the Associate in Arts in Criminal Justice Studies degree program will demonstrate a written and oral ability to think critically and creatively.	Written and oral presentations given in Introduction to Criminal Justice and Community Relations	80% of the AACJS students completing CJ 1113 – Introduction to Criminal Justice and Community Relations will demonstrate proficiency (≥ 70%) in applying relevant legal and criminal justice concepts.	No sampling applied: all AA:CJS introduction to Criminal Justice and Community Relations students complete the presentation	Intro to CJ 59	Scoring Data 36/59 61% ≥ 90% 11/59 19% 80 – 89% 6/59 10% 70 – 79% 1/59 2% 60 – 69% 5/59 8% < 60%	The AA: CJS students exceed the proficiency standard that 80% of the students will score ≥ 70%. In fact 94% of the AA:CJS students scored ≥ 70%.	Y
				Community Relations 38	16/38 42% ≥ 90% 16/38 42% 80 – 89% 6/38 16% 70 – 79% 0/38 0% 60 – 69% 0/38 0% < 60%	The interesting data is the difference between the two courses. With the increased deadlines and requirements placed upon the Community Relations students from the rubric we observed a 10% increase of students who scored 70% or higher and a 4% increase in students who scored 80% or higher.	
				Total 97	52/97 54% ≥ 90% 27/97 28% 80 – 89% 12/97 12% 70 – 79% 1/97 1% 60 – 69% 5/97 5% < 60%	The presentation rubric is helpful in increasing students' 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)
Students completing the AA:CJS 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 – Introduction to Criminal Justice will demonstrate proficiency ($\geq 70\%$) in applying relevant legal and criminal justice concepts	No sampling applied: all AA:CJS introduction to Criminal Justice students complete the final exam	59	Scoring Data 34/59 57% $\geq 90\%$ 7/59 12% 80 – 89% 8/59 14% 70 – 79% 4/59 7% 60 – 69% 6/59 10% $< 60\%$	The AA: CJS students exceed the proficiency standard that 80% of the students will score $\geq 70\%$. In fact 83% of the AA:CJS students scored $\geq 70\%$.	Y
	External Certification Exam	80% of AACJS students graduating from the Collegiate Officer Program who take the CLEET Oklahoma Peace Officer Certification Exam will pass	No sampling applied; all students graduating from the C.O.P. Option who take the exam will be measured.	2	At the time of this report only two students took the exam since the last report was completed. The students from the 2013-2014 school year will be taking there test in September 2014. The 2 students who took the test passed giving a 100% pass rate.	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

PART 5

Proposed Instructional Changes Based on Conclusions Drawn from Evidence Presented Above

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 be implemented that incorporates a Pre / Post exam in CJ 1113 – <i>Introduction to Criminal Justice</i> and CJ 1213 <i>Introduction to Corrections</i>	Did not complete last year as planned. Focus will be on completion and implementation during 2014-2015 year	This change will allow for better assessment of introductory course students so that beneficial adjustments warranted in delivery of instruction will be timely made

PART 6

Shared Pedagogical Insight that Improves Student Learning or Classroom Engagement

(OPTIONAL) If your department or a faculty member has developed a method or technique of teaching that seems especially effective in improving student learning or student engagement in the classroom, please provide a brief description below. More detail can be communicated during the face to face peer review session.

Description

PART 7 (A & B)

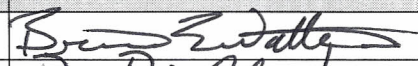

Assessment Measures and Faculty Participation

A. Assessment Measures:

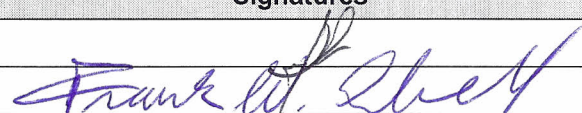
- 1) How many different assessment measures were used? 2
- 2) List the direct measures (see rubric): Certification exam, rubric scored written and oral presentation
- 3) List the indirect measures (see rubric): N/A

B.

- 1) 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
Brian Watters	Prepared report	
Dr. Diana Clayton	Reviewed report	

- 2) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		20140929
Dean	Dr. Frank Elwell		9-29-14