

Degree Program Student Learning Report

Revised August 2017

Select Academic Department

AA in Criminal Justice Studies

For 2017-2018 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 Associate in Arts in Criminal Justice Studies degree has been designed for individuals seeking a career in one of the components of the criminal justice system such as law enforcement, prosecution, or corrections. Hence, this degree has been structured to prepare criminal justice professionals to operate effectively within today's legal environment balancing individual rights with the protection of society, interacting with a culturally diverse community, and protecting the public from increasingly complex threats.

University Mission	School Mission	Department Mission	Degree Program Mission
	and foster student achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used across diverse educational platforms to facilitate student learning outcomes.		

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.	The SPS provides this support by providing two-year and four-year educational opportunities in business, sport management, technology, justice studies, nursing, and emergency medical services.	To provide the technology course support for the AS in Computer Science and AAS in Applied Technology degrees as well as BS in Business Information Technology, BS in Game Development, and BT in Applied Technology, AS in Criminal Justice Studies, and the BS in Justice Administration.	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 associate and baccalaureate degrees are taught using a large array of innovative methods, including regular classes, online courses, and compressed video.		
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 SPS accomplishes its mission through traditional and innovative learning opportunities including one graduate program, nine bachelor's programs and seven associate degrees.		Students completing the AA: CJS will demonstrate proficiency in understanding and applying relevant criminal justice concepts.

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.	The baccalaureate degrees are taught using a large array of innovative methods.		
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.			

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

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.

Peer Review Feedback	Implemented (Y/N)	Comments
<p>2015-2016</p> <p>1. No SLR found for this degree program for 2015-16.</p> <p>SLR 2016-2017</p> <p>1. SLO 1:</p> <p>a. In Part C, the performance standard should state the percentage of presentations given in CJ 1113 that will demonstrate proficiency in applying relevant legal and criminal justice concepts.</p> <p>b. In Part F for CJ 1113, the frequencies for the row categories total 61 while the sample size is indicated to be 60. Either the line-item frequency or the sample size needs to be corrected.</p> <p>c. In Part F, for CJ 2343, the frequencies for the row categories total 19 while the sample size is indicated to be 29. The percentages presented are incorrect for either assumed sample size. For example, neither 2/19 nor 2/29 is equal to 41 percent. Therefore, it appears that several corrections are needed in this area.</p>	<p>No</p> <p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>The faculty who was responsible for collecting the data and completing the 2015-2016 SLR left employment unexpectedly, and the SLR was not completed.</p> <p>Percentage of presentations in CJ 1113 that will demonstrate proficiency included the 2017-2018 SLR.</p> <p>Corrections made in 2016-2017 report, and care exercised to ensure numerical calculations are consistent in frequency and sample size in the 2017-2018 SLR.</p> <p>Corrections made in 2016-2017 report, and care exercised to ensure numerical calculations are consistent in frequency and sample size in the current SLR.</p>
<p>2. SLO 2: In Part F for Assessment Measure 2, the results statement should indicate how many students took the CLEET Certification exam relative to the number of program graduates.</p>	<p>Yes</p>	<p>Results statement included in the 2017-2017 report indicating how many students who took the CLEET Certification exam relative to the number of program graduates</p>

PART 4
Evidence of Student Learning

A. Student Learning Outcome					
SLO #1: Students completing the Associate in Arts in Criminal Justice Studies degree program will demonstrate a written and oral ability to think critically and creatively					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
Students completing the Associates in Arts in Criminal Justice Studies degree program will demonstrate a written and oral ability to think critically and creatively.	80% of the AACJS students completing CJ 1113-- Introduction to Criminal Justice and CJ 2343 –Community Relations will demonstrate proficiency (≥ 70%) in applying relevant legal and criminal justice concepts by completing a written paper and presentation	All CJ 1113 Introduction to Criminal Justice and CJ 2343 Community Relations will complete the written paper and presentation.	CJ 1113 (n)=43	CJ 1113 ≥ 90% 15/43=35% 80-89% 11/43=26% 70-79% 11/43=26% 60-69% 5/43 =11% < 60% 1/43 = 2%	Y
			CJ 2343 (n)=15	≥ 90% 5/15=33% 80-89% 5/15=33% 70-79% 4/15=27% 60-69% 0/15=0% < 60% 1/15=7%	Y
H.					

Conclusions

The AACJS students exceed the proficiency standard that 80% of the students will score $\geq 70\%$. CJ 1113, 87% of (43) students scored $\geq 70\%$. CJ 2343 93% of (15) students scored $\geq 70\%$. The graded assignments represented the second of two assignments in each class, providing the students opportunity to improve with feedback from the earlier assignments.

Evidence and analyze student progress for each of the student learning outcomes (same as listed in Part I B above) for the degree program. See the *Appendix* for a detailed description of each component. Note: The table below is for the first program learning outcome. Copy the table and insert it below for each additional outcome. SLO numbers should be updated accordingly.

A. Student Learning Outcome					
SLO #2: Students completing the AA:CJS will demonstrate their proficiency in understanding and applying relevant legal and criminal justice concepts.					
B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
1. Pretest and Posttest Examination	80% of the AACJS students completing CJ 1113-Introduction to Criminal Justice and CJ 1213 Introduction to Corrections will demonstrate proficiency (70%) in applying relevant legal and criminal justice concepts upon	All AACJS CJ 1113 Introduction to Criminal Justice and CJ 1213 Introduction to Corrections students will complete the pretest and posttest exam	CJ 1113 (n)=42 CJ 1113 (n)=41	CJ 1113 Pretest $\geq 90\%$ 0/42= 0% 80-89% 0/42= 0% 70-79% 2/42= 15% 60-69% 6/42= 17% <60% 33/42= 33% CJ 1113 Posttest $\geq 90\%$ 11/41=27% 80-89% 17/41=42% 70-79% 10/41=24% 60-69% 2/41= 5% <60% 1/41= 2%	Y

	completion of the posttest		CJ 1213 (n)=27	CJ 1213 Pretest ≥ 90% 1/27=4% 80-89% 11/27=41% 70-79% 10/27=37% 60-69% 5/27=18% < 60% 0/27=0%	
			CJ 1213 (n)=21	CJ 1213 Posttest ≥ 90% 2/21=9% 80-89% 12/21=57% 70-79% 6/21=29% 60-69% 1/21=5% < 60% 0/24=0%	Y
2. External CLEET Certification Exam	80% of AACJS students graduating from the Collegiate Officer Program who take the CLEET Oklahoma Peace Officer Certification Exam will pass with 80% proficiency	All students graduating from the C.O.P. Option who take the CLEET exam will be measured.	Total (n)=9	Out of the (9) students who graduated with AA CJS COP Option the 2015-2016 school year, (9) took the CLEET certification exam and passed resulting in a 100% pass rate. (6) students are employed as law enforcement officers (67%), (2) continued in the BSJA program (22%), and (1) continuing to seek employment as a LE officer (11%).	Y
H. Conclusions					
All students in CJ 1113 Introduction to Criminal Justice and CJ 1213 Introduction to Corrections took a pretest the first or second day of class, and a posttest at the end of the semester. CJ 1113 pretest: 2 out of 42 or 15% of students scored at or above 70%. The posttest resulted in improved					

performance with 93% scoring at or above 70%, an increase of 78%. The low pretest score probably due to students having little previous exposure to criminal justice, and the increased scores in the posttest indicate students gained knowledge during the course.

CJ 1213 pretest: 82% of students scored at or above 70%. The posttest resulted in improved performance with 95% of the students scoring at or above 70%, an increase of 13%. The higher pretest scores may be due to many of the students have passed Introduction to Criminal Justice prior to starting this class. The 13% increase in the posttest scores indicates students gained knowledge during this course.

At the time of this report, (9) COP Option students took the CLEET Peace Officer Certification Exam (Council on Law Enforcement Education and Training). All nine students passed the CLEET Exam with a minimum of 80% proficiency (100%), and qualify to be certified as Peace Officers in the State of Oklahoma, and eligible for employment with Oklahoma law enforcement agencies. Six of the nine students (67%) are employed as law enforcement officers, two students (22%) continued in the BSJA program, and one student (11%) is still seeking employment as a LE officer. The C.O.P. option students continue to be very successful passing the CLEET certification exam and becoming eligible to be employed in the major field of study. Note: The students graduating from the 2017-2018 school year will take the CLEET Exam in September 2018.

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

PART 6

Summary of Assessment Measures

- A.** How many different assessment measures were used? 3 measures were used.
- B.** List the direct measures (see appendix): Pretest-Posttest, written and oral presentation, and CLEET certification exam.
- C.** List the indirect measures (see appendix): (1) indirect measure: Job placement statistics.

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
Rob Turner	Prepared the AA CJS SLR	
Dr. Diana Clayton	Reviewed the AA CJS SLR	

B. Reviewed by:

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

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?