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

Fall 2015 – Spring 2016

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

Justice Administration, B.S.

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 or social, legal and psychological issues and to operate effectively in today's legal, social, and culturally diverse community.	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 they may engage in Constitutional and ethical decision-making within the diversity of contemporary society as a criminal justice professional.

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.	The Department fosters skills of critical thinking, writing, research, and oral communication and provides traditional students quality associate and baccalaureate degrees.	**1.** Students of the BSJA degree will demonstrate cognitive learning by efficiently evaluating criminal justice related problems, issues and strategies to support informed decision-making that is effectively 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.	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.	The Department fosters values of scholarship, creativity, appreciation of diversity and community service among our faculty, staff, and students.	**2.** The BSJA graduates will reveal progression of affective learning by decision-making that integrates a constitutional balance between respect for individual civil liberties against others' constitutional protections, the ethical duty for evidentiary-based assertions and the value of diversity within 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.	The School will offer general education courses of high quality and purpose that provide a foundation for life-long learning.	The Department will 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.	The Department will promote a community of scholars among faculty and students through research and scholarly experiences.	**3.** BSJA students will establish the influence of high scholarly standards by assimilating research and application of legal and scholarly authority into their routine problem- solving paradigm.
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.	**4.** BSJA students will exhibit affective valuing through civic engagement with emphasis on those that educate the public about the criminal justice system, protect victims of crime and advocate against injustice.

PART 2

Discussion of Instructional Changes Resulting from 2013-2014 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
No changes were planned or implemented.		

PART 3

Discussion About the University Assessment Committee's 2013-2014 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
No changes were recommended.		

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)
1. Students of the BSJA degree will demonstrate cognitive learning by efficiently evaluating criminal justice related problems, issues and strategies to support informed decision-making that is effectively communicated in both oral and written form.	BSJA Senior Capstone students will complete a rubric graded scholarly research paper and presentation patterned after the National Institute of Justice' Research for the Real World. *(Cognitive Domain Level – analytical, creating and evaluative; Affective Domain Levels – valuing, organizing and internalizing)*	80% of BSJA students completing **JA 4513 – *Senior Capstone Experience*** will demonstrate proficiency (70%) in researching, applying, and communicating relevant legal and criminal justice concepts	No sampling applied; all BSJA students in JA 4513 – *Senior Capstone Experience* will complete the research paper and oral presentation	N=12	*(see results table below)*	The quality of Capstone course research papers and oral presentations continues to improve as represented by a greater concentration of A and B grades with movement away from the D and F grades. Mastery of the cognitive learning outcomes is critical to professional success in Criminal Justice. Student affective learning is incorporated in attendance, applying feedback offered through a peer review process plus oral presentations with greater scholarly depth and command of the subject matter.	Yes

Results table (column F):

	N=	A < 60%	B 80-89%	C 70-79%	D 60-69%	F < 60%	80% score >70%
AY 15-16	12	7 58%	5 42%	-	-	-	100%
AY 14-15	19	11 58%	7 37%	1 5%	-	-	100%
AY 13-14	19	11 58%	7 37%	-	1 5%	-	95%
AY 12-13	10	-	8 80%	1 10%	-	1 10%	90%
AY 11-12	6	1 13%	4 75%	1 12%	-	-	100%
AY 10-11	21	9 42%	6 29%	2 10%	3 14%	1 5%	81%

Five years of data is typically sufficient for purposes of this assessment measure of student learning. However, since AY 10-11 reflects the lowest percentage of students reaching proficiency, it was included to provide better analysis.

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)
2. The BSJA graduates will reveal progression of affective learning by decision-making that integrates a constitutional balance between respect for individual civil liberties against others' constitutional protections, the ethical duty for evidentiary-based assertions and the value of diversity within society.	All BSJA students take a comprehensive, scenario based final exam in the program-required core course CJ3013 – *Criminal Procedures* that simulate Fourth, Fifth and Sixth Amendment – based decisions (*Cognitive Domain: analytical, creative and valuing levels; Affective Domain: valuing, organizing and internalizing levels*)	80% of BSJA students completing **CJ3013 – *Criminal Procedures*** will demonstrate proficiency (70%) in researching, applying, and communicating relevant legal and criminal justice concepts	No sampling applied; all BSJA students in *JA 4513 – Senior Capstone Experience* will complete the research paper and oral presentation	N=33		**N=**	**A** **< 90%**	**B** **80-89%**	**C** **70-79%**	**D** **60-69%**	**F** **< 60%**	**80% score >70%**	The course objectives and student learning outcomes of this rigorous course have remained constant over time. They represent the parameters of conduct consistent with constitutional rights and protections - the legal standard with which criminal justice professionals must abide. Student success is dependent upon a mastery of legal theory applied consistently with changing decisional law that has construed constitutional law. Course success requires considerable out-of-class study. The higher level in student performance reflects enhanced student engagement and the coordinated approach between other CJ courses to prepare students for these complex subjects.	Yes
					AY 15-16	33	23 70%	9 27%	1 3%	-	-	33 100%		
					AY 14-15	27	5 19%	14 52%	6 22%	2 7%	-	25 93%		
					AY 13-14	37	16 43%	18 49%	3 8%	-	-	37 100%		
					AY 12-13	26	8 31%	9 34%	6 23%	1 4%	2 8%	23 88%		
					AY 11-12	21	-	7 33%	11 53%	3 14%	-	18 86%		

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)
3. BSJA students will establish the influence of high scholarly standards by assimilating scholarly research, analyzing secondary data and incorporating research findings of relevant of legal authority into their routine problem- solving paradigm.	All BSJA students take a comprehensive final exam in the required program- core course *CJ2013 – Criminal Law* that requires students analyze fact-based scenarios to ascertain the correct criminal law to apply. (*Cognitive Domain: analytical, evaluative and creative levels*)	80% of BSJA students completing *CJ 2013 - Criminal Law* will demonstrate proficiency (70%) in application of criminal law to relevant scenarios.	No sampling applied; all BSJA students complete *CJ 2013—Criminal Law*	N=30	(see results table below)							Student grades reflect favorably on student mastery of learning outcomes. All BSJA students who complete the course demonstrate course proficiency which is significant. The *Criminal Law I* course is a required course in all BSJA academic options and all AACJS options.	Yes

Results (column F):

	N=	A > 90%	B 80-89%	C 70-79%	D 60-69%	F < 60%	80% score >70%
AY 15-16	30	12 40%	17 57%	1 3%	0	0	100%
AY 14-15	44	15 34%	19 43%	10 23%	0	0	100%
AY 13-14	37	18 49%	13 35%	6 16%	0	0	100%
AY 12-13	55	9 16%	26 48%	15 27%	3 5%	2 4%	91%

NOTE: AY 11-12 did not follow the same course structure as the subsequent years.

Outcome	Measure	Criterion	Sampling	N	Results	Conclusion	Changes
4. BSJA students will exhibit affective valuing through civic engagement with emphasis on those activities that educate the public about the criminal justice system, protect victims of crime and advocate against injustice.	A rubric-graded, student developed poster is required **CJ/NAMS 3263 - Native American Law** for an assigned civic engagement purpose, e.g., Law Day. *(Cognitive Domain - evaluative and creating levels; Affective Domain - valuing, organizing and internalizing levels)*	80% of the BSJA students completing the designated course will demonstrate proficiency (70%) via a rubric graded poster project	No sampling applied; all BSJA students completing *NAMS 3013 – Native American Law were required to complete a poster*	N=18	(see table below)	Students demonstrate a proficiency in Native American Law through their ability to integrate a relevant concept of Federal Indian Policy into an educational poster.	Yes

	N=	A < 90%	B 80-89%	C 70-79%	D 60-69%	F < 60%	80% score >70%
AY 15-16	18	7 39%	8 44%	1 6%	0	2 11%	89%
AY 14-15	13	10 77%	2 15%	0	0	1 8%	92%
AY 13-14	12	8 67%	3 25%	0	0	1 8%	100%

NOTE: The "F" grades reflect students who stopped attending or failed to complete the poster project.

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.
No changes are planned.			

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? *Three (3)*

2)   List the direct measures (see rubric): *Capstone Course, Rubric Graded Assignment, Comprehensive Final Exam (2)*

3)   List the indirect measures (see rubric): *none*

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
Dr. Diana Clayton	Collect and analyze data, prepare and review report	

1)   Reviewed by:

Titles	Names	Signatures	Date
Department Head			
Dean			

RUBRIC FOR STUDENT LEARNING STUDENT LEARNING REPORT

1) A. Are the school, department and program missions clearly stated?

Exemplary	Established	Developing	Undeveloped
The program, department, and school missions are clearly stated.	The program, department, and school missions are stated, yet exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are incomplete and exhibit some deficiency (e.g., are partial or brief).	The program, department, and school missions are not stated.

** B. Are student learning outcomes and department purposes aligned with university commitments and school purposes?**

Exemplary	Established	Developing	Undeveloped
Student learning outcomes and department purposes are aligned with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate some alignment with university commitments and school purposes.	Student learning outcomes and department purposes demonstrate limited alignment with university commitment and school purposes.	Student learning outcomes and department purposes do not demonstrate alignment with university commitment and school purposes.

2) How well did the department incorporate instructional or assessment changes from last year's report or from other assessment activities?

Exemplary	Established	Developing	Undeveloped
All planned changes were listed, whether they were implemented or not, and their impact on curriculum or program budget was discussed thoroughly.	Most planned changes were listed, and their status or impact on curriculum or program budget was discussed.	Some planned changes were listed, and their status or impact on curriculum or program budget was not clearly discussed.	No planned changes were listed, and their status or impact on curriculum or program budget was not discussed.

3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?

Exemplary	Established	Developing	Undeveloped
All reviewer feedback was listed, and for each suggestion a clear rationale was given for its being implemented or not.	Most reviewer feedback was listed, and for most suggestions a rationale was given for their being implemented or not.	Some reviewer feedback was listed, and for some suggestions a rationale was given for their being implemented or not.	Feedback from reviewers was not included.

4) A. Are the student learning outcomes listed and measurable?

Exemplary	Established	Developing	Undeveloped
All student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Most student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Some student learning outcomes are listed and measurable in student behavioral action verbs (e.g., Bloom's Taxonomy).	Student learning outcomes are either not listed or not measurable.

B. Are the assessment measures appropriate for the student learning outcomes?

Exemplary	Established	Developing	Undeveloped
All assessment measures are appropriate to the student learning outcomes.	Most assessment measures are appropriate to the student learning outcomes.	Some assessment measures are appropriate to the student learning outcomes.	None of the assessment measures are appropriate to the student learning outcomes.

C. Do the performance standards provide a clearly defined threshold at an acceptable level of student performance?

Exemplary	Established	Developing	Undeveloped
All performance standards provide a clearly defined threshold at an acceptable level of student performance.	Most performance standards provide a clearly defined threshold at an acceptable level of student performance.	Some of the performance standards provide a clearly defined threshold at an acceptable level of student performance.	No performance standards provide a clearly defined threshold at an acceptable level of student performance.

D. Is the sampling method appropriate for all assessment measures?

Exemplary	Established	Developing	Undeveloped
The sampling methodology is appropriate for all assessment measures.	The sampling methodology is appropriate for most assessment measures.	The sampling methodology is appropriate for some assessment measures.	The sampling methodology is appropriate for none of the assessment measures.

E. Is the sample size listed for each assessment measure?

Exemplary	Established	Developing	Undeveloped
Sample size was listed for all assessment measures.	Sample size was listed for most assessment measures.	Sample size was listed for some assessment measures.	Sample size was not listed for any assessment measures.

F. How well do the data provide clear and meaningful overview of the results?

Exemplary	Established	Developing	Undeveloped
For all student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For most student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For some student learning outcomes the results were clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.	For none of the student learning outcomes were the results clear, more than a single year's results were included, and meaningful information was given that reveals an overview of student performance.

G. Are the conclusions reasonably drawn and significantly related to student learning outcomes?

Exemplary	Established	Developing	Undeveloped
All conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Most conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	Some conclusions are reasonably drawn and significantly based on the results and related to the strengths and weaknesses in student performance.	No conclusions are reasonably drawn and significantly based on the results or related to the strengths and weaknesses in student performance.

H. Does the report indicate whether the performance standards were met?

Exemplary	Established	Developing	Undeveloped
Stated for all performance standards.	Stated for most performance standards.	Stated for some performance standards.	Not stated for any performance standard.

5) How well supported is the rationale for making assessment or instructional changes? The justification can be based on conclusions reported in Part 4 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.

Exemplary	Established	Developing	Undeveloped
All planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is well grounded and convincingly explained.	Most planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is mostly well grounded and convincingly explained.	Some planned changes are specifically focused on student learning and based on the conclusions. The rationale for planned changes is lacking or is not convincingly explained.	No planned changes are specifically focused on student learning and based on the conclusions. There is no rationale.

6) Did the faculty include at least one teaching technique they believe improves student learning or student engagement in the classroom?

Yes	No		
The faculty has included at least one teaching technique they believe improves student learning or student engagement in the classroom.	The faculty has not included any teaching techniques they believe improve student learning or student engagement in the classroom.		

7) A. How well did the faculty vary the assessment measures?

Exemplary	Established	Developing	Undeveloped
Assessment measures vary and include multiple direct measures and at least one indirect measure. The number of measures is consistent with those listed.	Assessment measures vary, but they are all direct. The number of measures is consistent with those listed.	Assessment measures do not vary or are all indirect. There is some inconsistency in the number of measures recorded and the total listed.	Assessment measures are not all listed or are listed in the wrong category. The total number of measures is not consistent with those listed.

B. Does the list of faculty participants clearly describe their role in the assessment process?

Exemplary	Established	Developing	Undeveloped
The faculty role is clearly identified and it is apparent that the majority of the faculty participated in the process. The roles are varied.	The faculty role is identified and it is apparent that the majority of the faculty participated in the process. The roles are not varied.	The faculty roles are not identified. Few faculty participated.	The faculty roles are not identified. Faculty participation is not sufficiently described to make a determination about who participated.

EXPLANATION & EXAMPLES OF DIRECT AND INDIRECT EVIDENCE

DIRECT EVIDENCE of student learning is tangible, visible, self-explanatory evidence of exactly what students have and haven't learned. Examples include:

1) Ratings of student skills by their field experience supervisors.
2) Scores and pass rates on licensure/certification exams or other published tests (e.g. Major Field Tests) that assess key learning outcomes.
3) Capstone experiences such as research projects, presentations, oral defenses, exhibitions, or performances that are scored using a rubric.
4) Written work or performances scored using a rubric.
5) Portfolios of student work.
6) Scores on locally-designed tests such as final examinations in key courses, qualifying examinations, and comprehensive examinations that are accompanied by test blueprints describing what the tests assess.
7) Score gains between entry and exit on published or local tests or writing samples.
8) Employer ratings of the skills of recent graduates.
9) Summaries and analyses of electronic class discussion threads.
10) Student reflections on their values, attitudes, and beliefs, if developing those are intended outcomes of the program.

INDIRECT EVIDENCE provides signs that students are probably learning, but the evidence of exactly what they are leaning is less clear and less convincing. Examples include:

1) Course grades.
2) Assignment grades, if not accompanied by a rubric or scoring guide.
3) For four year programs, admission rates into graduate programs and graduation rates from those programs.
4) For two year programs, admission rates into four-year institutions and graduation rates from those programs.
5) Placement rates of graduates into appropriate career positions and starting salaries.
6) Alumni perceptions of their career responsibilities and satisfaction.
7) Student ratings of their knowledge and skills and reflections on what they have learning over the course of the program.
8) Those questions on end-of-course student evaluations forms that ask about the course rather than the instructor.
9) Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups
10) Honors, awards, and scholarships earned by students and alumni.

Suskie, L. (2004). *Assessing Student Learning: A Common Sense Guide*. Anker Publishing Company: Bolton, MA