

## 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

# 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 of 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 the criminal justice system, the ability to successfully engage in Criminal Justice related professions; and

University Mission	School Mission	Department Mission	Degree Program Mission
			responsible citizenship so they may engage in Constitutional and ethical problem solving by applying the principles of law and justice within the diversity of contemporary society.

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.	1. The Bachelor of Science in Justice Administration students will demonstrate cognitive learning by being able to evaluate efficiently 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.	Foster 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 integrating the constitutional balance between the exercise of individual civil liberties against others' constitutional protections, the ethical duty for evidentiary-based assertions and the value of

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
			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.	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.	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.			
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 opportunities 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 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

**PROPOSED CHANGES TO REFINE ASSESSMENT MEASURES WERE IMPLEMENTED**

### 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
<b>NO PEER REVIEW REPORT FOR JA DEGREE PROGRAM RECEIVED FOR AY 2013-2014</b>		

### 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)																														
1. The Bachelor of Science in Justice Administration students will demonstrate cognitive and affective learning by being able to evaluate 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. ( <i>Cognitive Domain Level – analytical, creating and evaluative; Affective Domain Levels – valuing, organizing and internalizing</i> )	80% of the BSJA students completing JA 4513 – <i>Senior Capstone Experience</i> will demonstrate proficiency (≥ 70%) in researching, applying, and communicating relevant legal and criminal justice concepts	No sampling applied; all BSJA students in JA 4513 – <i>Senior Capstone Experience</i> will complete the research paper and oral presentation	19	<table><tr><td></td><td>AY 13-14</td><td>AY 12-13</td><td>AY 11-12</td><td>AY 10-11</td></tr><tr><td>N=</td><td>19</td><td>10</td><td>8</td><td>21</td></tr><tr><td>≥ 90%</td><td>57.9</td><td>0</td><td>12.5</td><td>42.3</td></tr><tr><td>80-89%</td><td>36.8</td><td>80.0</td><td>50.0</td><td>28.6</td></tr><tr><td>70-79%</td><td>0</td><td>10.0</td><td>12.5</td><td>9.5</td></tr><tr><td>60-</td><td>0</td><td>0</td><td>0</td><td>14.3</td></tr></table>		AY 13-14	AY 12-13	AY 11-12	AY 10-11	N=	19	10	8	21	≥ 90%	57.9	0	12.5	42.3	80-89%	36.8	80.0	50.0	28.6	70-79%	0	10.0	12.5	9.5	60-	0	0	0	14.3	The quality of Capstone research papers and oral presentations continues to improve as represented by a greater concentration of A and B grades plus a 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, their ease with peer reviews during the semester (10% of their grade) plus more spirited and persuasive qualities to their presentations that reveal	Y
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2. The BSJA graduates will reveal progression of cognitive and affective learning by integrating the constitutional balance between the exercise of individual civil liberties against others' constitutional protections, the ethical duty for evidentiary-based assertions and the value of diversity within society.	All BSJA students completing the program core required course CJ-3013 <i>Criminal Procedure</i> will complete a comprehensive scenario-based exam. (Cognitive Domain – analytical, evaluative and creating levels; <i>Affective Domain Levels – valuing, organizing and internalizing</i> )	80% of the BSJA students completing CJ 3013 – <i>Criminal Procedure</i> will demonstrate proficiency (≥ 70%) in applying constitutional parameters into analysis and problem solving of criminal justice issues.	No sampling applied; all BSJA students completing CJ 3013 – <i>Criminal Procedure</i> complete the final exam.	37	<table><tr><td></td><td>AY 13-14</td><td>AY 12-13</td><td>AY 11-12</td><td>AY 10-11</td><td>AY 09-10</td></tr><tr><td>N=</td><td>37</td><td>26</td><td>21</td><td>31</td><td>31</td></tr><tr><td>≥ 90%</td><td>43.2</td><td>30.8</td><td>0</td><td>9.7</td><td>9.7</td></tr><tr><td>80-89%</td><td>48.7</td><td>34.6</td><td>33.3</td><td>25.8</td><td>64.5</td></tr><tr><td>70-79%</td><td>8.1</td><td>23.1</td><td>52.4</td><td>54.8</td><td>16.1</td></tr><tr><td>60-69%</td><td>0</td><td>3.8</td><td>14.3</td><td>9.7</td><td>9.7</td></tr><tr><td>&lt; 60%</td><td>0</td><td>7.7</td><td>0</td><td>0</td><td>0</td></tr><tr><td>≥ 70%</td><td>100</td><td>88.4</td><td>85.7</td><td>90.3</td><td>90.3</td></tr></table>		AY 13-14	AY 12-13	AY 11-12	AY 10-11	AY 09-10	N=	37	26	21	31	31	≥ 90%	43.2	30.8	0	9.7	9.7	80-89%	48.7	34.6	33.3	25.8	64.5	70-79%	8.1	23.1	52.4	54.8	16.1	60-69%	0	3.8	14.3	9.7	9.7	< 60%	0	7.7	0	0	0	≥ 70%	100	88.4	85.7	90.3	90.3	The course objectives and student learning outcomes of this rigorous course have remained consistent over time as they represent the parameters of conduct for criminal justice consistent with constitutional rights and protections. Student success is dependent upon a mastery of legal theory applied consistent with interpretations of decisional law. Course success requires good attendance and considerable out of class study. The marked increase in student performance reflects enhanced student engagement and the coordinated approach between other CJ courses to introduce students to	Y
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						these complex subjects.																																																	
3. BSJA students will establish the influence of high scholarly standards by assimilating research of legal and scholarly authority into their routine problem-solving paradigm.	BSJA students completing required program core course of CJ-2013 <i>Criminal Law</i> will complete a comprehensive, scenario-based exam that simulates law enforcement arrest decisions and prosecutorial charging decisions. ( <i>Cognitive Domain Levels—analytical, evaluative and creating</i> )	80% of the BSJA students completing CJ 2013 – <i>Criminal Law</i> will demonstrate proficiency ( $\geq 70\%$ ) in applying constitutional parameters and statutory criminal law to simulated law enforcement and court decision-making.	No sampling applied; all BSJA student completing CJ 2013 – <i>Criminal Law</i> were considered.	36	<table><tr><td></td><td>AY 13-14</td><td></td><td></td><td></td><td></td></tr><tr><td>N=</td><td>37</td><td></td><td></td><td></td><td></td></tr><tr><td><math>\geq 90\%</math></td><td>48.7</td><td></td><td></td><td></td><td></td></tr><tr><td>80-89%</td><td>35.1</td><td></td><td></td><td></td><td></td></tr><tr><td>70-79%</td><td>16.2</td><td></td><td></td><td></td><td></td></tr><tr><td>60-69%</td><td>0</td><td></td><td></td><td></td><td></td></tr><tr><td>&lt; 60%</td><td>0</td><td></td><td></td><td></td><td></td></tr><tr><td><math>\geq 70\%</math></td><td>100</td><td></td><td></td><td></td><td></td></tr></table>		AY 13-14					N=	37					$\geq 90\%$	48.7					80-89%	35.1					70-79%	16.2					60-69%	0					< 60%	0					$\geq 70\%$	100					The student grades reflect favorably on student mastery of learning outcomes. However, 37 students completed the course but 15.9% of enrolled students dropped the course (7/44). This large drop rate was characteristic of CJ/JA students ten years ago when increased course rigor was imposed but has not been in recent years. This drop rate likely reflects student difficulty with the meticulous study necessary to master the criminal elements of a few hundred crimes.	Y
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4. BSJA students will exhibit affective valuing through civic engagement opportunities with emphasis on those that educate the public about the criminal justice system, protect victims of crime and advocate against injustice.	A rubric-graded student developed poster will be required from NAMS Native American Law or CJ 2013 - Criminal Law or other course for an assigned civic engagement purpose ( <i>Cognitive Domain – evaluative and creating levels; Affective Domain - valuing, organizing and internalizing levels</i> )	80% of the BSJA students completing the designated course will demonstrate proficiency (≥ 70%) via a rubric graded poster project.	No sampling applied; all BSJA student <i>completing NAMS 3013 – Criminal Law were considered.</i>	9	<table><tr><td></td><td>AY 13-14</td><td></td><td></td><td></td><td></td></tr><tr><td>N=</td><td>9</td><td></td><td></td><td></td><td></td></tr><tr><td>≥ 90%</td><td>55.6</td><td></td><td></td><td></td><td></td></tr><tr><td>80-89%</td><td>33.4</td><td></td><td></td><td></td><td></td></tr><tr><td>70-79%</td><td>11.1</td><td></td><td></td><td></td><td></td></tr><tr><td>60-69%</td><td>0</td><td></td><td></td><td></td><td></td></tr><tr><td>&lt; 60%</td><td>0</td><td></td><td></td><td></td><td></td></tr><tr><td>≥ 70%</td><td>100</td><td></td><td></td><td></td><td></td></tr></table>		AY 13-14					N=	9					≥ 90%	55.6					80-89%	33.4					70-79%	11.1					60-69%	0					< 60%	0					≥ 70%	100					The students appear to grasp the underlying subject matter and have met the levels of affective learning intended and as measured by the rubric.	Y
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## 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:

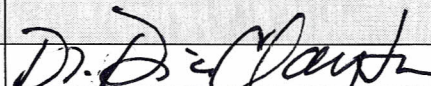
How many different assessment measures were used? 4

List the direct measures (see rubric): rubric-graded comprehensive scenario-based analysis; rubric-graded scholarly research paper and rubric-graded oral presentation; rubric graded student poster

List the indirect measures (see rubric):

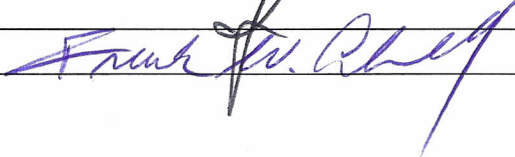
##### B.

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	author	

2) Reviewed by:  
Mr. Brian Watters



Titles	Names	Signatures	Date
Department Head	Abe Marrero		20140730
Dean	Frank Elwell		9-29-14