

# DEGREE PROGRAM STUDENT LEARNING REPORT

(Rev. August 2013)

**ROGERS STATE UNIVERSITY**  
Department of Psychology, Sociology, and Criminal  
Justice  
For Academic Year 2012 - 2013

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.

## Relationship of Degree Program (or Major) Learning Outcomes to Departmental and University Missions

**Name of Degree, including Level and Major: Bachelor of Science – Justice Administration**

1) A. Insert and clearly state the school, department and degree program missions in the spaces below.

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 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. Insert and clearly state school purposes, department purposes and degree program student learning outcomes in the spaces below, making sure to align the degree program 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 efficiently evaluate criminal justice related problems, issues and strategies to support informed decision-making which 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 diversity within society.
To provide a general liberal arts education that supports specialized academic program and prepares	The School will offer general education courses of high quality and purpose that provide a	Serve the University and the community through the provision of quality general education courses	



University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.	foundation for life-long learning.	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 which educate the public about the criminal justice system, protect victims of crime and advocate against injustice.

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

- 2) 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

- 3) 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>1) How well did the department incorporate instructional or assessment changes resulting from last year's report or from other assessment activities?</p> <p><i>"Changes were suggested, but not implemented. The first, third and fourth suggested Instructional or Assessment Changes will be re-considered for the future, based upon issues such as staffing and funding."</i></p>	N	Suggestions from previous years have been considered but are not incorporated in the updated assessment strategy planned for the AA:CJS and BS:JA degree programs.
<p>3) Did the department include peer review feedback and provide rationale for implementing or not implementing suggestions?</p> <p><i>"Peer review feedback was included.</i></p> <p><i>It was indicated in feedback 1B: "Are learning outcomes and department purposes aligned ...", was implemented. Number 1 above though indicates that more adjustments are needed.</i></p> <p><i>Not all suggested changes listed as NA were discussed"</i></p>	N	Suggestions from previous years have been considered but are not incorporated in the updated assessment strategy planned for the AA:CJS and BS:JA degree programs.
4) A. Are the degree program outcomes listed and		



<p>measurable?</p> <p><i>Yes, those listed in part 4 are measurable.</i></p> <p><i>Note: The 3<sup>rd</sup> Degree Program Outcome "AACJS students will illustrate creative application ...", under part 1B: "Insert and clearly state school purposes, department purposes ...", is not included in Part 4.</i></p>		<p>Degree program outcomes listed are measurable.</p> <p>This oversight has been addressed by removing the referenced Degree Program Outcome.</p>
<p>B. Are the assessment measures appropriate for the outcomes?</p> <p><i>In each case an exam was given. An indirect measure (survey) and a direct measure (paper and oral presentation) were no longer used. Consider adding another direct measure, different than an exam.</i></p>	Y	<p>Yes, the assessment measures are appropriate for outcomes attached to the lower level courses within this associate degree as they appropriately reflect the level of learning.</p> <p><i>This is a B.S. degree.</i></p>
<p>F. How well do the data concisely provide an overview of the results?</p> <p><i>Excellent usage of tables showing how many students were AA majors.</i></p> <p><i>Outcome number 2c: consider moving some of the content (for instance the last paragraph) into the Conclusions column.</i></p>		<p>The data tables do not reveal the number of AA majors other than the number of AA majors completing a particular course. The data collected and analyzed is believed to provide very useful contextual measures by incorporating assessment measures over time and the size of each cohort measured.</p>
<p>G. How well are the conclusions drawn and related to degree program outcomes?</p> <p><i>Good, except that for Degree Program Outcome numbers 1 and 2, change "3/4" to 80%.</i></p> <p><i>In Degree Program Outcome number 1, it may be good to determine (conclude) which type of question(s) the "AA" majors are not demonstrating comparable levels of student learning in as opposed to the "OTH" majors.</i></p>		<p>The program coordinators for the AA:CJS and the BS:JA find the conclusions well drawn in relation to Degree Program Outcomes.</p> <p>The scrivener's error has been corrected as noted above.</p> <p><i>3</i></p> <p>Excluding the other majors was requested in an earlier year assessment peer review. No further analysis to now include other students is being pursued at this time for the purpose of reporting to the UAC.</p>

<i>Excellent job in preparing the graduating students for the external certification exam.</i>		
<p>7) How well did the faculty vary the assessment measures?</p> <p><i>In all cases exams, direct measurements, were given. Assessment measures do not vary. Consider adding another direct measure, different than an exam.</i></p>		<p>While it is true the general term “exams” reflect generalized direct measurement of student learning, exams provide different types of assessment depending upon the type of test, questions and protocol. The UAC appears to conclude the use of two exams does not offer varied assessment measures. This conclusion is challenged.</p> <p>One exam is the state law enforcement certifying exam which tests comprehensive knowledge relevant to law enforcement through a standardized test utilizing objective exam questions administered with formal testing protocol. This exam varies significantly in the student learning that is measured from a comprehensive course exam utilizing complicated scenarios which requires students to utilize a higher level of cognitive ability to analyze, integrate and synthesize to formulate an answer. Accordingly, this exam shall be characterized as a rubric-graded analysis of relevant scenarios.</p> <p>Ref: Peat, B. and Moriarty, L. (2009). <i>Assessing Criminal Justice / Criminology Education</i>. Carolina Academic Press: Durham, NC</p>

### **Analysis of Evidence of Student Learning Outcomes**

- 5) 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 any relevant conclusions related to strengths and weaknesses of their performance.

<b>A. Student Learning Outcomes</b>	<b>B. Assessment Measures</b>	<b>C. Performance Standards</b>	<b>D. Sampling Methods</b>	<b>E. Sample Size (N)</b>	<b>F. Results</b>	<b>G. Conclusions</b>	<b>H. Performance Standards Met (Y/N)</b>
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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 learning by being able to efficiently evaluate criminal justice related problems, issues and strategies to support informed decision-making which is effectively communicated in both oral and written form.	BSJA Senior Capstone Scholarly Research Paper and Oral Presentation graded by a rubric	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	10	<table><tr><td></td><td>AY 12-13</td><td>AY 11-12</td><td>AY 10-11</td></tr><tr><td>N=</td><td>10</td><td>8</td><td>21</td></tr><tr><td>≥ 90%</td><td>0</td><td>12.5</td><td>42.3</td></tr><tr><td>80-89%</td><td>80.0</td><td>50.0</td><td>28.6</td></tr><tr><td>70-79%</td><td>10.0</td><td>12.5</td><td>9.5</td></tr><tr><td>60-69%</td><td>0</td><td>0</td><td>14.3</td></tr><tr><td>&lt; 60%</td><td>10.0</td><td>25.0</td><td>4.8</td></tr><tr><td>≥ 70%</td><td>90.0</td><td>75.0</td><td>81.0</td></tr></table>		AY 12-13	AY 11-12	AY 10-11	N=	10	8	21	≥ 90%	0	12.5	42.3	80-89%	80.0	50.0	28.6	70-79%	10.0	12.5	9.5	60-69%	0	0	14.3	< 60%	10.0	25.0	4.8	≥ 70%	90.0	75.0	81.0	More of the graduating students appear to be reaching a base level of proficiency but are not yet collectively demonstrating the level of excellence expected.	Y
	AY 12-13	AY 11-12	AY 10-11																																				
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2. The BSJA graduates will reveal progression of affective learning by integrating the constitutional balance between the exercise of individual civil liberties	Comprehensive final exam consisting of scenario based problems with multiple choice, fill in the blank and essay questions	80% of the BSJA students completing CJ 3013 – <i>Criminal Procedure</i> will demonstrate proficiency (≥ 70%) in applying constitutional parameters into analysis	No sampling applied; all BSJA students completing CJ 3013 – <i>Criminal Procedure</i> complete the final exam.	26	<table><tr><td></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>26</td><td>21</td><td>31</td><td>31</td></tr><tr><td>≥ 90%</td><td>30.8</td><td>0</td><td>9.7</td><td>9.7</td></tr><tr><td>80-89%</td><td>34.6</td><td>33.3</td><td>25.8</td><td>64.5</td></tr><tr><td>70-79%</td><td>23.1</td><td>52.4</td><td>54.8</td><td>16.1</td></tr><tr><td>60-69%</td><td>3.8</td><td>14.3</td><td>9.7</td><td>9.7</td></tr><tr><td>&lt; 60%</td><td>7.7</td><td>0</td><td>0</td><td>0</td></tr><tr><td>≥ 70%</td><td>88.4</td><td>85.7</td><td>90.3</td><td>90.3</td></tr></table>		AY 12-13	AY 11-12	AY 10-11	AY 09-10	N=	26	21	31	31	≥ 90%	30.8	0	9.7	9.7	80-89%	34.6	33.3	25.8	64.5	70-79%	23.1	52.4	54.8	16.1	60-69%	3.8	14.3	9.7	9.7	< 60%	7.7	0	0	0	≥ 70%	88.4	85.7	90.3	90.3	The students generally meet the desired threshold of proficiency but a higher level of achievement by more students is desired. There appears to be significant improvement for this reporting year.	Y
	AY 12-13	AY 11-12	AY 10-11	AY 09-10																																											
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against others' constitutional protections, the ethical duty for evidentiary-based assertions and the value of diversity within society		and problem solving of criminal justice issues.																																													
3. BSJA students will establish the influence of high scholarly standards by assimilating research and application of legal and	BSJA Senior Capstone Research Proposal identifying relevant scholarly/legal authority for Capstone Scholarly	80% of the BSJA students completing JA 4513 – <i>Senior Capstone Experience</i> will demonstrate proficiency (≥ 70%) in application of	No sampling applied; all BSJA students in JA 4513 – <i>Senior Capstone Experience</i> will complete a Scholarly	10	0/10 (0%) scored ≥ 90% 3/10 (30%) scored 80-89% 6/10 (60%) scored 70-79% 0/10 (0%) scored 60-69% 1/10 (10%) scored <60%  <b>TOTAL</b> 9/10 (90%) scored 70% or above																																										



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)
scholarly authority into their routine problem-solving paradigm.	Research Paper (rubric incorporating established criteria utilized)	research skills to obtain relevant scholarly, legal, and other authority	Research Paper Proposal				
4. BSJA students will exhibit affective valuing through civic engagement opportunities with emphasis on those which educate the public about the criminal justice system, protect victims of crime and advocate against injustice.	Percent of BSJA majors enrolled in the BSJA Program Core courses of CJ 1113 – <i>Introduction to Criminal Justice</i> ; CJ 2013 – <i>Criminal Law I</i> ; CJ 3023 – <i>Criminal Procedures</i> , who voluntarily engaged in at least one civic engagement endeavor offered by the course faculty	After a baseline level of student voluntary participation is established in AY 2012-2013, an increase in the percentage of students participating	No sampling applied;	NA	NA	NA	NA
	4b BSJA graduate candidates will complete the School of Liberal Arts	80% of students graduating with an BSJA degree will express overall	No sampling occurs; all BSJA graduation candidates will be asked		100% of the students indicated their overall satisfaction with the educational experience	Better insight is provided by the student remarks on the survey which indicated a desire for more student advisors, more Criminal Justice and	Y

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)
	Graduating Student Survey	satisfaction with the educational experience the degree affords	to complete the survey and submit it with their graduation packet			to have more law-based classes offered.	

- 6) 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.
	Changes to BS:JA assessment identified for next year reveal an assessment strategy incorporating the anticipated modifications to the degree plan that will measure student learning at all course levels within the program core using assessment measures applied to student learning outcomes across the degree curriculum. The planned assessment changes for each degree program collectively reflect the integration and tight curricular fit between the AA:CJS and the BS:JA degree programs.	<p>The nature of the sociological and legal foundations of criminal justice studies responsibly demand a dynamic curricular paradigm. Incorporating timely instructional and curricular refinements, modifications and updates are, and have long been, a priority for the AA:CJS and BS:JA degree programs.</p> <p>Assessing student learning within these degree programs exists beyond that which is incorporated into the university-wide endeavor and also serves as a catalyst for change. Following a thorough</p>	



Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	<p>The BS:JA assessment measures of student learning outcomes from Section 5 (sic) will utilize:</p> <ol style="list-style-type: none"> <li>1) 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, evaluative and synthesis levels</i>) NO CHANGE</li> </ol>	<p>review of the curriculum map for the AA:CJS and the BS:JA degree plans, modifications to the degree plans are being submitted with a goal to acquire approval effective AY 2014-2015.</p>	
	<ol style="list-style-type: none"> <li>2) a comprehensive, scenario-based exam from CJ-3013 Criminal Procedures (<i>Cognitive Domain – analytical and evaluative levels; Affective Domain</i>) NO CHANGE</li> <li>3) a comprehensive, scenario-based exam from CJ-2013 Criminal Law (<i>Cognitive Domain Level – analytical and evaluative levels</i>) TRANSFER FROM</li> </ol>		

Student Learning Outcomes	Instructional or Assessment Changes	Rationale for Changes	Impact of Planned Changes on Student Learning and Other Considerations.
	AA:CJS SLR to REPLACE EXISTING Section 5 (sic) (3)measure  4) rubric-graded student developed poster from NAMS 3 –Native American Law or CJ 2013 - Criminal Law I for an assigned civic engagement purpose (Cognitive Domain – evaluative and synthesis levels; Affective Domain) RE-INSTITUTED  Graduating students satisfaction survey – NO CHANGE		

- 7) (OPTIONAL) If your department or an individual faculty member has developed a teaching technique they believe improves student learning or student engagement in the classroom, please share it below. Examples can be seen at <http://www.rsu.edu/committees/assessment/docs/FacultyInsights.pdf> . Please briefly describe the instructional practice. More detail can be communicated during the face to face peer review session. The Peer Review Report does not rate this part, but it does note whether or not any contribution has been made.

Description

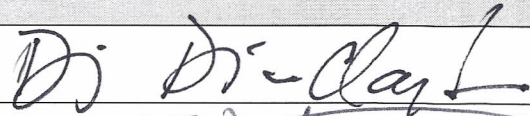
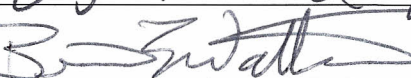
8) Assessment Measures:



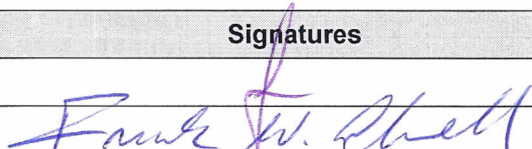
- A. How many different assessment measures were used? 5
- B. List the direct measures (see rubric): comprehensive objective exam; rubric-graded comprehensive scenario-based analysis; rubric-graded scholarly research paper and rubric-graded oral presentation
- C. List the indirect measures (see rubric): survey

**Documentation of Faculty Assessment**

- 9) A. How many full time faculty (regardless of department affiliation) teach in the program? 3
- B. 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 data, analyze data, prepare and review report	
Mr. Brian Watters	collect data, analyze data, prepare and review report	

10) Reviewed by:

Titles	Names	Signatures	Date
Department Head	Dr. Abe Marrero		2013/12/11
Dean	Dr. Frank Elwell		12-12-13