

Degree Program Student Learning Report

Revised November 2019

Department of Technology and Justice Studies

AA in Criminal Justice Studies

For 2021-2022 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
<p>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>	<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, and foster student achievement of their personal and professional goals reflective of their field of study. Innovative teaching strategies are used</p>	<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.</p>	<p>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.</p>

University Mission	School Mission	Department Mission	Degree Program Mission

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	The Department of Technology and Justice Studies provides the technology course support for the Associate in Science and Associate in Applied Science degrees, as well as the Bachelor of Science in Business Information Technology, the Bachelor of Science in Game Development, and the Bachelor of Technology in Applied Technology. The department also offers a Bachelor of Science in Justice Administration and an Associate in Arts degree in Criminal Justice with options in Law/Justice and the Collegiate Officer Program (COP). As indicated, many of the programs offered by the Department of Technology and Justice Studies are available online.	<ol style="list-style-type: none"> 1. Demonstrate a written and oral ability to think critically. 2. Understand and apply relevant legal and criminal justice concepts.
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.			
To provide a general liberal arts education that supports specialized academic programs and prepares			

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
students for lifelong learning and service in a diverse society.			
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			
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
None		

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
1. Using a pre/post test for SLO#2 is fantastic!	Y	Continued pre/post tests.
2. There seems to be one SLO in Part 1, but two in Part 4.	Y	SLO #2 added in Part 1.
3. Is there an SLO that goes with CLEET or is that only for BS students?	N	Yes, both AACJ and BSJA students are required to take CJ 1113, and this course contains some of the objectives of CLEET. SLO #2 measures students' comprehension of those CLEET objectives.
4. SLO #1 is a general education outcome; contemplate creating one specific to this degree.	N	We see nothing wrong with using gen ed objectives in the core course but will consider removing it next year.
5. SLO #2 is your real SLO, think about just using that one.	N	We will discuss and consider making current SLO#2 to be SLO #1.

PART 4

Evidence of Student Learning

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 #1: 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)
The measure of achievement of this SLO will be through a: 1. Written Paper 2. Oral Presentation	80% of AACJS students completing CJ 1113- Introduction to Criminal Justice and CJ 2343 Community Relations will demonstrate proficiency (70%) in a rubric graded 1. Written Paper and 2. Oral Presentation	All CJ 1113 Introduction to Criminal Justice and CJ 2343 Community Relations will complete the written paper and presentation.	CJ 1113 Fall 2021 (n)=20	CJ 1113 Fall 2021 Paper & Presentation ≥ 90% 7/20 80-89% 9/20 70-79% 3/20 60-69% 1/20 < 60% 0/20 n=20 (16/20 or 82% scored 70% or above) *7 students did not submit the assignment	Yes
			CJ 1113 Spring 2022 (n)=13	CJ 1113 Spring 2022 Paper & Presentation ≥ 90% 8/13 80-89% 3/13 70-79% 1/13 60-69% 1/13 < 60% 0/13 n=13 11/13 or 85% scored 70% or above *2 students did not submit the assignment	Yes
			CJ 2343 Fall 2021 (n)=13	CJ 2343 Fall 2021 Paper & Presentation ≥ 90% 6/13 80-89% 4/13 70-79% 1/13 60-69% 0/13 < 60% 0/13 n=13 (11/13 or 85% scored 70% or above) *1 student did not submit the assignment	Yes
			CJ 2343 Spring 2022 (n)=21	CJ 2343 Spring 2022 Paper & Presentation*	Yes

A. Student Learning Outcome					
SLO #1: 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)
				≥ 90% 10/21 80-89% 4/21 70-79% 4/21 60-69% 3/21 < 60% 0/21 n=21 18/21 or 86% scored 70% or above (*1 students did not submit assignment)	

- a. The AACJS students exceed the proficiency standard that 80% of the students will score ≥ 70%. In CJ 1113 fall and spring, a total of three students did not submit assignments. In CJ 2343 fall and spring, one student did not submit the assignment. This may be a result of student anxiety concerning research, writing and presentation. The students are provided detailed instructions concerning the requirements of the assignments and are advised in the course assignment of resources available both at the RSU Library and the Writing Center. Several students took advantage of the help available as evidenced by reports from the Writing Center, and in the 85% and 86% achievement of a score of 70% or above.

A. Student Learning Outcome					
SLO #2: Understand and apply 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 AACJS students completing CJ 1113- Introduction to Criminal Justice demonstrate proficiency (70%) proficiency in applying relevant legal and criminal justice concepts	All AACJS students completing CJ 1113- Introduction to Criminal Justice will be evaluated by taking a pretest and a posttest	CJ 1113 Fall 2021 Pretest (n)=27	CJ 1113 Fall 2021 Pretest ≥ 90% 0/27 80-89% 0/27 70-79% 2/27 60-69% 1/27 <60% 10/27 n=27 2/27 or .07% students who took the pretest scored 70% or above (*4/71 students did not take the pretest) CJ 1113 Fall 2021 Posttest	No

A. Student Learning Outcome					
SLO #2: Understand and apply 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)
	upon completion of a pretest and a posttest		CJ 1113 Fall 2021 Posttest (n)=17	≥ 90% 5/17 80-89% 5/17 70-79% 4/17 60-69% 3/17 <60% 11/17 n=17 14/17 or 82% students who took the posttest scored 70% or above <i>(*9 students did not take the posttest)</i>	Yes
			CJ 1113 Spring 2022 Pretest (n)=15	CJ 1113 Spring 2022 Pretest ≥ 90% 0/15 80-89% 0/15 70-79% 2/15 60-69% 1/15 <60% 14/15 n=15 1/15 or .06% students taking the pretest scored 70% or above <i>(*14/17 students did not take the pretest)</i>	No
			CJ 1113 Spring 2022 Posttest (n)=13	CJ 1113 Spring 2021 Posttest ≥ 90% 4/13 80-89% 5/13 70-79% 3/13 60-69% 1/13 <60% 1/13 n=13 12/13 or 92% students scored 70% or above <i>(*1 student did not take the Posttest)</i>	Yes

**A.
Student Learning Outcome**

SLO #2: Understand and apply 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)										
	CJ 1213 Introduction to Corrections will demonstrate proficiency (70%) proficiency in applying relevant legal and criminal justice concepts upon completion of a pretest and a posttest	CJ 1213 Introduction to Corrections will be evaluated by taking a pretest and a posttest	CJ 1213 Fall 2021 Pretest (n)=14	<p>CJ 1213 Fall 2021 Pretest</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">≥ 90%</td><td style="width: 20%;">3/14</td></tr> <tr><td>80-89%</td><td>5/14</td></tr> <tr><td>70-79%</td><td>3/14</td></tr> <tr><td>60-69%</td><td>3/14</td></tr> <tr><td>< 60%</td><td>0/14</td></tr> </table> <p>n=14 (11/14 or 85% students scored 70% above) <i>*All 14 students took the pretest</i></p>	≥ 90%	3/14	80-89%	5/14	70-79%	3/14	60-69%	3/14	< 60%	0/14	No
≥ 90%	3/14														
80-89%	5/14														
70-79%	3/14														
60-69%	3/14														
< 60%	0/14														
			CJ 1213 Fall 2021 Posttest n=14	<p>CJ 1213 Fall 2021 Posttest</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">≥ 90%</td><td style="width: 20%;">3/14</td></tr> <tr><td>80-89%</td><td>7/14</td></tr> <tr><td>70-79%</td><td>3/14</td></tr> <tr><td>60-69%</td><td>0/14</td></tr> <tr><td>< 60%</td><td>1/14</td></tr> </table> <p>n=14 (13/14 or 93% students scored 70% or above on the Posttest) <i>*All students took the posttest</i></p>	≥ 90%	3/14	80-89%	7/14	70-79%	3/14	60-69%	0/14	< 60%	1/14	Yes
≥ 90%	3/14														
80-89%	7/14														
70-79%	3/14														
60-69%	0/14														
< 60%	1/14														

**H.
Conclusions**

All students in CJ 1113 Introduction to Criminal Justice and CJ 1213 Introduction to Criminal Justice were assigned to take a pretest the first or second day of class, and a posttest at the end of the semester. (Continued below)

CJ 1113 Fall 2021 pretest: only 2 out of 27 students who took the **pretest** resulting in a disappointing less than 1% of students scoring at or above 70%.

CJ 1113 Fall 2021 posttest score resulted in improved performance with **14 out 17** or 82% of the students who took the posttest scored 70% or above. Unfortunately, 10 students did not take the posttest. Students were polled as to why they didn't take the posttest and they indicated they did not realize the posttest was required.

CJ 1113 Spring 2022 pretest: 15 students who took the pretest, .06% scored 70% or above (all students took the pretest).
The low pretest scores presumed to be due to students having little previous exposure to criminal justice.

A. Student Learning Outcome					
SLO #2: Understand and apply 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)
<p>The CJ 1113 Spring 2022 posttest resulted in improved performance with 12 out of 13 of students or 92% who took the posttest scored at or above 70%. This increase may be attributed to improved participation in class and personal interaction with the instructor. The increased scores in the posttest indicate students gained knowledge during the course.</p> <p>CJ 1213 Fall 2021 pretest: 11/14 or 85% of students scored at or above 70% (all students took the pretest)</p> <p>CJ 1213 Fall 2021 posttest: 13 out of 14 or 83% of the students who took the posttest scored 70% or above. The higher posttest scores may be due to many of the students having completed and passed Introduction to Criminal Justice prior to starting this class. The increase in the posttest scores indicates students gained knowledge during this course. Additionally, many students had already completed CJ 1113 in an earlier semester, possessing knowledge in CJ, and were more acclimated to the in person classroom interaction.</p> <p>Note: The use of CLEET 2019-2020 certification data is presented to demonstrate the success of the AA/CJS and BSJA COP Option. Students graduating from the 2021-2022 school year will not be eligible take the CLEET Peace Officer certification exam until September 2022, outside the due date for this SLR assessment of student learning. Therefore, it is useful to consider the COP Option graduates from the preceding summer in demonstrating success of the CJ program: (Continued below)</p> <p>At the time of this report, (7) 2019-2020 COP Option students graduated in 2021. (6) students have passed the CLEET Peace Officer Certification Exam (Council on Law Enforcement Education and Training) with a minimum 80% proficiency; (2) graduates have been hired by Tulsa Police Department; (1) student is scheduled to take the exam in June; and (1) graduate hired by Jenks PD and (1) graduate hired by Owasso PD. All graduates who passed the CLEET Exam with a minimum of 80% proficiency (100%) and are qualified to be certified as Peace Officers in the State of Oklahoma, and eligible for employment with Oklahoma law enforcement. The BSJA COP Option students continue to be very successful passing the CLEET Peace Officer certification exam and becoming eligible to be employed in the major field of study.</p>					

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
Replace SLO #1 with SLO #2.	SLO #1 and SLO #2	Peer-reviewers' recommendations.

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 Peace Officer certification exam.
- List the indirect measures (see appendix):

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		

- B.** Reviewed by:

Titles	Name	Signature	Date
Department Head			
Dean			

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?

