Degree Program Student Learning Report

Revised August 2017

Department of Technology and Justice Studies

BS in Justice Administration

For 2023-2024 Academic Year

PART 1
Degree Program Mission and Student Learning Outcomes

A. State the school, department, and degree program missions.

University Mission	School Mission	Department Mission	Degree Program Mission
Our mission is to ensure students develop the skills and knowledge required to achieve professional and personal goals in dynamic local and global communities.	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.

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. | The mission of the Department of Technology and Justice Studies is to support the SPS and RSU in their mission to prepare students to achieve professional and personal goals in dynamic local and global communities. | The 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 students may engage in Constitutional and ethical decision-making within the diversity of contemporary society as a criminal justice professional. |

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.			**1.** Demonstrate cognitive learning by efficiently and effectively evaluating criminal justice related problems, issues and strategies to support informed decision-making that is successfully 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.			**2.** Reveal progression of affective learning by decision-making that integrates respect for constitutional rights and protections, an ethical duty for evidence-based assertions and values the contributions of a diverse 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.			
To provide students with a diverse, innovative faculty dedicated to excellence in teaching, scholarly pursuits and continuous improvement of programs.			**3.** Experience the value of assimilating legal and scholarly authority into their problem-solving paradigm along with the duty of making meaningful contributions to society.
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			**4.** Exhibit affective valuing through civic engagement with emphasis on that which educates the public about the criminal justice system,

University Commitments	School Purposes	Department Purposes	Student Learning Outcomes
for cultural, intellectual and personal enrichment for the University and the communities it serves.			protects victims of crime and advocates equal justice for all.

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
Please add a chart in the results similar to what is in the conclusions.	Y	

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
Program was not reviewed this cycle	N/A	N/A

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.

A. Student Learning Outcomes (SLO)	
SLO #1:	Demonstrate cognitive learning by efficiently and effectively evaluating criminal justice related problems, issues and strategies to support informed decision-making that is successfully communicated in both oral and written form; and demonstrate affective learning by practicing evidence-based decision-making. (*Cognitive Domain – Levels of Knowledge and Development of Intellectual Skills*: analytical, creative and valuing levels; *Affective Domain – Levels of Feeling*: receiving, responding, valuing, organizing and characterizing)

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
BSJA Senior Capstone students will complete a rubric graded scholarly research paper and presentation patterned after National Institute of Justice' Research for the Real World.	100% of BSJA students completing **CJ 4953 – *Senior Capstone Experience*** will demonstrate competency (≥70%) C grade in researching, applying and communicating relevant legal and criminal justice concepts.	No sampling applied; all BSJA students in BSJA program core **CJ 4953 – *Senior Capstone Experience*** complete research paper and oral presentation.	6	Student Grades A- 7 B- 0 C- 2 D- 0 F – 0 N=9 **100% scored above 70%**	Yes

H. Conclusions

	A.					
	Student Learning Outcomes (SLO)					

SLO #1:	Demonstrate cognitive learning by efficiently and effectively evaluating criminal justice related problems, issues and strategies to support informed decision-making that is successfully communicated in both oral and written form; and demonstrate affective learning by practicing evidence-based decision-making. (_Cognitive Domain – Levels of Knowledge and Development of Intellectual Skills: analytical, creative and valuing levels; Affective Domain – Levels of Feeling: receiving, responding, valuing, organizing and characterizing_)

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)

	n=	A 90-100%	B 80-89%	C 70-79%	D 60-69%	F ≤60%	100% score ≥70%
AY 23-24	9	7 *78%	0	2 22%	0	0	100% *rounded
AY 22-23	14	8	6	0	0	0	100%
AY 20-21	6	5	1	0	0	0	100%
AY 19-20	18	0	9	8	0	0	94%
AY 18-19	13	1 8%	10 77%	2 15%	0	0	100%
AY 17-18	28	7 25%	14 50%	5 18%	1 4%	1 3%	93%
AY 16-17	NA	Capstone course not offered.					NA
AY 15-16	12	7 58%	5 42%	0	0	0	100%

Student submissions were generally complete and timely submitted. The quality of research was acceptable and generally followed instructions. The coursework required eleven (11) separate components to be submitted as weekly or bi-weekly assignments, each component becoming the base for the next assignment to build upon, culminating in _a first draft paper_ and then a _final draft paper_. As a requirement of the course, all students met with a RSU Research Librarian to ensure they understood how to access the journal data bases and to determine the best sources for their research topic. Most students submitted the first draft paper to the Writing Center and used feedback to improve their writing. All students presented their data in a table, diagram, or graph for a relevant purpose in the final paper.

SLO #1 standards were met. The students were graded using the rubric historically used for the course.

Future course requirements will continue to include paper components submitted throughout the semester that culminate into the final paper.

SLO #2:	Demonstrate cognitive and affective learning by decision-making that integrates constitutional rights and protections, an ethical duty for evidence-based assertions and values the contributions of a diverse society.					
B. **Assessment** **Measure**	**C.** **Performance** **Standard**	**D.** **Sampling** **Method**	**E.** **Sample** **Size (n)**	**F.** **Results**		**G.** **Standard** **Met (Y/N)**

All BSJA CJ 3013 students take a non-comprehensive, *pre-test* the first week of the semester and a *post-test* in the last week of the semester in the program-required core course **CJ3013 – *Criminal Procedure*** *that evaluates student knowledge of* the Fourth, Fifth and Sixth Amendment – based decisions.	80% of BSJA students completing **CJ3013 –** *Criminal Procedures* will demonstrate competency (≥ 70%) based upon a **pre-test and a post-test.**	No sampling applied; all BSJA students in BSJA program core course **CJ *3013 –*** *Criminal Procedures* were assessed.	n=10
			
			n=10
				Student Scores Pre-test
				
				Pre-test:
				
				90% or greater: 0
				80-89%: 1
				70-79%: 4
				60-69%: 3
				50-59%: 2
				    n=10
				    (50% scored 70% or above)
				Post-test (noncomprehensive Final Exam):
				
				90% or greater: 3
				80-89%: 3
				70-79%: 2
				60-69%: 1
				50-59%: 1
				    n=10
				    (80% of students scored 70% or above)
						No
						
						Yes

SLO #2:	Demonstrate cognitive and affective learning by decision-making that integrates constitutional rights and protections, an ethical duty for evidence-based assertions and values the contributions of a diverse society.

B. Assessment Measure	C. Performance Standard	D. Sampling Method	E. Sample Size (n)	F. Results	G. Standard Met (Y/N)
All BSJA CJ 3013 students will submit rubric graded paper and PowerPoint presentation on a topic relevant to the American court system analyzing an article published in a peer reviewed Journal.	80% of BSJA students completing CJ3013 – Criminal Procedures will demonstrate competency (70%) in researching, applying, and communicating relevant legal/criminal justice concepts via a rubric graded paper and PowerPoint presentation on a topic relevant to the American court system analyzing an article published in a peer reviewed Journal.	No sampling applied; all BSJA students in BSJA program core course CJ 3013 – Criminal Procedures were assessed.	n=10	The Journal Article Paper and PowerPoint results were: 90 % or greater: 8 80-89%: 2 n=10 (100% of students demonstrated	Yes

H. Conclusions

*Note: Assessment table prior to AY 23-24 was based upon a comprehensive exam. Assessment AY 23-24 was based upon a Pre-test and Post-test (shown in table) and Research Paper & PowerPoint Presentation

	n =10	A ≥ 90%	B 80-89%	C 70-79%	D 60-69%	F ≤ 60%	80% SCORE >70%
AY * 23-24 Post-test	10	3 30%	3 30%	2 20%	1 10%	1 10%	80%
AY 22-23	28	14 50%	5 18%	4 14%	2 1%	3 2%	82%
AY 21-22	*NA	*NA	*NA	*NA	*NA	*NA	*NA
AY 20-21	*NA	*NA	*NA	*NA	*NA	*NA	*NA
AY 19-20	38	14 37%	19 50%	3 8%	2 5%	0	95%
AY 18-19	33	14 43%	10 30%	5 15%	4 12%	0	88%
AY	28	14	9	5	0	0	100%

17-18		50%	32%	18%				
AY 16-17	24	5 21%	16 67%	2 8%	0	1 4%		96%
AY 15-16	33	23 70%	9 27%	1 3%	0	0		100%

Assessment of this SLO was not done AY 2020-2021 nor AY 2021-22 because the full-time instructor for this course was on leave.

AY 2022-2023 the course was moved from a blended format to an online format and full-time instructor (attorney at law) instructed the course.

AY 23-24 the new instructor changed assessment from a single measurement using a comprehensive final exam to a non-comprehensive pre-test and post-test and evaluation of an assigned research paper.

A pre-test was administered t during the initial class meeting, which demonstrated a need for reintroduction to the basics of case law and statutory research. A post-test was administered the final week of the course and demonstrated improvement in learning outcomes.

The students were required to submit weekly writing assignments consisting of briefing of Supreme Court cases using the **IRAC method** (Facts; Issue; Rule; Application and Conclusion) as well as on-line research and writing regarding topics covered in the text that week.

The students were also required to complete weekly Chapter quizzes and three multi-chapter exams.

Finally, each student submitted a rubric graded paper and PowerPoint presentation on a topic relevant to the American court system analyzing an article published in a peer reviewed Journal.

The Final Exam consisted of 50 Multiple Choice and True/ False Questions

The **Pre-test** results demonstrated only **50%** students scoring **70%** or above.

The **Post-test** results demonstrated improvement with **80%** of students scoring **70%** or above.

SLO #3:	Experience the value of assimilating legal and scholarly authority into their problem-solving paradigm along with the duty of making meaningful contributions to society. Demonstrate cognitive learning through a comprehensive final exam *or* through other testing/evaluation instruments in the program-required core course.					
B. Assessment Measure	**C. Performance Standard**	**D. Sampling Method**	**E. Sample Size (n)**	**F. Results**	**G. Standard Met (Y/N)**
All BSJA students take a non-comprehensive, scenario based final exam *or* complete other testing/evaluation instruments in the program-required core course **CJ/NAMS 3263 –**	80% of the BSJA students completing the designated course will demonstrate competency (≥70%) comprehensive final exam	No sampling applied; all BSJA students completing **CJ/NAMS 3263 – Native American Law were required** comprehensive, final exam	n=15	Student Grades The Final Exam (noncomprehensive) Exam results were: 90-100%: 5 80-89%: 3 70-79%: 2 60-69%: 3 50-59%: 2 n= 15 (10 or 67% scored 70% or above)	No

SLO #3:	Experience the value of assimilating legal and scholarly authority into their problem-solving paradigm along with the duty of making meaningful contributions to society. Demonstrate cognitive learning through a comprehensive final exam *or* through other testing/evaluation instruments in the program-required core course.					
B. **Assessment** **Measure**	**C.** **Performance** **Standard**	**D.** **Sampling** **Method**	**E.** **Sample** **Size (n)**	**F.** **Results**		**G.** **Standard** **Met** **(Y/N)**
Native American Law CJ (NAMS) 3263 each student will submit a rubric-graded paper and PowerPoint presentation on a topic relevant to Native American Law	80% of the BSJA students completing the designated course will demonstrate competency (≥70%) in a rubric-graded paper and PowerPoint presentation on a topic relevant to Native American Law	No sampling applied; all BSJA students completing CJ/NAMS 3263 - Native American Law were required to submit rubric-graded paper and PowerPoint presentation on a topic relevant to Native American Law	n=15	Final Paper and PowerPoint results: 90-100%: 8 80-89%: 7 70-79%: 0 60-69%: 0 50-59%: 0 n=15 (15 or 100% students scored 70% or above)		

H.
Conclusions
***AY 23-24 Non-Comprehensive Examination (table) and Rubric Graded Research Paper and PowerPoint Presentation**

Non-Comprehensive Examination	n=	A ≥ 90%	B 80-89%	C 70-79%	D 60-69%	F ≤ 60%	80% SCORE ≥70%
* AY 23-24	15	5 33%	3 20%	2 13%	3 20%	2 13%	67% *rounded up
AY 22-23	20	14 70%	5 25%	1 .5%	0	0	100%
AY 21-22	*NA	*NA	*NA	*NA	*NA	*NA	*NA
AY 20-21	*NA	*NA	*NA	*NA	*NA	*NA	*NA
AY 19-20	26	1 72%	25 17%	0	0	0	26 100%
AY 18-19	18	13 72%	3 17%	2 11%	0	0	18 100%
AY 17-18	28	11 38%	12 43%	3 11%	1 4%	1 4%	26 92%

AY 16-17	19	9 47%	10 53%	0	0	0	19 100%
AY 15-16	18	7 39%	8 44%	1 6%	0	2 11%	16 89%

AY 2020-2021 and AY 2021-2022 Assessment of this SLO was not done because the full-time instructor for this course was on leave and data was not available.

AY 2022-2023 data was collected from the instructor assigned to this course with a law degree and professional experience employed as a criminal justice professional by a Native American tribe.

AY23-24 data was collected from the same instructor who in addition to the comprehensive final examination included assessment of a rubric graded research paper and PowerPoint presentation.

*Students under-performed in the non-comprehensive final examination only **67%** (rounded) scored 70% or above.*

*Students' performance was much improved when assessed using a rubric graded research paper & PowerPoint presentation, **100%** scored 70% or above.*

It is unclear why students scored so poorly in the final examination compared to research paper and presentation but may be attributed to students submitting weekly writing/research assignments. However, using two separate measures provided a clearer picture of successful student performance.

It became clear early on that the students had no background or understanding of the history, present status, or application of, Native American Law.

The students were required to submit weekly research/writing assignments consisting of analysis of treaties between the United States Federal Government and various Native American Tribes as well as the opinions of courts related to interpretation and application of those treaties.

The students were also required to conduct on-line research and complete writing assignments regarding topics covered in class that week along with weekly chapter quizzes and three multi-chapter Exams.

 Finally, each student submitted a rubric-graded paper and PowerPoint presentation on a topic relevant to Native American Law.

The Final Exam (noncomprehensive) consisted of 50 Multiple Choice and True/ False Questions.

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
None		

PART 6

Summary of Assessment Measures

A. How many different assessment measures were used? *Three.*

B. List the direct measures (see appendix): *Capstone research paper and PowerPoint Presentation, collective evaluations from pre-test and post-test, and rubric graded research paper and PowerPoint presentation*

C. List the indirect measures (see appendix): *zero*

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
Rob Turner, CJ 4953	Data collection and analysis of SLO# 1and possible explanations for outcomes; collected data and analysis from another instructor to present SLO#2 an#3. Prepared BSJA SLR.
Gerry Bender, CJ 3013 and CJ (NAMS) 3263	Data collection and analysis for SLO#2 and SLO#3 and possible explanation for outcomes.

B. Reviewed by:2

Titles	Name	Signature	Date
Department Head	R. Curtis Sparling	*R. Curtis Sparling*	5/25/24
Dean	Dr. Susan Willis		

Appendix

Student Learning Outcome

Student learning outcomes are the observable or measurable results that are expected of a student following a learning experience. Learning outcomes may address knowledge, skills, attitudes, or values that provide evidence that learning has occurred. They can apply to a specific course, a program of study, or an institution. Outcomes should be worded in language that clearly implies a measurable behavior or quality of student work. Outcomes should also include Bloom's action verbs appropriate to the skill level of learning expected of students.

> Examples:
> *Students will be able to apply principles of evidence-based medicine to determine clinical diagnoses and implement acceptable treatment modalities.*
> *Students will be able to articulate cultural and socioeconomic differences and the significance of these differences for instructional planning.*

Assessment Measure

An assessment measure is a tool or instrument used to gather evidence of student progress toward an established learning outcome. Every program learning outcome should have at least one appropriate assessment measure. Learning outcomes are frequently complex, however, and may require multiple measures to accurately assess student performance. Assessment plans should try to incorporate a combination of direct and indirect assessment measures. Direct provide concrete evidence of whether a student has command of a specific subject or content area, can perform a certain task, exhibits a particular skill, demonstrates a certain quality in their work, or holds a particular value. Because direct measures tap into actual student learning, it is often viewed as the preferred measure type. Indirect measures assess opinions or thoughts about the extent of a student's knowledge, skills, or attitudes. They reveal characteristics associated with learning, but they only imply that learning has occurred. Both types of measures can provide useful insight into student learning and experiences in a program. Each also has unique advantages and disadvantages in terms of the type of data and information it can provide. Examples of common direct and indirect measures are listed below.

<table>
<tr><td align="center">Direct Measures</td><td align="center">Indirect Measures</td></tr>
<tr><td>

- 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

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- 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.

</td></tr>
</table>

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?