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Bachelors in Criminal Justice Student Learning Assessment Report

**Department Chair: Roger Melton
Year: 2005**

Program Profile
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Profile

Number of full-time faculty: 6

Number of adjunct faculty: 27

Number of students: 1261

Bachelors of Arts in Criminal Justice

Bachelor of Arts degree with a major in Criminal Justice prepares students for a career in law enforcement or corrections. The degree program provides students with knowledge in the areas of U.S. law enforcement, criminology, criminal investigation and community relations. Available areas of study help students focus on juvenile issues, causes of crime and criminal behavior, corrections and incarceration, investigative procedures and/or forensics and investigative techniques. Several concentrations are available providing student's greater knowledge in specific areas of interest. The Criminal Justice program provides the student with an understanding of the United States Criminal justice system. The Curriculum offers a useful educational experience and academic skills for students who wish to pursue graduate study or possibly a career as a Police or Corrections Officer, Criminal Investigator, Probation Officer, Customs Officer, Secret Service Officer or Special Agent (FBI) (DEA).

Bachelor of Arts in Criminal Justice Learning Outcomes

In addition to the institutional student learning outcomes, the Bachelor of Arts in Criminal Justice also seeks the following specific learning outcomes of its graduates. With reference to each of the respective areas of criminal justice, graduates in this degree program will be able to:

Criminal Justice Administration and Organization

- Recognize and explain the major international, U.S., and localized law enforcement systems and organization.
- Describe and analyze the political and public administrative aspects of law enforcement organizations.

Criminal Justice Theories and Concepts

- Communicate and apply the major theories and concepts of crime, criminal justice, and criminology.
- Conduct research associated with criminal justice and criminology theories.

Criminal Justice Operations, Practices, and Processes

- Assess the operations, practices, and processes associated with leading standards of evidence and law.

Curricular Mapping

Institutional Student Learning Outcomes	Core & Required Courses	Narrative Comments
<p>Academic Skill Graduates of APUS will possess academic skill related to their specific discipline. The graduate will master the generally accepted theories, concepts, principles, and/or practices associated with their discipline.</p>	CJ300 - Research Methods of Criminal Justice CJ301 - Criminal Justice Administration CJ302 - United States Law Enforcement CJ303 - Criminology CJ305 - Criminal Legal Process CJ306 - Criminal Investigation CJ316 - Corrections and Incarceration CJ330 - Constitutional Law	CJ courses provide the student with the research skills and the opportunity to demonstrate theories, concepts, principles, and/or practices associated within the discipline
<p>Communication Graduates of APUS will be able to clearly communicate ideas in written form.</p>	CJ300 - Research Methods of Criminal Justice CJ301 - Criminal Justice Administration CJ302 - United States Law Enforcement CJ303 - Criminology CJ305 - Criminal Legal Process CJ306 - Criminal Investigation CJ316 - Corrections and Incarceration CJ330 - Constitutional Law	CJ courses provide students various assignments throughout the program that enhance written communication skill sets. Interaction requirements among federal, state, and local law enforcement entities are analyzed.
<p>Critical Thinking Graduates of APUS will be able to analytically identify issues with the ability to evaluate problems, formulate solutions, and evaluate the consequences. Graduates will be able to express a variety of other viewpoints and methods of inquiry.</p>	CJ300 - Research Methods of Criminal Justice CJ301 - Criminal Justice Administration CJ302 - United States Law Enforcement CJ303 - Criminology CJ305 - Criminal Legal Process CJ306 - Criminal Investigation CJ316 - Corrections and Incarceration CJ330 - Constitutional Law	CJ courses require students in Discussion Boards to state their analyses and become prepared to defend them to both their classmates and professor. Assignments require students to analytically identify issues with the ability to evaluate problems, formulate solutions, and evaluate the consequences.
<p>Information Literacy Graduates of APUS will be technologically proficient in accessing and using information. The graduate will be able to gather information from a variety of sources, use information in an appropriate manner to address issues and take action.</p>	CJ300 - Research Methods of Criminal Justice CJ301 - Criminal Justice Administration CJ302 - United States Law Enforcement CJ303 - Criminology CJ305 - Criminal Legal Process CJ306 - Criminal Investigation CJ316 - Corrections and Incarceration	CJ courses required students to research, access, and use information from a variety of sources, including web-based research sites. For example, in CJ301, the professor requires the students to locate and summarize 4 web sites that relate to the course material. Through this process, this allows the student

	CJ330 - Constitutional Law	to utilize the web as an information gathering tool. Students evaluate and classify the websites, and apply the information found on the web to the topics presented in the course.
<p>Lifelong Learning Graduates of APUS will have the ability to identify, pursue and acquire specific and new knowledge after the end of formal schooling. They will be able to apply this knowledge in real world settings.</p>	CJ300 - Research Methods of Criminal Justice CJ301 - Criminal Justice Administration CJ302 - United States Law Enforcement CJ303 - Criminology CJ305 - Criminal Legal Process CJ306 - Criminal Investigation CJ316 - Corrections and Incarceration CJ330 - Constitutional Law	By providing students with a highly interactive classroom and promoting academic success with peer-to-peer learning, students will develop a positive attitude to learning and recognize life experiences as learning opportunities. Practical exercises are assigned and evaluated in order for students to be able to conduct investigations, interpret laws, and manage activities.
Degree Program Learning Outcomes For Criminal Justice		
Criminal Justice Administration and Organization		
Recognize and explain the major international, U.S., and localized law enforcement systems and organization.	CJ300 - Research Methods of Criminal Justice CJ301 - Criminal Justice Administration CJ302 - United States Law Enforcement CJ303 - Criminology CJ305 - Criminal Legal Process CJ306 - Criminal Investigation CJ316 - Corrections and Incarceration CJ330 - Constitutional Law	These CJ courses provide students with the knowledge, skills, and abilities to differentiate between the various organizations in the Criminal Justice system, including the legal processes. Also, students will be able to assess the types of investigative techniques and conduct research in these fields.
Describe and analyze the political and public administrative aspects of law enforcement organizations.	CJ300 - Research Methods of Criminal Justice CJ301 - Criminal Justice Administration CJ302 - United States Law Enforcement CJ303 - Criminology CJ305 - Criminal Legal Process CJ306 - Criminal Investigation CJ316 - Corrections and Incarceration CJ330 - Constitutional Law	These CJ courses provide students with the knowledge, skills, and abilities to differentiate between the various organizations in the Criminal Justice system, including the legal processes. Also, students will be able to assess institutional management, educational/treatment programs, prisoners' rights, and race/ethnicity challenges.

Criminal Justice Theories and Concepts		
Communicate and apply the major theories and concepts of crime, criminal justice, and criminology.	CJ303 - Criminology	This course provides students with the ability to conduct research and assess social policy and public crime concerns; including social problems and social responsibility perspectives. Various criminal behavior theories are examined in a historical perspective and evaluated to current criminal activities.
Conduct research associated with criminal justice and criminology theories.	CJ301 - Criminal Justice Administration CJ303 - Criminology	These courses provide students with the ability to conduct research and assess social policy and public crime concerns; including social problems and social responsibility perspectives. Also, the operational methods of federal agencies are examined and their roles are reviewed and compared.
Criminal Justice Operations, Practices, and Processes		
Assess the operations, practices, and processes associated with leading standards of evidence and law.	CJ305 - Criminal Legal Process CJ306 - Criminal Investigation	These courses provide students with the ability to assess types of investigative techniques and conduct research in these fields. Assessments are conducted as to the organizational processes with executive, legislative, and judicial settings. Students learn aspects of crime scene procedures, physical evidence, interviews, field notes and reporting, follow-up investigation, interrogation, and rules of evidence.

**Student Learning Assessment Plan
Bachelor's in Criminal Justice
Reporting Period: 2005**

Course Level Assessment	Use of Assessment Information for Continuous Improvement
<p>In CJ301, the professor requires students to respond to 17 separate discussion questions where they are asked to apply the knowledge learned throughout the course. Students are also required to respond to other student's postings and replies.</p>	<p>The professor builds on their understanding of the material by posting comments and follow-up questions, tailoring the questions based on the student's current understanding of the material. The additional questions posed by the professor typically: 1) bring up additional variables/factors, or 2) request additional demonstration of comprehension on a new tangent from the original question.</p>
<p>Criminal Justice Professor Bond received feedback from students on the types of assignment that should be offered to promote students' research skills and build on their self- confidence.</p>	<p>In response to student feedback, Professor Bond created an assignment where students are instructed to create Power Point presentations to teach the class a particular course topic. Students become the class expert by researching a particular area, and then they present their final findings for class discussion. As the student takes the lead, they are responsible for follow up questions (with the instructor's guidance) by their fellow students.</p>
<p>In an effort to provide formative feedback to students, Criminal Justice Professor McNally sends an email out to all students after each completed week. The email contains a weekly one page essay that summarizes all the issues noted during the previous week. He uses this process in several Security Management courses such as CJ373, CJ390, CJ396, and CJ397.</p>	<p>Without identifying anyone, the professor relates noted student difficulties or deficiencies. The professor also relates how the deficiencies could be corrected or how the difficulties could have been avoided. Student grades demonstrate that they improve on their skills throughout the course by learning from the mistakes of their classmates</p>
<p>In CJ306, students responded in their end of course survey reports that the newsgroups helped them grasp and retain the course material, and made it more enjoyable.</p>	<p>The professor increased the use of newsgroups due to the positive response from students who commented on the benefits of newsgroups. The newsgroups are now used as an interactive tool that allows students to share work and give constructive peer reviewed feedback.</p>
<p>Review of Criminal Justice Course Objectives by LOA</p>	<p>Criminal Justice faculty are required to go through a web-based course objectives review process (www.slo-initiative.com). Course objectives were reviewed, and</p>

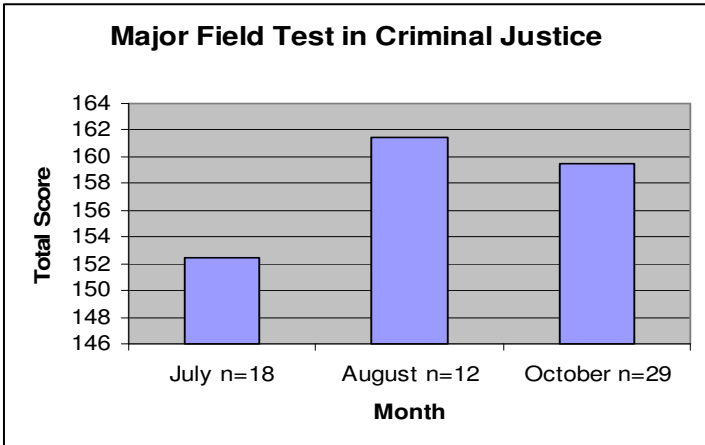
Director using objectives checklist	refined if necessary, to ensure alignment with degree program outcomes and best practices.
Students are prompted to take an end of course survey that asks student about course instruction, instructor's effectiveness, and classroom technology	Faculty are sent follow up reports and asked, "What modifications have you made to this course as a result of the end of course survey results?" Summary information is presented to Deans, Department Chairs, and the LOA council.
Half way through each course, selected Criminal Justice professors ask students to provide a student testimonial. Professors inquire as to the assignments completed and their relationship towards career objectives and what assignments may be modified to improve learning applications.	According to this feedback from students, the professors take action to improve student satisfaction in the course. Some professors have added discussion questions and practical exercises such as preparing investigative reports based on certain crimes.

Degree Program Level Assessment	Use of Assessment Information for Continuous Improvement
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All Criminal Justice students are required to take the Major Field Test, a nationally sponsored test by the Educational Testing Service. The Major Field Test in Criminal Justice contains 150 multiple-choice items, some of which are grouped in sets and based on such materials as diagrams, graphs, and statistical data. Most of the questions require knowledge of specific information about the Criminal Justics system, but the test also draws on the student's critical thinking ability. The major areas covered by the tests are law, law enforcement, corrections, US court system, theories of criminal behavior, research methodology, and statistics.	Results are distributed to Department Chairs for continuous improvement of their courses and programs. Major Field Test results are limited at this time for students, but the program is increasingly yielding testing data. As of November, 2005, 59 students have taken the Major Field Test in Criminal Justice.
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National Average	n	sd
154.6	4066	15.1

July	n	sd	Aug	n	sd	Oct	n	sd
152.4	18	15.7	161.5	12	10.4	159.5	29	11.1



**The numbers reported are scale score means. The scale range for the total score is 120-200. See the Comparative Data Guide on APUS Learning Outcomes Assessment website for more information.

	<p>When compared against 4066 individual students from participating colleges and universities nationwide, preliminary results from the Major Field test indicate:</p> <p>In July, APUS Criminal Justice students (n=18) scored below the national mean. The mean total score of APUS students is 152.4 with a standard deviation of 15.7. The national mean score is 154.6 with a standard deviation of 15.1. APUS students scored at or above 40% of students from participating colleges and universities nationwide in July.</p> <p>In August, APUS Criminal Justice students (n=12) scored above the national mean. The mean total score of APUS students is 161.5 with a standard deviation of 10.4. The national mean score is 154.6 with a standard deviation of 15.1. APUS students scored at or above 60% of students from participating colleges and universities nationwide in August.</p> <p>In October, APUS Criminal Justice students (n=29) scored above the national mean. The mean total score of APUS students is 159.5 with a standard deviation of 11.1. The national mean score is 154.6 with a standard deviation of 15.1. APUS students scored at or above 55% of students from participating colleges and universities nationwide in October.</p> <p>As a result of Major Field Test graduation requirement for students in the Criminal Justice program, the Curriculum Committee approved the addition of a Corrections course to the program's core requirement. Based on consensus from the faculty and extensive benchmarking from other universities that are highly recognized for their Criminal Justice programs, this decision was made to better align the program's curriculum with the content of the nationally standardized test.</p>
<p>Faculty and department chairs are required to fill out a faculty evaluation worksheet to review the content of their syllabi, use of Educator tools, conduct within the classroom, and use of best practices in the Criminal Justice program.</p>	<p>The Department Chair in Criminal Justice reviews faculty evaluations to ensure that the course and syllabus meet standards and expectations that are established in the faculty handbook. If there are deficiencies in the course, syllabus, or teaching practices (effectiveness), the Department Chair notifies the faculty member for corrective action.</p>
<p>Review of student testimonials</p>	<p>Student testimonials are distributed among faculty and department chairs. Department chair encourages faculty to follow up with testimonials, taking appropriate course and degree program level actions. Student comments on the value of increased interactivity and in-class exercises are shared with the Director of Learning Outcomes Assessment and other Chairs.</p>
<p>Review of Criminal Justice Program by Provost</p>	<p>Syllabus redesign application exercises were created by the Director of Faculty Development, and all Criminal Justice instructors were required to convert their old "student course guide" into a new syllabus template to ensure consistency among all courses and degree programs. The following courses have been converted to the new syllabus template as of November 15, 2005.</p> <p>CJ300, CJ302, CJ305, RC504, CJ330, CJ316, CJ303, CJ308, CJ329, CJ341, CJ101, CJ102, CJ306, CJ308, CJ312, CJ333, SCM311, CJ334, CJ304, CJ522, CJ371, CR500, CR508, CR509, CR536, CR540, CR544, CR545, CR546, RC505, CJ372, CJ200, CJ301, CJ410, CJ320, CJ370, CJ373, CJ390, CJ396, CJ397, CR538, CJ319, LC529, CJ319, CRJ501, CJ303, SCM507, CRJ101, SCM370, CR620, CR520, CR512, CR601, CR602, CR531, CJ330, CR505, CJ389, CCJ250, CR500, CR502, CR503, CR530, CJ331, CJ341, CJ368, CJ329, CR525, CR512, CJ322, CJ324, CJ335. ** These courses represent 100% of the Criminal Justice and Security Management degrees.</p>

All Criminal Justice students are required to take an end of program survey before they graduate.

Data are shared regularly with Student and Academic Services to inform decisions at those levels. The following table demonstrates the percentage of students that strongly agree – strongly disagree in each category from 7/05- 11/05 (n=7).

Criminal Justice Program n=7 7/05- 11/05					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Student received individualized instruction from professor	71.4%	28.6%	0%	0%	0%
Student received prompt email responses	57.1%	28.6%	14.3%	0%	0%
Professor gave valuable feedback on coursework	57.1%	28.6%	14.3%	0%	0%
Professor posted weekly notes	42.9%	57.1%	0%	0%	0%
Student was exposed to different viewpoints	71.4%	28.6%	0%	0%	0%
Student was free to express viewpoints	57.1%	42.9%	0%	0%	0%
Final grade posted 2 weeks after course/ext ended	57.1%	42.9%	0%	0%	0%
Exams and quizzes related to course objectives.	57.1%	42.9%	0%	0%	0%
Professor flexible to work/life schedule	71.4%	28.6%	0%	0%	0%

Institutional Level Assessment

Use of Assessment Information for Continuous Improvement

After a student graduates from the Criminal Justice program, employers of students are sent a survey that inquires on the: 1) extent to which APUS students are meeting the institutional objectives and, 2) competencies that graduates brings to the job that may be a direct reflection of his/her educational experience with the University System.

The newly revised survey was placed into our new survey software (Websurveyor), and data collection began in July of 2005. Data will be shared regularly with Student and Academic Services to inform decisions at those levels.

All Criminal Justice students are required to take an end of program survey before they graduate. Likert-type scale

Data are shared regularly with Student and Academic Services to inform decisions at those levels. In response to survey results, and in an effort to promote lifelong learning skills for students, Criminal Justice faculty were required to complete an online workshop that encourages the use of best practices in online teaching and

and open-ended survey questions inquire about the extent to which APUS students are meeting their institutional objectives (i.e., they are asked to rate their proficiency in the five institutional outcomes of APUS - Academic Skill, Communication, Critical Thinking, Information Literacy, and Lifelong Learning).

learning, including increasing the interactivity in the classroom. By implementing the best practices learned in the workshop, faculty now provide students with more interactive experiences that promote academic success with peer-to-peer learning. This provides students with more opportunities to develop a positive attitude towards learning and to recognize life experiences as learning opportunities. Some of the applications include investigative reports, vulnerability assessments of facilities, evaluation of recommendations of the 9/11 Commission Report, and preparing reports for use in relevant security or law enforcement fields.