

***Form A Reports for
the College of Juvenile Justice & Psychology***

***Outcomes, Measures, Data, and Response
Plans for Improvement in Various Assessment Cycles***

Prairie View A&M University

- 1) B.S. in Criminal Justice
- 2) B.S. in Criminal Justice
(Juvenile Justice)
- 3) B.S. in Psychology

- 4) Texas Juvenile Crime Prevention Center

- 5) M.S. in Juvenile Forensic Psychology
- 6) M.S. in Juvenile Justice

- 7) Ph.D. in Clinical Adolescent Psychology
- 8) Ph.D. in Juvenile Justice

*College of Juvenile Justice and Psychology
Department of Justice Studies
Bachelor of Science Degree Program in Criminal Justice*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Criminal Justice
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

1. Know the development and operation of the criminal justice system

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Pre-Post Test

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Insert Pre-Post test data

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major fields test administered once a year to graduating seniors.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32;

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2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

4c. Use of Results (How did you use the findings?)

Adjusted course content and added a theory course (Criminology) requirement. Also low has been research methods, so now there are more regular offerings of Research Methods II. There are also more instructors teaching the course – thus, offering a greater variety of instructional styles. In some cases a poor performance on a test means that subsequent tests are cumulative.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student

Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.)

Alumni surveys.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Our graduates are very pleased with their experience in the college. They have suggested more contact with employers.

5c. Use of Results (How did you use the findings?)

Added an annual Criminal Justice Career Job Fair

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Major Fields Test results stored in Department Head's Office. Reports of Pre-Post Test Summary Results stored in Department Head's Office. Career Day records are available in the undergraduate secretary's office (Roslyn Hearne). Alumni survey reports stored in Deans' Office. Artifacts posted in TrueOutcomes.

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1. **Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

2. Know the history of criminal justice

2. **Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction; internships; guest speakers; field trips.

- 3a. **First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Pre-Post Test

- 3b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. **Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

- 4a. **Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered once per year to graduating seniors.

- 4b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32;

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2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]. Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

4c. Use of Results (How did you use the findings?)

Modified syllabi; changed class assignments

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student

Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Alumni survey.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Graduates offered anecdotal accounts of the benefits and suggestions for enhancement of the education received at Prairie View A&M.

5c. Use of Results (How did you use the findings?)

More guest speakers in the legal area; encouraged student participation in organizations to facilitate networking; organized trips to law schools, etc. The college has its own courtroom which is used occasionally by the Waller County Municipal Court personnel for actual legal proceedings. Students are invited to observe those actual legal proceedings either in the Court Room or streamed into an overflow adjacent room. We have also added to the law domain related student internship opportunities (University Discipline Office; Waller County Courthouse; District Attorney's Office; City Hall; et cetera).

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Samples of student works are in Mr. Ronald Server's Office; Major Fields Tests' results are stored in the Department Head's Office; Alumni Surveys are stored in the

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Dean's Office; internship documents are stored in Mr. Server's Office. Artifacts posted in TrueOutcomes.

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- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

3. Know law and legal principles

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction; internships (e.g., law enforcement – local, parks, federal); guest speakers.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

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Modified syllabi and course rules and regulations, The instructor made changes in instruction. Law enforcement topics were more deliberately integrated into other courses.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Agency Supervisor's Performance Evaluation of Student Interns on specific learning objectives

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 4c. Use of Results** (How did you use the findings?)

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Alumni surveys.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Alumni reported on the shifting demands in the workplace

- 5c. Use of Results** (How did you use the findings?)

Modified course content and added courses: (1) Very early in the program we make students aware of what it takes to qualify for law enforcement employment. One course that was updated given shifting law enforcement trends and increased opportunities or criminal justice graduates in the private sector led to the revision of course description of Computer Applications in Criminal Justice (from a more general computer knowledge course to one emphasizing computer forensics and social engineering toward crime prevention, given increased global concerns regarding technology related offenses). (2) A special topics course on terrorism and a course on women in criminal justice added to the curriculum.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006,

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reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

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- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

4. Know law enforcement system and practices

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Modified syllabi

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4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

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- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

5. Know court and correction systems and practices

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Modified syllabus

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4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

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- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

6. Know criminological theory and policy analysis of prevention and control in service to the community

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Modified syllabus; modified class assignments. A course was added to the criminal

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justice core curriculum on criminological theories. Students also learn how theories apply and how gangs specifically in Theories and Development of Juvenile Gangs. The means of instruction and required assignments have changed to facilitate learning. Classes have been interactive.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Pre-Post Test

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 4c. Use of Results** (How did you use the findings?)

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Alumni survey

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Students have been largely satisfied with the program.

- 5c. Use of Results** (How did you use the findings?)

Greater integration of theoretical knowledge in other courses in the curriculum

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Major Fields Test results stored in Department Head's Office; Syllabi stored in Department Head's Office. Reports Summarizing Pre-Post Test Results stored in Department Head's Office. Samples of student assignment in the theory course are in Dr. Ed. Schauer's Office. Alumni surveys are in the Dean's Office. Artifacts posted in TrueOutcomes.

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- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

7. Use basic research methods appropriate for the baccalaureate level

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction; opportunity to work with faculty on research projects; opportunity to attend and, or present at professional conferences; annual college research symposium and other college sponsored events; college brown bag presentations; announcements of thesis and dissertation defenses which students may attend; an undergraduate statistics course is required of all criminal justice majors; statistics are also integrated into other courses like Research Methods I and II. Students also have the opportunity to work with faculty on research projects, e.g., through *Alpha Phi Sigma* – which has presented at both regional and national meetings.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]:

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Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

Teaching methods adjusted, one faculty member offers subsequent cumulative examinations if most of the class fail an examination. Students might also be required to complete a research article and to critique a journal article. The instructors have changed how they teach based on where the students are, regardless of where they should have been in terms of preparation.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Measurement of presentations of student research

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Positive evaluation of student presentations

5c. Use of Results (How did you use the findings?)

Students encouraged to engage in research and to present their findings at our College's Annual Research Symposium and at annual meetings of professional associations. Course content has been adjusted in response to feedback (demeanor, dress, and networking).

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane

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Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Major Fields Test data stored in Department Head's Office. Course syllabi stored in Department Head's Office. Course materials, such as sample research papers and conference programs indicating student participation stored in faculty offices, e.g., Dr. Camille Gibson. Sample examinations and assignments are in Dr. Solomon Osho's office. Artifacts posted in TrueOutcomes.

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- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

8. Use statistical methods appropriate for the baccalaureate level

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction. Students have the opportunity to work with faculty on research projects, e.g., through *Alpha Phi Sigma* – which has presented at both regional and national meetings.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

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Modification of syllabi

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 4c. Use of Results** (How did you use the findings?)

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 5c. Use of Results** (How did you use the findings?)

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Major Fields Test data in Department Head's Office. Course syllabi in Department Head's Office; Artifacts posted in TrueOutcomes.

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Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs

Criminal Justice with specialization in Juvenile Justice
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

1. Know the development and operation of the juvenile justice system.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Pre-Post Test

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Insert Pre-Post test data

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major fields test administered once a year to graduating seniors.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006

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m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

4c. Use of Results (How did you use the findings?)

Adjusted course content and added a theory course (Criminology) requirement. Also low has been research methods, so now there are more regular offerings of Research Methods II. There are also more instructors teaching the course – thus, offering a greater variety of instructional styles. In some cases a poor performance on a test means that subsequent tests are cumulative.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Alumni surveys.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Our graduates are very pleased with their experience in the college. They have suggested more contact with employers.

5c. Use of Results (How did you use the findings?)

Added an annual Criminal Justice Career Fair

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Major Fields Test results stored in Department Head's Office. Reports of Pre-Post Test Summary Results stored in Department Head's Office. Career Day records are available in the undergraduate secretary's office (Roslyn Hearne). Alumni survey reports stored in Deans' Office. Artifacts posted in TrueOutcomes.

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2004 to present
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Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

1. **Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

2. Know the history of juvenile justice

2. **Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction; internships; guest speakers

- 3a. **First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Pre-Post Test

- 3b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. **Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

- 4a. **Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test

- 4b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

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Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

4c. Use of Results (How did you use the findings?)

Modified syllabi; changed class assignments

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student

Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.)

Alumni survey

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Graduates offered anecdotal accounts of the benefits and suggestions for enhancement of the education received at Prairie View A&M.

5c. Use of Results (How did you use the findings?)

More guest speakers in the legal area; encouraged student participation in organizations to facilitate networking; organized trips to law schools, etc. The college has its own courtroom which is used occasionally by the Waller County Municipal Court personnel for actual legal proceedings. Students are invited to observe those actual legal proceedings either in the Court Room or streamed into an overflow adjacent room. We have also added to the law domain related student internship opportunities (University Discipline Office; Waller County Courthouse; District Attorney's Office; City Hall; et cetera).

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Samples of student works are in Mr. Ronald Server's Office; Major Fields Tests'

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results are stored in the Department Head's Office; Alumni Surveys are stored in the Dean's Office; internship documents are stored in Mr. Server's Office. Artifacts posted in TrueOutcomes.

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**Criminal Justice with specialization in Juvenile Justice
(Instructional/Degree Program)**

**Bachelor of Science
(Degree Level)**

**2004 to present
(Assessment Period Covered)**

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

3. Know law and legal principles, as apply to juveniles

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction; internships (e.g., law enforcement – local, parks, federal); guest speakers.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

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Modified syllabi

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Agency Supervisor's Performance Evaluation of Student Interns on specific learning objectives

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 4c. Use of Results** (How did you use the findings?)

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Alumni surveys.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Alumni reported on the shifting demands in the workplace

- 5c. Use of Results** (How did you use the findings?)

Modified course content and added courses: (1) Very early in the program we make students aware of what it takes to qualify for law enforcement employment. One course that was updated given shifting law enforcement trends and increased opportunities or criminal justice graduates in the private sector led to the revision of course description of Computer Applications in Criminal Justice (from a more general computer knowledge course to one emphasizing computer forensics and social engineering toward crime prevention, given increased global concerns regarding technology related offenses). (2) A special topics course on terrorism and a course on women in criminal justice added to the curriculum.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

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Samples of student works are in Mr. Ronald Server's Office; Major Fields Tests' results are stored in the Department Head's Office; Alumni Surveys are stored in the Dean's Office; internship documents are stored in Mr. Server's Office. Artifacts posted in TrueOutcomes. Meeting minutes stored in Department Head's Office; University Undergraduate Catalog. Artifacts posted in TrueOutcomes.

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**Bachelor of Science
(Degree Level)**

**2004 to present
(Assessment Period Covered)**

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

4. Know law enforcement system and practices, as apply to juveniles

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Modified syllabi

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4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

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**Criminal Justice with specialization in Juvenile Justice
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**Bachelor of Science
(Degree Level)**

**2004 to present
(Assessment Period Covered)**

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

5. Know court and correction systems and practices, as apply to juveniles

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Modified syllabi

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4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

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Criminal Justice with specialization in Juvenile Justice
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2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

6. Know criminological theory and policy analysis of prevention and control in service to the community

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Modified syllabus; modified class assignments. A course was added to the criminal justice core curriculum on criminological theories. Students also learn how theories

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apply and how gangs specifically in Theories and Development of Juvenile Gangs. The means of instruction and required assignments have changed to facilitate learning. Classes have been interactive.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Pre-Post Test

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 4c. Use of Results** (How did you use the findings?)

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Alumni survey.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Students have been largely satisfied with the program.

- 5c. Use of Results** (How did you use the findings?)

Greater integration of theoretical knowledge in other courses in the curriculum

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Major Fields Test results stored in Department Head's Office; Syllabi stored in Department Head's Office. Reports Summarizing Pre-Post Test Results stored in Department Head's Office. Samples of student assignment in the theory course are in Dr. Ed. Schauer's Office. Alumni surveys are in the Dean's Office. Artifacts posted in TrueOutcomes.

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2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

1. **Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

6. Use basic research methods appropriate for the baccalaureate level

2. **Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction; opportunity to work with faculty on research projects; opportunity to attend and, or present at professional conferences; annual college research symposium and other college sponsored events; college brown bag presentations; announcements of thesis and dissertation defenses which students may attend; an undergraduate statistics course is required of all criminal justice majors; statistics are also integrated into other courses like Research Methods I and II. Students also have the opportunity to work with faculty on research projects, e.g., through *Alpha Phi Sigma* – which has presented at both regional and national meetings.

- 3a. **First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2; 2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in

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theory and research.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

Teaching methods adjusted, one faculty member offers subsequent cumulative examinations if most of the class fail an examination. Students might also be required to complete a research article and to critique a journal article. The instructors have changed how they teach based on where the students are, regardless of where they should have been in terms of preparation.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Measurement of presentations of student research

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Positive evaluation of student presentations

5c. Use of Results (How did you use the findings?)

Students encouraged to engage in research and to present their findings at our College's Annual Research Symposium and at annual meetings of professional associations. Course content has been adjusted in response to feedback (demeanor, dress, and networking).

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006,

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reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Major Fields Test data stored in Department Head's Office. Course syllabi stored in Department Head's Office. Course materials, such as sample research papers and conference programs indicating student participation stored in faculty offices, e.g., Dr. Camille Gibson. Sample examinations and assignments are in Dr. Solomon Osho's office. Artifacts posted in TrueOutcomes.

Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs

Criminal Justice with specialization in Juvenile Justice
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

1. **Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

7. Use statistical methods appropriate for the baccalaureate level

2. **Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction. Students have the opportunity to work with faculty on research projects, e.g., through *Alpha Phi Sigma* – which has presented at both regional and national meetings.

- 3a. **First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Fields Test administered to graduating seniors each year

- 3b. **Results/ Findings** (How did you do? Summarize assessment data collected.)

Major Fields Test Means from 2004 to 2008: [(Theory: 2004 m=25.8; 2005 m=32; 2006 m=38.4; 2007 m=30; 2008 m=35); (The Law 2004 m=41.1; 2005 m=42.4; 2006 m=58.2; 2007 m=40; 2008 m=48); (The Police 2004 m=37.8; 2005 m=40.3; 2006 m=52.8; 2007 m=45; 2008 m=45); (Corrections 2004 m=39.4; 2005 m=36.2;

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2006 m=47.1; 2007 m=35; 2008 m=39); (The Court System 2004 m=46.7; 2005 m=51.6; 2006 m=59.4; 2007 m=50; 2008 m=51); (Critical Thinking 2004 m=38.6; 2005 m=37.3; 2006 m=48.5; 2007 m=38; 2008 m=44); (Research Methodology and Statistics 2004 m=29.9; 2005 m=38.2; 2006 m=45.6; 2007 m=37; 2008 m=37)]: Strongest scores have consistently been highest in law. Lowest scores have been in theory and research.

3c. Use of Results (How did you use the findings, e.g., maintain, improve, change, etc.)

Modification of instruction and assignments: The instructors have changed how they teach based on where the students are, regardless of where they should have been in terms of preparation. Greater integration of statistics in other courses like Research Methods I and II.

4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006,

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reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Major Fields Test data in Department Head's Office. Course syllabi in Department Head's Office; Artifacts posted in TrueOutcomes.

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Department of Psychology
Bachelor of Science Degree Program in Psychology
Report Form A-1

Assessment of Student Learning Outcomes for Educational Programs

Psychology
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

1. Demonstrate knowledge of developmental theories including cognitive and social development.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction is offered in this area. Occasionally, guests working in the field are invited to speak to classes.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Rubric assessment of projects and papers.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Insert data

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Continue to improve course delivery

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Field Test administered yearly.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

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[(1) Memory & thinking: 2004 m=33.6; 2005 m=32; 2006 m=28.2; 2007 m=30; (2) Sensory & physiology: 2004 m=19.9; 2005 m=25.2; 2006 m=23.8; 2007 m=28; (3) Development: 2004 m=24.2; 2005 m=31.6; 2006 m=29.8; 2007 m=26; (4) Clinical & abnormal: 2004 m=31.5; 2005 m=42.8; 2006 m=44.2; 2007 m=48; (5) Social: 2004 m=31; 2005 m=40.2; 2006 m=33.1; 2007 m=40; (6) Measurement & methodology: 2004 m=38.8; 2005 m=38.3; 2006 m=38.2; 2007 m=37]
Below average compared to national data

4c. Use of Results (How did you use the findings?)

Based on the results we have adjusted course content, added electives in “Readings & Research”, “Cognitive Psychology” and a core requirement, “Senior Paper”.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Exit surveys administered at graduation.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Most students were satisfied with their academic experience.

5c. Use of Results (How did you use the findings?)

Addressed suggestions as needed.

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Course syllabi and major field test results filed in the Department Head’s Office. Exit surveys filed in the Dean’s Office.

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**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Psychology
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

2. Demonstrate knowledge of the history of psychology.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction is specifically required in this area.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Field Test

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

[(1) Memory & thinking: 2004 m=33.6; 2005 m=32; 2006 m=28.2; 2007 m=30; (2) Sensory & physiology: 2004 m=19.9; 2005 m=25.2; 2006 m=23.8; 2007 m=28; (3) Development: 2004 m=24.2; 2005 m=31.6; 2006 m=29.8; 2007 m=26; (4) Clinical & abnormal: 2004 m=31.5; 2005 m=42.8; 2006 m=44.2; 2007 m=48; (5) Social: 2004 m=31; 2005 m=40.2; 2006 m=33.1; 2007 m=40; (6) Measurement & methodology: 2004 m=38.8; 2005 m=38.3; 2006 m=38.2; 2007 m=37]

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Work to improve course delivery and integrate material into other classes. Curriculum updated as needed.

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- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 4c. Use of Results** (How did you use the findings?)

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Senior exit survey.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Most students express satisfaction with their academic career.

- 5c. Use of Results** (How did you use the findings?)

Acted on suggestions as deemed necessary.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Course syllabi and Major Field Test results filed in the Department Head's Office. Exit surveys filed in the Dean's Office.

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**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Psychology
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

3. Demonstrate knowledge of theories related to memory types and processes

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Instruction.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Field Test

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

[(1) Memory & thinking: 2004 m=33.6; 2005 m=32; 2006 m=28.2; 2007 m=30; (2) Sensory & physiology: 2004 m=19.9; 2005 m=25.2; 2006 m=23.8; 2007 m=28; (3) Development: 2004 m=24.2; 2005 m=31.6; 2006 m=29.8; 2007 m=26; (4) Clinical & abnormal: 2004 m=31.5; 2005 m=42.8; 2006 m=44.2; 2007 m=48; (5) Social: 2004 m=31; 2005 m=40.2; 2006 m=33.1; 2007 m=40; (6) Measurement & methodology: 2004 m=38.8; 2005 m=38.3; 2006 m=38.2; 2007 m=37]

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Added course to curriculum in 2008; first offered in Spring 2009.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Senior Exit Survey

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Course syllabi and Major Field Test results filed in the Department Head's Office. Exit surveys filed in the Dean's Office.

*College of Juvenile Justice and Psychology
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**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Psychology
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

4. Demonstrate knowledge of research methodologies. Show enhanced critical thinking and writing skills.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Research proposals; research critique; presentations (in class and conferences) and publications

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Exams and Rubrics

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

30% received high rating

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Improved curriculum

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Students attending and presenting in professional meetings; student conferences; publications

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Students placing 1st and 2nd place at student competition conferences; articles published

4c. Use of Results (How did you use the findings?)

Increased student participation in research projects

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Reported student opinion: During my time at the University of Houston, I have come to realize that the students here are not any smarter than my peers at PV. I am doing quite well in my classes here at U of H, if not better than most U of H students. The major difference at U of H is that there are a lot more opportunity for undergraduates to be part of research. The more opportunity for students to participate in research is needed at PV. Although the intelligence of students are about the same at the two universities, the drive and will to master program is not. Lack of research at PV will severely hinder students competing at graduate level of academic arena.

M. Stearnes '08

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Increased number of students participating in conferences

5c. Use of Results (How did you use the findings?)

Hired new faculty with strong interest working with students in research and continued to encourage students to engage in research.

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Rubric's used; TrueOutcomes; Report in Department Head's Office

*College of Juvenile Justice and Psychology
Department of Psychology
Bachelor of Science Degree Program in Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Psychology
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

5. Demonstrate knowledge of basic descriptive and inferential statistics

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction in statistical methods

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above**
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Rubric to score student projects

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Majority rate high.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Courses tied into topics in research methods and experimental classes; increase use of statistical software (SPSS)

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above**
(Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Field Test

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

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Department of Psychology
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[(1) Memory & thinking: 2004 m=33.6; 2005 m=32; 2006 m=28.2; 2007 m=30; (2) Sensory & physiology: 2004 m=19.9; 2005 m=25.2; 2006 m=23.8; 2007 m=28; (3) Development: 2004 m=24.2; 2005 m=31.6; 2006 m=29.8; 2007 m=26; (4) Clinical & abnormal: 2004 m=31.5; 2005 m=42.8; 2006 m=44.2; 2007 m=48; (5) Social: 2004 m=31; 2005 m=40.2; 2006 m=33.1; 2007 m=40; (6) Measurement & methodology: 2004 m=38.8; 2005 m=38.3; 2006 m=38.2; 2007 m=37]

4c. Use of Results (How did you use the findings?)

Curriculum changes and updated course delivery

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Senior Exit Survey

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Most report being satisfied with the academic career.

5c. Use of Results (How did you use the findings?)

Acted on suggestions to improve student experiences academically.

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Course syllabi and Major Field Test results filed in the Department Head's Office. Exit surveys filed in the Dean's Office.

*College of Juvenile Justice and Psychology
Department of Psychology
Bachelor of Science Degree Program in Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Psychology
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

6. Demonstrate knowledge of the biological bases of behavior.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course in Physiological Psychology required of all majors, as well as course in Anatomy and Physiology.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Field Test

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

[(1) Memory & thinking: 2004 m=33.6; 2005 m=32; 2006 m=28.2; 2007 m=30; (2) Sensory & physiology: 2004 m=19.9; 2005 m=25.2; 2006 m=23.8; 2007 m=28; (3) Development: 2004 m=24.2; 2005 m=31.6; 2006 m=29.8; 2007 m=26; (4) Clinical & abnormal: 2004 m=31.5; 2005 m=42.8; 2006 m=44.2; 2007 m=48; (5) Social: 2004 m=31; 2005 m=40.2; 2006 m=33.1; 2007 m=40; (6) Measurement & methodology: 2004 m=38.8; 2005 m=38.3; 2006 m=38.2; 2007 m=37]

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Improved course delivery and requirements

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- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 4c. Use of Results** (How did you use the findings?)

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Senior Exit Survey

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Reports of overall satisfaction with academic career.

- 5c. Use of Results** (How did you use the findings?)

Address any complaints and/or suggestions as needed.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Course syllabi and Major Field Test results filed in the Department Office. Exit surveys are available in the Dean's Office.

*College of Juvenile Justice and Psychology
Department of Psychology
Bachelor of Science Degree Program in Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Psychology
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

7. Demonstrate knowledge of personality, behavior and ecological syndromes.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Instruction in courses

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Major Field Test

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

[(1) Memory & thinking: 2004 m=33.6; 2005 m=32; 2006 m=28.2; 2007 m=30; (2) Sensory & physiology: 2004 m=19.9; 2005 m=25.2; 2006 m=23.8; 2007 m=28; (3) Development: 2004 m=24.2; 2005 m=31.6; 2006 m=29.8; 2007 m=26; (4) Clinical & abnormal: 2004 m=31.5; 2005 m=42.8; 2006 m=44.2; 2007 m=48; (5) Social: 2004 m=31; 2005 m=40.2; 2006 m=33.1; 2007 m=40; (6) Measurement & methodology: 2004 m=38.8; 2005 m=38.3; 2006 m=38.2; 2007 m=37]

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Improved instructional delivery;

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Senior Exit Survey administered annually.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Reports of overall satisfaction with academic career.

5c. Use of Results (How did you use the findings?)

Addressed any complaints and/or suggestions as needed.

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Course syllabi and Major Field Test results filed in the Department Head's Office. Exit surveys filed in the Dean's Office.

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**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Psychology
(Instructional/Degree Program)

Bachelor of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

8. Demonstrate knowledge of cultural aspects of psychology

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Unit exercises; community projects

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Rubric scoring of Unit Exercises

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

60% of students satisfactorily completed assignments

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Improved instruction delivery

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Rubric scoring of Community Project

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Texas Juvenile Crime Prevention Center				
PLO.01. To provide a setting for educational programs such as continuing education and in-service training relating to juvenile crime and delinquency for criminal justice and social service professionals. Participants will increase their level of knowledge and skills.				
Evaluation Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
There were five juvenile justice-training programs in four Texas counties beginning in June and ending in July 2004. One hundred and thirty three (133) criminal justice and social services professionals were in attendance. The overall training average mean score was 4.87 on a five (5.00) point scale. Participants' comments of the training were favorable indicating their need for this training and desire for more training on these and similar topics.	There were six training sessions in four Texas counties beginning in March and ending in June 2006. Eighty-seven criminal justice and social services professionals were in attendance. The overall training average mean score was 4.88 on a five (5.00) point scale. Participants' comments of the training were favorable indicating their need for this training and desire for more training on these and similar topics.	There were fourteen training sessions in eight Texas counties beginning in January and ending in October, 2007. Nearly 496 criminal justice and social services professionals were in attendance. Results pending.	There were thirteen training sessions in eight Texas counties beginning in January and ending in October, 2007. Nearly 700 criminal justice and social services professionals were in attendance. Results pending.	

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Texas Juvenile Crime Prevention Center				
PLO.01. To provide a setting for educational programs such as continuing education and in-service training relating to juvenile crime and delinquency for criminal justice and social service professionals. Participants will increase their level of knowledge and skills.				
Use of assessment results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
Results from the assessment data determined a level of participant satisfaction; indicated a need for module revision; identified the trainers were successful in delivery of course content and achieved module objectives; adjustment included the use of more visual aids, opportunity to apply information in training/more “hands-on” type application exercises added to training module. Adjusted future trainings accordingly.	Results from the assessment data indicated the need to expand the training audience and modify the training topics to address the needs of the various counties. Pre-test/post-test results indicate a 90% increase in knowledge obtained.	Results from the assessment data indicated the need to make ethics and cultural diversity training mandatory for all juvenile justice practitioners, especially the managers at the Harris County Juvenile Probation Department; training was offered at various training times and locations to address the entire residential personnel at the Harris County Juvenile Probation Department. Pre-test/post-test results indicate a 90% increase in knowledge obtained.	Results from the 80 th Legislative Session indicated a need to offer juvenile law topics (inter-county transfers, sex offenders and victims, education, Texas Youth Commission reform) to juvenile justice practitioners to educate them on the current laws; statistics on assaults occurring on school campuses prompted a conference on student and campus safety. Pre-test/post test results indicate an 80% increase in knowledge obtained.	Data reflecting an increase in juvenile violence provoked a conference to bring together a diverse group of community leaders, scientists and practitioners, and other stakeholders to explore various strategies to prevent juvenile violence. Pre-test/post test results pending.

Pre-test/post test results indicate a 90% increase in knowledge obtained.				
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Department of Psychology
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60% of students satisfactorily completed community project

4c. Use of Results (How did you use the findings?)

Improved instruction

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Major Field Test

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

[(1) Memory & thinking: 2004 m=33.6; 2005 m=32; 2006 m=28.2; 2007 m=30; (2) Sensory & physiology: 2004 m=19.9; 2005 m=25.2; 2006 m=23.8; 2007 m=28; (3) Development: 2004 m=24.2; 2005 m=31.6; 2006 m=29.8; 2007 m=26; (4) Clinical & abnormal: 2004 m=31.5; 2005 m=42.8; 2006 m=44.2; 2007 m=48; (5) Social: 2004 m=31; 2005 m=40.2; 2006 m=33.1; 2007 m=40; (6) Measurement & methodology: 2004 m=38.8; 2005 m=38.3; 2006 m=38.2; 2007 m=37]

5c. Use of Results (How did you use the findings?)

Changed delivery of instruction

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

SOS and Major Field Tests Reports in Undergraduate Coordinator's Office

*College of Juvenile Justice and Psychology
Department of Psychology
Master of Science Degree Program in Juvenile Forensic Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Program**

**Juvenile Forensic Psychology
(Instructional/Degree Program)**

**Master of Science
(Degree Level)**

**2004 to present
(Assessment Period Covered)**

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

1. Demonstrate knowledge of primary psychological theories.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Students are assessed through a combination of taking *either* 33 hours of coursework along with 3 credits for a Thesis option, *or* 33 hours of coursework along with completing 400 hours in an Externship option..

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Course Exams

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The majority of students complete the program requirements with a 3.0 or better GPA.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Course materials are kept up-to-date and revised as needed.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Thesis Defense or Externship Completion.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

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Department of Psychology
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Only a small number of students chose to do the thesis; most complete the externship hours.

4c. Use of Results (How did you use the findings?)

Improve advising to encourage completing the thesis and doing the externship.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Administer surveys to alumni

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

A small number go on to pursue a doctorate; the majority are working in their field.

5c. Use of Results (How did you use the findings?)

Reconfiguring program requirements to align with state LPA licensure criteria.

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student files are located in Psychology Department office; copies of theses located in the Dean's office; department discussion data and program changes located in Department Head's office.

*College of Juvenile Justice and Psychology
Department of Psychology
Master of Science Degree Program in Juvenile Forensic Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Program**

Juvenile Forensic Psychology
(Instructional/Degree Program)

Master of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

2. Demonstrate knowledge of basic concepts of psychological assessment with juveniles.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Students completing the Externship option are required to take two semesters of psychological assessment.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Evaluation of individual face-to-face assessments of pseudo-clients.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Most students successfully complete their assessment coursework.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Review and updating of psychological assessment tools, as well as evaluation of training methodologies to insure subject mastery.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Administration of written exams over assessment material and evaluation.

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Most students successfully complete their assessment coursework.

4c. Use of Results (How did you use the findings?)

Review and update content delivery.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Administer alumni survey.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

A small number go on to pursue a doctorate; the majority are working in their field.

5c. Use of Results (How did you use the findings?)

Reconfiguring program requirements to align with state LPA licensure criteria

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student files are located in Psychology Department office; copies of theses located in the Dean's office; department discussion data and program changes located in Department Head's office.

*College of Juvenile Justice and Psychology
Department of Psychology
Master of Science Degree Program in Juvenile Forensic Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Program**

Juvenile Forensic Psychology
(Instructional/Degree Program)

Master of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

3. Demonstrate knowledge of basic concepts of forensic psychology and juvenile forensic psychology.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Offered concept-specific courses.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Exams, presentations, papers.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The majority of students successfully complete the coursework.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Review & update content; evaluate course pedagogy.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Performance on assessment instruments related to children and adolescents.

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Most successfully complete assessment courses.

4c. Use of Results (How did you use the findings?)

Review and updating of psychological assessment tools, as well as evaluation of training methodologies to insure subject mastery.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Administer alumni survey.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

A small number go on to pursue a doctorate; the majority are working in their field.

5c. Use of Results (How did you use the findings?)

Reconfiguring program requirements to align with state LPA licensure criteria

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student files are located in Psychology Department office; copies of theses located in the Dean's office; department discussion data and program changes located in Department Head's office.

*College of Juvenile Justice and Psychology
Department of Psychology
Master of Science Degree Program in Juvenile Forensic Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Program**

Juvenile Forensic Psychology
(Instructional/Degree Program)

Master of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

4. Demonstrate knowledge of professionalism in the field.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Require course in ethics; closely monitor fieldwork experiences.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Exam outcomes.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Most successfully complete course.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Change course format to address APA ethical standards.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Monitor fieldwork experiences through reports from site supervisors.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

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The majority of sites report the students' work as satisfactory.

4c. Use of Results (How did you use the findings?)

Stay in close contact with site supervisors & address problems in a timely manner.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Administer alumni survey.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

A small number go on to pursue a doctorate; the majority are working in their field.

5c. Use of Results (How did you use the findings?)

Reconfiguring program requirements to align with state LPA licensure criteria

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student files are located in Psychology Department office; copies of theses located in the Dean's office; department discussion data and program changes located in Department Head's office.

Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs

Juvenile Justice
(Instructional/Degree Program)

Master of Science
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

Students will demonstrate a familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends undergirding the juvenile justice system.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Students are assessed through a combination of taking *either* 30 hours of coursework along with 6 credits for a Thesis option, *or* 36 hours of coursework along with Comprehensive Exams.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Students have been given the option of taking Comprehensive Exams and taking two additional classes (in lieu of the Thesis Option) to demonstrate familiarity with the Learning Outcomes in #1 (major concepts, et. al.). Comprehensive Exams measure all main areas of study (including Theory, Research Methods, and Statistics).

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

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4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Teacher competence for new on-line eCourse classes has been established by certification program.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

100% of all Professors teaching MA classes through on-line eCourses have now been certified.

4c. Use of Results (How did you use the findings?)

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

5c. Use of Results (How did you use the findings?)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student progress and Exam results for 2008 and 2009 are located in the office of Sandy Siegmund, Executive Secretary of the Dept. of Justice Studies. Also in Ms. Siegmund's office are the minutes for a Meeting we had (in December 2008) to discuss and assess progress with these matters.

*College of Juvenile Justice and Psychology
Department of Psychology
Doctor of Philosophy Degree Program in Clinical Adolescent Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Clinical Adolescent Psychology
(Instructional/Degree Program)

Ph.D.
(Degree Level)

2008 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

1. Know the history, theoretical models and current professional and ethical standards relevant to the field of clinical psychology

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Require as part of core curriculum.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Administer exams, as well as assign presentation and paper assignments

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage of doctoral students successfully completing required coursework.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Review course assessments and syllabi and make necessary modifications in order to enhance program curriculum consistency with APA doctoral level standards.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Implement comprehensive examinations after all coursework is successfully completed.

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Most students pass both parts of the comprehensive exam; most students produce research presentations and publications consistent with APA standards.

4c. Use of Results (How did you use the findings?)

Review areas of knowledge base where students show performance difficulties; examine course syllabi and assessments in order to make program curriculum modifications that enhance consistency with APA standards; provide additional support to students in areas of weakness.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Review of practicum training supervisor evaluations of students' performances and check for patterns of area weaknesses and strengths within and across student cohorts; review practicum experiences (training offerings)

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Most students acquire high performance evaluation ratings from practicum supervisors; Percentage of students who produce practicum work activity logs that reflect internship application competitiveness (variety of clinical experiences and # of clinical practicum hours)

5c. Use of Results (How did you use the findings?)

Examine students' the relationship between individual practica performance ratings, experience variety and cumulative work activity log hours to determine students' doctoral internship competitiveness (i.e., successful attainment of internship placement)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Work activity logs in student files located in the office of Dr. Bonnie Walker, Department Head; meeting minutes, reflecting discussion of data and program changes located in the office of Dr. Walker) N/A

Will review student files (i.e., transcripts, work activity logs, practicum performance evaluations, administrative letters, etc.) located in the Graduate Psychology Department office; minutes of discussions of data with Dr. Bonnie Walker, Department Chair, regarding planned program changes located in Department Head's office.

*College of Juvenile Justice and Psychology
Department of Psychology
Doctor of Philosophy Degree Program in Clinical Adolescent Psychology*

**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Clinical Adolescent Psychology
(Instructional/Degree Program)

Ph.D.
(Degree Level)

2008 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

2. Know theory and research related to mechanisms by which biological, social, and individual difference factors influence the psychological functioning of individuals

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Require as part of core curriculum

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Administer unit and cumulative exams and assign presentations, and papers.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage? of doctoral students successfully complete required coursework.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Review course assignments and syllabi and make necessary modifications to both in order to enhance program curriculum consistency with APA doctoral level standards.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Implement comprehensive examination after all coursework is successfully completed.

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Percentage of students who pass both parts of the comprehensive exam on first attempt; students produce research presentations and publications consistent with APA standards.

4c. Use of Results (How did you use the findings?)

Review areas of knowledge base where students show performance difficulties; examine course assessments and syllabi in order to make modifications that are consistent with APA standards; provide additional support to students in areas of weakness.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Review of practicum training supervisor evaluations of student's performances and check for patterns of area weaknesses and strengths (i.e., case conceptualization) within and across student cohorts; review practicum experiences (training offerings).

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Percentage of students? who acquire high performance evaluation ratings from practicum supervisors; percentage of students who produce practicum work activity logs that reflect internship application competitiveness (i.e., variety of clinical experiences; high number of clinical practicum hours, approximately 800 to 900 hours)

5c. Use of Results (How did you use the findings?)

Examine the relationships among student practica performance ratings, experience variety and cumulative work activity log hours to determine students' doctoral internship competitiveness (i.e., successful attainment of internship placement)

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student files (i.e., transcripts, work activity logs, practicum performance evaluations, administrative letters, etc.) located in the Graduate Psychology Department office; minutes of meeting discussions of data and program changes that occur in Department Head's office.

*College of Juvenile Justice and Psychology
Department of Psychology
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**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Clinical Adolescent Psychology
(Instructional/Degree Program)

Ph.D.
(Degree Level)

2008 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

3. Know research models, methods and designs, and statistics associated with empirical study in psychology and related disciplines

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Require as part of core curriculum and completion of dissertation research.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Implementation of course exams; course assignments of critical review papers, research presentations.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The majority (percentage) of doctoral students successfully complete required coursework; students produce research results and present research at regional and/or national conferences.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Review course assessments and syllabi and make necessary modifications to both in order to enhance program curriculum consistency with APA standards; provide additional support to students who show weaknesses in areas of knowledge and research production.

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- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Implement comprehensive examination after all coursework is successfully completed

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage? pass both parts of their comprehensive exams.

- 4c. Use of Results** (How did you use the findings?)

Review course assessments and syllabi, areas of student strengths and weaknesses across cohort; make necessary changes to enhance program curriculum consistency with APA standards; provide additional support to students in areas of difficulty.

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Students' appropriate development of dissertation methods section (i.e., research design and statistical procedures)

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage of students generate appropriate dissertation methods section with appropriate level of independence (etc., use appropriate research and statistics references and/or professional consultation, if necessary)

- 5c. Use of Results** (How did you use the findings?)

Review course assessment, and syllabi; make changes to program curriculum, accordingly, consistent with APA standards; provide necessary support to students who show weaknesses in area.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student files(i.e., transcripts, level of coursework in methods/statistics, etc.) located in Graduate Psychology Department office; minutes of discussions of data and program changes located in Department Head's office

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**Report Form A-1
Assessment of Student Learning Outcomes for Educational Programs**

Clinical Adolescent Psychology
(Instructional/Degree Program)

Ph.D.
(Degree Level)

2008 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

4. Apply knowledge and skills for conducting clinical interviews and administering, scoring, interpreting, and communicating results from psychological assessment instruments.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Require at least two semesters of assessment coursework that include assessment lab activities for developing assessment skills with a variety of test instruments related to measurement of cognitive, academic achievement, social and emotional functioning.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Implement course exams; evaluate report write-up of actual or vignette assessment data. Administer proficiency evaluations to determine student test instrument competency.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage of students pass course exams and report write-ups and proficiency evaluations at or above predetermined criterion level by the second trial of evaluation

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Determine readiness for assignment to external practicum; review course assessments and syllabi and make program curriculum changes consistent with APA standards.

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- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Administer proficiency evaluations to determine student test instrument competency

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage? of students achieve pass proficiency evaluation at or above criterion level.

- 4c. Use of Results** (How did you use the findings?)

Determine readiness for assignment to external practicum or internship placement competitiveness

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Practicum supervisor performance evaluation ratings in assessment area.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage?of students evaluations indicate above average ratings in all areas of assessment.

- 5c. Use of Results** (How did you use the findings?)

Examine student assessment performances for monitoring internship placement competitiveness.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student files (i.e., student transcripts, mock client report write-up artifacts, etc.) located in Graduate Psychology Department office or true outcomes uploaded artifacts; minutes of discussions of data and program changes located in Department Head's office.

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Clinical Adolescent Psychology
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Ph.D.
(Degree Level)

2008 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

5. Apply knowledge and skills for effective therapist-client relationship building and delivery of empirically-based individual and group intervention models.

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Require text readings along with internal practicum coursework which includes student observations of and participation in relationship building activities and application of specific intervention models.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Instructor/supervisor evaluation (rubric) of student-conducted rapport building and empirically based intervention applications.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Within specified time limits, students demonstrate satisfactory improvement in applying effective therapist-client interaction methods and intervention applications.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Review and refine evaluation of internal practicum instructor observation and evaluation techniques; determine readiness for external practicum assignment; provide additional support to students whose targeted skills acquisitions are deficient.

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- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

External practicum supervisor performance evaluations.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage of students who earn average or better external practicum supervisor ratings on performance evaluations.

- 4c. Use of Results** (How did you use the findings?)

Examine evaluations to determine any patterns of weaknesses and strengths among practicum student cohort; revise related coursework, as necessary; provide additional support to students in areas of weakness.

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Internship placement.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Percentage of student applicant attainment of internship placement; feedback attained by unsuccessful applicants from internship training directors.

- 5c. Use of Results** (How did you use the findings?)

Examine feedback to determine strategies for strengthening student application and other support required to enhance student internship competitiveness.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Student files (transcripts) located in Graduate Psychology Department office and Director of Training internship application records; minutes of discussions between Doctoral Training Committee and Department Head about data and program changes.

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Juvenile Justice Studies
(Instructional/Degree Program)

Doctoral
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

1. Use advanced statistical tests appropriate for the doctoral level

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

There has been student instruction in two courses – Advanced Statistics I and II; the dissertation; supervision while a research assistant, or simply in collaboration with faculty on research efforts; comprehensive examination and the dissertation process.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Direct measures include within course assignments and examinations.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The students have been improving each year.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The instructor adjusted methods of course instruction and assignments.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

There have been comprehensive examinations each year involving statistics.

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Most students eventually pass their comprehensive examinations.

4c. Use of Results (How did you use the findings?)

There were faculty meetings to look at the statistics knowledge required after course work and discussions of how to improve student performance.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

There is the dissertation product.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Some students have been able to select the appropriate tests, run and interpret their results themselves. Others have been able to perform these functions with varying levels of assistance from their instructors.

5c. Use of Results (How did you use the findings?)

More work with students on using, analyzing and interpreting data themselves in the courses and during the dissertation with committee members. The faculty have also exposed students to a variety of statistical aids that are available in print and online.

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Syllabi are available in the Department Office; assignments in Dr. Solomon Osho's office; comprehensive examinations are in the Department Office; copies of dissertations are both in the library and the Dean's Office.

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Doctoral
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2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

2. Use advanced research methodologies appropriate for the doctoral level

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction; student seminars; conference and symposium attendance and presentations; research assistantships, the dissertation

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Each year, there have been course examinations, comprehensive examinations, and observations of students at conferences.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The students are learning. Most pass their courses indicating mastery of the knowledge area; most pass their comprehensive examinations and the students do very well presenting their research.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

We have had regular (often monthly faculty meetings to discuss student learning in the various courses). We have made changes in individual instruction and we have proposed changing how comprehensive examinations are conducted.

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- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Secondary measure has been student research publications.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The number and quality of student publications have been increasing.

- 4c. Use of Results** (How did you use the findings?)

The faculty has been assisting students in identifying publication outlets for their work and assisting students with networking with others in the discipline who might facilitate their success. The college also has its own refereed journal in which students have published.

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

There are alumni surveys of where the students are and how they are doing. Students are surveyed on a regular basis.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The students have full time employment, largely in research and or teaching institutions of higher learning.

- 5c. Use of Results** (How did you use the findings?)

We have encouraged students to continue networking with the region and nationally in keeping with our goals to serve those in juvenile justice.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Course syllabi, conference programs, student publications and alumni survey results are available in the department head's office. Dissertations are available in the Dean's Office and the university library.

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**Report Form A-1
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Juvenile Justice Studies
(Instructional/Degree Program)

Doctoral
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

3. Critique theoretical formulations

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Courses emphasize theoretical critique JJUS 7773, JJUS 7873 and JJUS; the dissertation process

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Each year there have been comprehensive examinations.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The students are learning. Most pass their courses indicating mastery of the knowledge area; most pass their comprehensive examinations and the students do very well critiquing theories in their examinations. This was not always the case; earlier some of the strongest students in a course might fail that section of comprehensive examinations.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Evidently, essay test taking skills were a problem. Thus, faculty increasingly gave comprehensive examination-type essay examinations in courses – so that students might become proficient at integrating and articulating knowledge learned.

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- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

We have done survey or graduates.

- 4b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Students are placed in the discipline, largely in higher education.

- 4c. Use of Results** (How did you use the findings?)

We improved exposure to senior persons in the academe via student participation in conferences.

- 5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Student publications.

- 5b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The number and quality of student publications have been improving.

- 5c. Use of Results** (How did you use the findings?)

For incoming students with strong scores, we began offering three years of funding instead of two so that the students might remain local, close to faculty who might then supervise them for a longer period toward scholarly productivity.

- 6. Documentation** (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Examinations are in the instructors offices; comprehensive examination results in the Department Office; Alumni surveys are in the Dean's Office; publications are available in the library databases and or from faculty mentors on specific student publications.

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(Instructional/Degree Program)

Doctoral
(Degree Level)

2004 to present
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Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

4. Practice professional standards of the discipline

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

Course instruction – Advanced Statistics I and II; the dissertation; supervision while a research assistant, or simply in collaboration with faculty on research efforts; comprehensive examination and the dissertation process.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Direct measures included within course assignments and examinations.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

The students have been improving each year.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

The instructor adjusted methods of course instruction and assignments.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

There have been comprehensive examinations each year involving statistics.

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4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Most students eventually pass their comprehensive examinations.

4c. Use of Results (How did you use the findings?)

There were faculty meetings to look at the statistics knowledge required after course work and discussions of how to improve student performance.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

There is the dissertation product.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

Some students have been able to select the appropriate tests, run and interpret their results themselves. Others have been able to perform these functions with varying levels of assistance from their instructors.

5c. Use of Results (How did you use the findings?)

More work with students on using, analyzing and interpreting data themselves in the courses and during the dissertation with committee members. The faculty have also exposed students to a variety of statistical aids that are available in print and online.

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Syllabi are available in the Department Office; assignments in Dr. Solomon Osho's office; comprehensive examinations are in the Department Office; copies of dissertations are both in the library and the Dean's Office.

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Juvenile Justice Studies
(Instructional/Degree Program)

Doctoral
(Degree Level)

2004 to present
(Assessment Period Covered)

Instructions: This form should be used to report on each of your **Student Learning Outcomes**. You may not assess every program learning outcome every year, but you will have a report for *each* outcome based on the year that it *was* assessed.

- 1. Student Learning Outcome** (What did your program want your students to know or be able to do as program completers?)

5. Produce scholarly research

- 2. Strategies Used to Meet Student Learning Outcome** (What did you do?)

The strategies included course instruction; student seminars; facilitating professional conference participation; research assistantships; comprehensive examinations; requiring an empirical dissertation.

- 3a. First Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

Course examination and papers such as in Advanced Research Methods I and II.

- 3b. Results/ Findings** (How did you do? Summarize assessment data collected.)

Most of the students were successful in these courses. Some produced research papers that have been published.

- 3c. Use of Results** (How did you use the findings, e.g., maintain, improve, change, etc.)

Instruction techniques, course requirements, instructors and course materials have all been adjusted with the aim of improving student learning.

- 4a. Second Direct Measure or Means of Assessment for Student Learning Outcome above** (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc.).

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Conference papers, presentations and research publications.

4b. Results/ Findings (How did you do? Summarize assessment data collected.)

Students have been successful.

4c. Use of Results (How did you use the findings?)

Student performance at professional meetings has been discussed in faculty meetings; rehearsals with faculty are available before conferences; faculty attends and offer feedback on professional presentations. Faculty also offers guidance on publishing.

5a. Third Direct (or Indirect) Measure or Means of Assessment for Student Learning

Outcome above (Briefly explain the means or measure and how you determined achievement, e.g., Direct: Pre-Post Test; Capstone; Licensure Exam; etc., Indirect: Alumni Survey; Interviews; NSSE; etc.).

Dissertations.

5b. Results/ Findings (How did you do? Summarize assessment data collected.)

The dissertations have been improving in rigor and overall quality. Students were increasingly proficient in their use of APA style. More attention was necessary regarding the quality of student writing.

5c. Use of Results (How did you use the findings?)

Students were required to write regularly in most courses, as faculty offer writing instruction and recommend use of the campus writing laboratory. Students have also been required as part of many classes to take an online research ethics course, APA style and plagiarism course. Students have also been required to utilize the services of an editor as necessary.

6. Documentation (What is the evidence and where is it located? Give specific details, e.g., Licensure Exam Summary Results for 2007 are located in the office of Dr. Jane Smith, Department Head; Meeting minutes from April 23, 2006, and May 7, 2006, reflecting discussion of data and program changes are located in the office of Dr. Jane Smith, Department Head, etc.)

Course examinations are in Dr. Jon Sorensen and Dr. Camille Gibson's offices; dissertations are in the library and in the Dean's Office; a publication list is maintained by the Texas Juvenile Crime Prevention Center and the publications themselves might be accessed through the library and, or the Department Office. The online course results are maintained by individual faculty (the institutional review board has copies of online ethics completion); Drs. Cintron and Gibson have copies in their offices of APA and

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plagiarism online training.