Assessment of student learning

The Bachelor of Science in Criminal Justice Administration program provides students with a strong foundation in criminal justice principles, concepts and theories, as well as a practice orientation to justice administration in the areas of police, courts and corrections.

The BS/CJA is in the planning stages of programmatic assessment. The assessment strategy will be consistent with that of other programs in the college. The College of Criminal Justice and Security assesses students’ progress throughout their course of study to determine how well they are meeting program outcomes. The assessment approach addresses both formative and summative learning through collection and analysis of evidence throughout the program. The results of the formal assessment annual reporting, combined with feedback from faculty members, subject matter experts, Faculty Council, and College of Criminal Justice and Security staff, are all used to ensure the continuous quality improvement of the program through data-driven curriculum revisions and enhancements.

BS/CJA program learning outcomes

Program outcomes for the BS/CJA program are based on accreditation and quality standards published by the Academy of Criminal Justice Sciences (ACJS). These program student learning outcomes represent the knowledge and skills the college expects students to possess upon graduating from the program. The learning outcomes are reviewed on an ongoing basis to ensure that they remain current as the field of security continues to evolve.

The current BS/CJA student learning outcomes are listed below. The category and the specific learning outcomes are included:

- **Criminology**: Students will be able to explain theories of crime and their impact on society and public policy.
- **Legal/ethics**: Students will be able to apply ethical standards, criminal law and criminal procedure to situations in the criminal justice system.
- **Police**: Students will be able to explain historical and contemporary roles, practices and issues of policing in the United States.
- **Courts**: Students will be able to explain the evolution of the court system and current configuration, processes and participants.
- **Corrections**: Students will be able to explain the historical and contemporary roles, practices and issues of institutional and community corrections in the United States.
- **Organizational behavior**: Students will be able to explain organizational theories and administrative issues applicable to criminal justice organizations.
- **Research**: Students will be able to describe quantitative and qualitative research tools and apply research methods to criminal justice situations.
- **Coordination**: Students will be able to synthesize knowledge of the police, courts and corrections into a comprehensive framework for explaining the relationship and coordination between elements of the criminal justice system.
University learning goals
In addition to program-specific learning outcomes, University of Phoenix has a set of institution-wide learning goals. These University learning goals encapsulate the knowledge, skills and values the institution aims to help students develop through their educational experiences, regardless of the program of study they are enrolled in. The University learning goals cover the following areas:

- Professional competence and values
- Critical thinking and problem-solving
- Communication
- Information utilization
- Collaboration

Student learning assessments
The BS/CJA program will measure student learning outcomes using multiple methods of direct and indirect assessments. Below is a brief description of some of the key evidence measures:

A. Course Grades
These are grades achieved by students in key courses that are directly aligned with demonstrating program outcomes.

B. Benchmark assignments/performance assessments
These are standardized, course-embedded assignments that directly assess specific student learning outcomes at various points in the curriculum.

C. Senior Surveys
Students provide feedback concerning the effectiveness of the course of study related to the program learning outcomes.

D. ETS® Proficiency Profile
The Proficiency Profile, formerly known as the Measure of Academic Proficiency and Progress (MAPP), is a standardized assessment developed by Educational Testing Service (ETS) to assess undergraduate students’ reading, writing, mathematics and critical-thinking skills in the context of the humanities, social sciences and natural sciences.

E. National Survey of Student Engagement (NSSE®)
A standardized, self-reporting questionnaire for undergraduates was developed and is administered by the Center for Survey Research at Indiana University. The NSSE measures student perceptions and behaviors on various dimensions of engagement and institutional effectiveness.

F. Alumni Academic Questionnaire
Developed by University of Phoenix, this web-based questionnaire aligns with the University’s mission and student outcomes and is administered every two years by the University’s Office of Learning Assessment and Academic Research Group to graduates who have completed their programs within the past two to three years.