

## PROGRAM ASSESSMENT REPORT

*East Central University*

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**Program Name: Criminal Justice (Undergraduate)**

**College/School Name: College of Liberal Arts and Social Sciences**

**Academic Year Assessed: 2020/2021**

### **Assessment Report Requirements:**

1. **Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
2. **Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
  - Assessing through the program gives you the ability to identify weak points for improvement.
3. **Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
4. **Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
5. **Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
  - *The Office of Institutional Effectiveness pays for external testing.*
6. **Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
7. **Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
8. **File Name:** Use the following format to name this file before uploading:
  - Program Name Degree Level Asmt Report AY XXXX-XX
  - e.g., Art BFA Asmt Report AY 2020-21
  - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
9. **Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

**See Glossary of Terms for further explanation:**

**UGRP\_ECU Unit Assessment Team >> General channel >> Files.**

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### **Assessment Plan, Data, and Analysis**

#### **Mission Statements & Goals**

##### **EAST CENTRAL UNIVERSITY MISSION STATEMENT:**

**We educate and empower students to understand and transform our world.**

##### **PROGRAM GOAL(S):**

1. Subject Mastery—The criminal justice program will provide the knowledge and tools necessary for a complete understanding of the causes of crime and societies reaction to crime. Students will have a thorough understanding of the police function, criminal investigation, legal aspects of criminal justice, criminal behavior theory, and correctional institutions.
2. Critical Thinking—To prepare our graduates for leadership roles in law enforcement, we will create a course of study that will stimulate the student to raise relevant and critical question relating to crime and its control. Students will have a comprehensive understanding of theories of crime and delinquency, as well as the social control agents involved in the application and enforcement of the criminal laws.
3. Skills Application—The Criminal Justice program will provide willing students with the knowledge and skills necessary to pass Council on Law Enforcement Education and Training (CLEET) state certification as a Peace Officer in the State of Oklahoma via the Collegiate Officers Program (COP).

##### **ASSESSMENT ACROSS THE PROGRAM STATEMENT:**

The faculty of the criminal justice program assess student learning by focusing on measure of the three program goals: subject mastery, critical thinking, and skills application. Subject mastery and critical thinking is assessed at both the beginning and end of the program through multiple choice exams and reflective essays. Skills application is measured at the end of the program through surveys and the Council on Law Enforcement Training (CLEET) exit exam.

##### **EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:**

If YES, provide name of instrument *and* whether instrument is currently used for assessment.  
If NO, state No.

The CLEET exam is an external instrument utilized for criminal justice program assessment. This exam measures skills and knowledge of criminal justice students who graduate from the COPS program and who self-select to take the exam. While this exam is not available to upload for assessment review, it measures the program goals of skills application.

##### **STUDENT LEARNING OUTCOME 1:**

Students will acquire a comprehensive understanding of the five criminal justice areas—criminal behavior, adult corrections, juvenile justice systems, police administration, and legal aspects of the criminal justice system.

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**Criterion 1.1:** SWBAT demonstrate knowledge of the theoretical underpinnings of criminal behavior.

**Instrument/Measurement:** Quantitative measure exam created by faculty titled Criminal Justice Assessment Exam. Students will take a 50 question multiple choice exam in Intro to Criminal Justice as a pre-test of core criminal justice concept knowledge. Students will take the same 50 question multiple choice exam in Criminal Investigation II as a post-test of core criminal justice concept knowledge. This measure will allow assessment of student knowledge acquisition across the program. (See Appendix A).

**Population:** All students enrolled in CRJS 2233 Intro to Criminal Justice in FA 19 (2 sections) for the pre-test, and all students enrolled in CRJS 4343 SP 20 (1 section) for the post-test.

**Standard:** CRJS 2233 students will score an aggregate mean score of 30%. CRJS 4343 students will score an aggregate mean score of 80% or higher.

**Table:** Multiple Choice Exam for CRJS 2233 and CRJS 4343

| Course   | n  | Range of scores | SD   | Mean Score |
|--|----|-----------------|------|------------|
| CRJS 2233<br>FA 2019<br>(2 sections)<br>[PRE-TEST] | 44 | 0-90            | 8.7  | 55.74%     |
| CRJS 4343<br>SP 2020<br>(1 section)<br>[POST-TEST] | 12 | 0-90            | 12.9 | 80.83%     |

**Analysis Table:** A response is required for each question in the table.

| Analysis Question  | Analysis Response  |
|--|--|
| 1. Was your standard met or not met for the year?  | Met  |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | Preliminary analysis comparing the introductory criminal justice class and a senior level class demonstrates that students perform better on the multiple-choice assessment exam after they have completed the required criminal justice courses.  |
| 3. Discuss possible reasons why the unit performed as it did this year.  | It is clear from this data the score increase from CRJS 2233 to CRJS 4343 is due to students' retention of knowledge from core curriculum areas in the criminal justice program. Other contributing factors to the increase in scores in the post-test could be due to attrition of students who did not possess an interest in criminal justice and/or changed majors. Additionally, the sample size in the pre-test is much larger than the sample size in the |

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|  | post-test, possibly leading to conflation in test scores and knowledge in both the pre and post-tests.   |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.   | Five years of data does not exist as the program assessment plan changed during the 2019-2020 AY.  |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | The assessment used contains 50 multiple choice questions (10 questions from each of the 5 core areas). In the next AY assessment faculty will differentiate between scores in each of the 5 areas in order to more accurately measure each criterion. |

**Criterion 1.2:** SWBAT demonstrate knowledge of adult corrections.

**Instrument/Measurement:** Quantitative measure exam. Students will take a 50 question multiple choice exam in Intro to Criminal Justice as a pre-test of core criminal justice concept knowledge. Students will take the same 50 question multiple choice exam in Criminal Investigation II as a post-test of core criminal justice concept knowledge. This measure will allow assessment of student knowledge acquisition across the program. (See Appendix A).

**Population:** All students enrolled in CRJS 2233 Intro to Criminal Justice in FA 19 (2 sections) for the pre-test, and all students enrolled in CRJS 4343 SP 20 (1 section) for the post-test.

**Standard:** CRJS 2233 students will score an aggregate mean score of 30%. CRJS 4343 students will score an aggregate mean score of 80% or higher.

**Table:** Multiple Choice Exam for CRJS 2233 and CRJS 4343

| Course   | n  | Range of scores | SD   | Mean Score |
|--|----|-----------------|------|------------|
| CRJS 2233<br>FA 2019<br>(2 sections)<br>[PRE-TEST] | 44 | 0-90            | 8.7  | 55.74%     |
| CRJS 4343<br>SP 2020<br>(1 section)<br>[POST-TEST] | 12 | 0-90            | 12.9 | 80.83%     |

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**Analysis Table:** A response is required for each question in the table.

| Analysis Question  | Analysis Response   |
|--|---|
| 1. Was your standard met or not met for the year?  | Met   |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).   | Preliminary analysis comparing the introductory criminal justice class and a senior level class demonstrates that students perform better on the multiple-choice assessment exam after they have completed the required criminal justice courses.   |
| 3. Discuss possible reasons why the unit performed as it did this year.  | It is clear from this data the score increase from CRJS 2233 to CRJS 4343 is due to students' retention of knowledge from core curriculum areas in the criminal justice program. Other contributing factors to the increase in scores in the post-test could be due to attrition of students who did not possess an interest in criminal justice and/or changed majors. Additionally, the sample size in the pre-test is much larger than the sample size in the post-test, possibly leading to conflation in test scores and knowledge in both the pre and post-tests. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.   | Five years of data does not exist as the program assessment plan changed during the 2019-2020 AY.   |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | The assessment used contains 50 multiple choice questions (10 questions from each of the 5 core areas). In the next AY assessment faculty will differentiate between scores in each of the 5 areas in order to more accurately measure each criterion.  |

**Criterion 1.3:** SWBAT demonstrate knowledge of the juvenile justice system.

**Instrument/Measurement:** Quantitative measure exam. Students will take a 50 question multiple choice exam in Intro to Criminal Justice as a pre-test of core criminal justice concept knowledge. Students will take the same 50 question multiple choice exam in Criminal Investigation II as a post-test of core criminal justice concept knowledge. This measure will allow assessment of student knowledge acquisition across the program. (See Appendix A).

**Population:** All students enrolled in CRJS 2233 Intro to Criminal Justice in FA 19 (2 sections) for the pre-test, and all students enrolled in CRJS 4343 SP 20 (1 section) for the post-test.

**Standard:** CRJS 2233 students will score an aggregate mean score of 30%. CRJS 4343 students will score an aggregate mean score of 80% or higher.

**Table:** Multiple Choice Exam for CRJS 2233 and CRJS 4343

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| Course   | n  | Range of scores | SD   | Mean Score |
|--|----|-----------------|------|------------|
| CRJS 2233<br>FA 2019<br>(2 sections)<br>[PRE-TEST] | 44 | 0-90            | 8.7  | 55.74%     |
| CRJS 4343<br>SP 2020<br>(1 section)<br>[POST-TEST] | 12 | 0-90            | 12.9 | 80.83%     |

**Analysis Table:** A response is required for each question in the table.

| Analysis Question  | Analysis Response   |
|--|---|
| 1. Was your standard met or not met for the year?  | Met   |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).   | Preliminary analysis comparing the introductory criminal justice class and a senior level class demonstrates that students perform better on the multiple-choice assessment exam after they have completed the required criminal justice courses.   |
| 3. Discuss possible reasons why the unit performed as it did this year.  | It is clear from this data the score increase from CRJS 2233 to CRJS 4343 is due to students' retention of knowledge from core curriculum areas in the criminal justice program. Other contributing factors to the increase in scores in the post-test could be due to attrition of students who did not possess an interest in criminal justice and/or changed majors. Additionally, the sample size in the pre-test is much larger than the sample size in the post-test, possibly leading to conflation in test scores and knowledge in both the pre and post-tests. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.   | Five years of data does not exist as the program assessment plan changed during the 2019-2020 AY.   |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | The assessment used contains 50 multiple choice questions (10 questions from each of the 5 core areas). In the next AY assessment faculty will differentiate between scores in each of the 5 areas in order to more accurately measure each criterion.  |

**Criterion 1.4:** SWBAT demonstrate knowledge of police administration.

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**Instrument/Measurement:** Quantitative measure exam. Students will take a 50 question multiple choice exam in Intro to Criminal Justice as a pre-test of core criminal justice concept knowledge. Students will take the same 50 question multiple choice exam in Criminal Investigation II as a post-test of core criminal justice concept knowledge. This measure will allow assessment of student knowledge acquisition across the program. (See Appendix A).

**Population:** All students enrolled in CRJS 2233 Intro to Criminal Justice in FA 19 (2 sections) for the pre-test, and all students enrolled in CRJS 4343 SP 20 (1 section) for the post-test.

**Standard:** CRJS 2233 students will score an aggregate mean score of 30%. CRJS 4343 students will score an aggregate mean score of 80% or higher.

**Table:** Multiple Choice Exam for CRJS 2233 and CRJS 4343

| Course   | n  | Range of scores | SD   | Mean Score |
|--|----|-----------------|------|------------|
| CRJS 2233<br>FA 2019<br>(2 sections)<br>[PRE-TEST] | 44 | 0-90            | 8.7  | 55.74%     |
| CRJS 4343<br>SP 2020<br>(1 section)<br>[POST-TEST] | 12 | 0-90            | 12.9 | 80.83%     |

**Analysis Table:** A response is required for each question in the table.

| Analysis Question  | Analysis Response  |
|--|--|
| 1. Was your standard met or not met for the year?  | Met  |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | Preliminary analysis comparing the introductory criminal justice class and a senior level class demonstrates that students perform better on the multiple-choice assessment exam after they have completed the required criminal justice courses.  |
| 3. Discuss possible reasons why the unit performed as it did this year.  | It is clear from this data the score increase from CRJS 2233 to CRJS 4343 is due to students' retention of knowledge from core curriculum areas in the criminal justice program. Other contributing factors to the increase in scores in the post-test could be due to attrition of students who did not possess an interest in criminal justice and/or changed majors. Additionally, the sample size in the pre-test is much larger than the sample size in the |

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|  | post-test, possibly leading to conflation in test scores and knowledge in both the pre and post-tests.   |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.   | Five years of data does not exist as the program assessment plan changed during the 2019-2020 AY.  |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | The assessment used contains 50 multiple choice questions (10 questions from each of the 5 core areas). In the next AY assessment faculty will differentiate between scores in each of the 5 areas in order to more accurately measure each criterion. |

**Criterion 1.5:** SWBAT demonstrate knowledge of the legal aspects of the criminal justice system.

**Instrument/Measurement:** Quantitative measure exam. Students will take a 50 question multiple choice exam in Intro to Criminal Justice as a pre-test of core criminal justice concept knowledge. Students will take the same 50 question multiple choice exam in Criminal Investigation II as a post-test of core criminal justice concept knowledge. This measure will allow assessment of student knowledge acquisition across the program. (See Appendix A).

**Population:** All students enrolled in CRJS 2233 Intro to Criminal Justice in FA 19 (2 sections) for the pre-test, and all students enrolled in CRJS 4343 SP 20 (1 section) for the post-test.

**Standard:** CRJS 2233 students will score an aggregate mean score of 30%. CRJS 4343 students will score an aggregate mean score of 80% or higher.

**Table:** Multiple Choice Exam for CRJS 2233 and CRJS 4343

| Course   | n  | Range of scores | SD   | Mean Score |
|--|----|-----------------|------|------------|
| CRJS 2233<br>FA 2019<br>(2 sections)<br>[PRE-TEST] | 44 | 0-90            | 8.7  | 55.74%     |
| CRJS 4343<br>SP 2020<br>(1 section)<br>[POST-TEST] | 12 | 0-90            | 12.9 | 80.83%     |

**Analysis Table:** A response is required for each question in the table.

| Analysis Question                                 | Analysis Response |
|---|-------------------|
| 1. Was your standard met or not met for the year? | Met               |



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|--|---|
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).   | Preliminary analysis comparing the introductory criminal justice class and a senior level class demonstrates that students perform better on the multiple-choice assessment exam after they have completed the required criminal justice courses.   |
| 3. Discuss possible reasons why the unit performed as it did this year.  | It is clear from this data the score increase from CRJS 2233 to CRJS 4343 is due to students' retention of knowledge from core curriculum areas in the criminal justice program. Other contributing factors to the increase in scores in the post-test could be due to attrition of students who did not possess an interest in criminal justice and/or changed majors. Additionally, the sample size in the pre-test is much larger than the sample size in the post-test, possibly leading to conflation in test scores and knowledge in both the pre and post-tests. |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.   | Five years of data does not exist as the program assessment plan changed during the 2019-2020 AY.   |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | The assessment used contains 50 multiple choice questions (10 questions from each of the 5 core areas). In the next AY assessment faculty will differentiate between scores in each of the 5 areas in order to more accurately measure each criterion.  |

**Criterion 1.6:** SWBAT demonstrate a cumulative knowledge of the five core areas of the criminal justice program (criminal behavior, adult correctional systems, juvenile justice system, police administration, legal aspects of the criminal justice system).

**Instrument/Measurement:** This qualitative measure of learning will be a pre-program assessment reflection written in the CRJS 2233 Intro to Criminal Justice course and a post-program assessment reflection written in the CRJS 4343 Criminal Investigation II course. Students will write a reflection explaining their understanding of the course objectives for CRJS 2233 Intro to Criminal Justice. (See Appendix B). The course objectives are as follows:

1. Define crime and evaluate how criminological theories explain crime.
2. Discuss the primary goals of civil law and criminal law and explain how these goals are accomplished.
3. Describe the four basic responsibilities of the police and discuss some of the difficulties associated with policing today.
4. Explain the difference between trial and appellate courts and list the standard steps in a criminal jury trial.
5. Compare and contrast the four basic philosophical reasons for sentencing criminals and explain the justifications for community-based corrections programs.
6. Summarize the distinction between jails and prisons and explain the socialization that occurs in prisons.
7. Explain why the United States has a separate justice system for juveniles and list the four

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major differences between juvenile and adult justice systems.

8. Evaluate the differences between white-collar crime and cyber-crime and violent or property crime with regard to motivation, societal views, and punishment in the criminal justice system.

**Population:** All students enrolled in CRJS 2233 Intro to Criminal Justice in FA 19 (2 sections) for the pre-test, and all students enrolled in CRJS 4343 SP 20 (1 section) for the post-test.

**Standard:** Students in the Criminal Investigations II class will report or give a narrative of a better understanding of the 5 core areas of cumulative criminal justice knowledge. Students in the Criminal Investigations class will demonstrate a more in-depth knowledge of the CRJS 2233 course objectives. The standard of measure for this criterion will be comparison between the Intro to Criminal Justice course and the Criminal Investigation II course. General trends and themes will be examined to measure learning across the program. Specifically, thematic analysis will be utilized.

**Table:** Thematic Analysis for Pre- and Post-Program Reflections

| Course   | n  | Themes | Key Reflections | Main Findings |
|--|----|--------|-----------------|---------------|
| CRJS 2233<br>FA 2019<br>(2 sections)<br>[PRE-TEST] | ND | ND     | ND              | ND            |
| CRJS 4343<br>SP 2020<br>(1 section)<br>[POST-TEST] | ND | ND     | ND              | ND            |

Note: This is a new measure, therefore no data was collected during the AY.

**Analysis Table:** A response is required for each question in the table.

| Analysis Question  | Analysis Response   |
|--|---|
| 1. Was your standard met or not met for the year?  | ND  |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | ND  |
| 3. Discuss possible reasons why the unit performed as it did this year.  | ND  |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.   | Five years of data does not exist as the program assessment plan changed during the 2019-2020 AY. |

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| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | ND |
|--|----|

**STUDENT LEARNING OUTCOME 2:** Students will acquire the applied skills necessary to perform at an entry level position in law enforcement, juvenile justice, or the corrections field.

**Criterion 2.1:** SWBAT demonstrate their perception of skills learned in the collegiate officer program.

**Population/Course:** All students enrolled in CRJS 4946 Internship – COPS (Summer 2020).

**Instrument/Measurement** (copy/paste instrument in Appendix): A Likert-scale survey measuring student perceptions of the Collegiate Officer Program, to be administered at the end of the summer skills portion of the program (see Appendix C).

**Standard:** Mean scores will be 4.5 or higher overall on this 6 point Likert scale.

**Data Table:** Student Perceptions of Skills Learned in the Collegiate Officer Program

| Academic Year | n  | Interpretation | Score Range | Mean Score |
|---------------|----|----------------|-------------|------------|
| 2020-2021     | ND | ND             | 1-6         | ND         |
| 2019-2020     | ND | ND             | 1-6         | ND         |
| 2018-2019     | ND | ND             | 1-6         | ND         |
| 2017-2018     | ND | ND             | 1-6         | ND         |
| 2016-2017     | ND | ND             | 1-6         | ND         |

NOTE: This measure was added in the 2019-2020 assessment plan, so the data was collected for the first time during SU 21.

**Analysis Table:** A response is required for each question in the table.

| Analysis Question  | Analysis Response |
|--|-------------------|
| 1. Was your standard met or not met for the year?  | ND                |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).   | ND                |
| 3. Discuss possible reasons why the unit performed as it did this year.  | ND                |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.   | ND                |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | ND                |

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**Criterion 2.2:** SWBAT demonstrate knowledge in criminal justice areas while in internship placement.

**Population/Course:** Students who have self-selected into a 12 credit hour (440 clock hour) internship in a criminal justice or related area agency (CRJS 4946 Internship – Criminal Justice).

**Instrument/Measurement:** Survey to be completed by internship site supervisors (pages 19 and 20 of attached manual).  
(See Appendix D)

**Standard:** Mean scores will be 4.0 or higher overall on this 5 point Likert scale.

**Data Table:** Program Assessment Survey – Final Evaluation Form

| Academic Year | Range of Scores | Mean of Scores | n  |
|---------------|-----------------|----------------|----|
| 2020-2021     | 1-5             | 4.25           | 4  |
| 2019-2020     | 1-5             | 3.9            | 3  |
| 2018-2019     | ND              | ND             | ND |
| 2017-2018     | 1-5             | 4.25           | 4  |
| 2016-2017     | 1-5             | 3.5            | 5  |

NOTE: No interns during this assessment year.

**Analysis Table:** A response is required for each question in the table.

| Analysis Question  | Analysis Response  |
|--|--|
| 1. Was your standard met or not met for the year?  | Met  |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).   | Students completing the internship this AY performed slightly better this year than in the previous assessment year. While students did not meet the 4.0 standard last year, the mean score this year was 4.25.  |
| 3. Discuss possible reasons why the unit performed as it did this year.  | While the number of students completing internships was not a large enough sample to infer any causation, the slight increase in scores is presumably due to heightened preparedness of students this AY for internship placement.   |
| 4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.   | Given the data available for the 5-year period, the program has experienced a decline in the number of students completing internships.  |
| 5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template) | Given the decrease in students completing the internship and the increase in students opting to take 12 credit hours of upper level credit in place of the internship, the program has already completed the paperwork to make the internship optional. This has been approved by the Academic Committee effective AY 2021-2022. If trends continue, a new assessment plan will be submitted that does not |

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|  | include the measure of internship assessment surveys. |
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**STUDENT LEARNING OUTCOME 3:** Self-selected students will acquire the knowledge and skills necessary to pass the council on law enforcement education and training (CLEET) exit exam for Oklahoma officer licensing.

**Criterion 3.1:** SWBAT to demonstrate knowledge of information contained on the Council on Law Enforcement Education and Testing (CLEET) exit exam for Oklahoma state police officer licensing.

**Population/Course:** Students who have self-selected into a 12 credit hour summer COPS program (CRJS 4946 Internship – COPS) AND have self-selected to sit for the CLEET exam for law enforcement licensure in the state of Oklahoma.

**Instrument/Measurement** (copy/paste instrument in Appendix): The CLEET exam contains questions about key components of policing in the state of Oklahoma. Students must obtain an 80% or higher on the CLEET exam to pass and become a certified peace officer in the state of Oklahoma. (See Appendix E for an overview of material covered on the exam. The exam is not obtainable for assessment purposes).

**Standard:** A passing grade is 80% or higher. Of the students who take the exam at least 80% should pass.

**Data Table:** CLEET Exam Pass Rates

| Academic Year | Percent Pass Rate | n  |
|---------------|-------------------|----|
| 2020-2021     | 100%              | 2  |
| 2019-2020     | 100%              | 16 |
| 2018-2019     | 100%              | 12 |
| 2017-2018     | 100%              | 27 |
| 2016-2017     | 100%              | 10 |

**Analysis Table:** A response is required for each question in the table.

| Analysis Question  | Analysis Response  |
|--|--|
| 1. Was your standard met or not met for the year?  | Yes  |
| 2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard). | All students who took the CLEET exam passed the exam with an 80% or higher. We have access to the pass rates, but not the exact score of students who take the exam. |
| 3. Discuss possible reasons why the unit performed as it did this year.  | Students in the COPS program who pass this exam are demonstrating skills masters and knowledge acquired in the COPS program.   |

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| <p>4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.</p>   | <p>The current AY under assessment was an anomaly in comparison with past years. This is presumably due to fewer students participating in the COPS summer skills portion due to COVID. Many students opted to complete an additional 12 credit hours in place of the internship during the 2020 summer because they were able to complete the coursework online.</p> |
| <p>5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)</p> | <p>No actions needed.</p>   |

| Summary Table of Student Learning Outcomes/Criteria/Instruments |   |                         |     |         |
|---|---|-------------------------|-----|---------|
| Student Learning Outcomes                                       | Criteria/Instrument (modify table to fit your plan)   | Direct/Indirect Measure | Met | Not Met |
| SLO1:   | 1.1: SWBAT demonstrate knowledge of the theoretical underpinnings of criminal behavior.   | Direct                  | ND  | ND      |
|   | 1.2: SWBAT demonstrate knowledge of adult corrections.  | Direct                  | ND  | ND      |
|   | 1.3: SWBAT demonstrate knowledge of the juvenile justice system.  | Direct                  | ND  | ND      |
|   | 1.4: SWBAT demonstrate knowledge of police administration.  | Direct                  | ND  | ND      |
|   | 1.5: SWBAT demonstrate knowledge of the legal aspects of the criminal justice system.   | Direct                  | ND  | ND      |
|   | 1.6: SWBAT demonstrate a cumulative knowledge of the five core areas of the criminal justice program (criminal behavior, adult correctional systems, juvenile justice system, police administration, legal aspects of the criminal justice system). | Direct                  | ND  | ND      |
| SLO2:   | 2.1: SWBAT demonstrate their perception of skills learned in the collegiate officer program.  | Indirect                | ND  | ND      |
|   | 2.2: SWBAT demonstrate knowledge in criminal justice areas while in internship placement.   | Indirect                | X   |         |
| SLO3:   | 3.1: SWBAT to demonstrate knowledge of information contained on the Council on Law  | Indirect                | X   |         |

## PROGRAM ASSESSMENT REPORT

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|  | Enforcement Education and Testing (CLEET) exit exam for Oklahoma state police officer licensing. |  |  |  |
|--|--|--|--|--|

| Student Information for this Academic Year                                |      |
|---|------|
| Total, <i>unduplicated</i> number of students assessed this academic year | 60   |
| Program census for Fall   | 70   |
| Program census for Spring   | 60   |
| Total number of Fall Program graduates                                    | 8    |
| Total number of Spring/Summer graduates                                   | 0    |
| Mean major GPA of Fall graduates  | 2.97 |
| Mean major GPA of Spring/Summer graduates                                 | 0.00 |

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

**Faculty Meeting:** List meeting date(s) and a roster of those in attendance.  
 Fall 2020: (8/19/20, 11/13/20) Melissa Inglis, Thom Parr, and Jackie Switzer  
 Spring 2021: (1/13/21, 2/17/21, 3/3/21) Melissa Inglis, Thom Parr, and Jackie Switzer

**Sharing with Stakeholders:**

1. Stakeholders for this Program include: [**list** all within and without the ECU community]  
 Criminal Justice Program Advisory Board: Jason Potter, Brandon Clabes, and Justin Smith
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:  
[https://myecu.ecok.edu/ICS/Institutional\\_Reporting/Assessment\\_Reporting\\_and\\_Outcomes.jnz](https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz)

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

### SUMMARY OF LAST 5 YEARS’ ACTIONS/CHANGES/REVIEWS & UPDATES

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

| Academic Year | Summary of Actions/Changes from Report   |
|---------------|--|
| 2019-2020     | THE CRIMINAL JUSTICE PROGRAM HAS A 5 YEAR HISTORY OF WEAK ASSESSMENT METHODOLOGY. STEPS HAVE BEEN TAKEN TO CORRECT WEAKNESSES DURING THE 5 YEAR PERIOD; HOWEVER DUE TO FACULTY TURNOVER AND LACK OF COMMUNICATION BETWEEN FACULTY COMPLETING ASSESSMENTS, WEAKNESSES WERE NOT ADDRESSED. THE CURRENT PROGRAM FACULTY HAVE TAKEN STEPS TO ADDRESS AND |

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|           | DOCUMENT WEAKNESSES. DATA COLLECTION UTILIZING NEW METHODOLOGY BEGAN DURING THIS 2020-2021 ACADEMIC YEAR.   |
| 2018-2019 | <p>CHANGED DURING THE PAST YEAR THE CRIMINAL JUSTICE PROGRAM HAS MADE SIGNIFICANT CHANGES TO BOTH ITS PROGRAM AND ITS METHOD OF ASSESSMENT. PREVIOUSLY WE HAD THREE CONCENTRATIONS, WHICH WE HAVE NOW STREAMLINED TO A SINGLE CRIMINAL JUSTICE MAJOR WITH FLEXIBLE COURSE REQUIREMENTS TO MEET INDIVIDUAL STUDENTS NEEDS. OUR NEW PROGRAM REQUIRES STUDENTS TO TAKE A CORE OF 5 CLASSES PLUS AN INTRODUCTION TO CRIMINAL JUSTICE CLASS. AFTER THAT, THEY CAN SPECIALIZE THE LAST 24 HOURS, WITH MOST STUDENTS CHOOSING TO TAKE THE SEQUENCE OF COURSES THAT WILL NOT ONLY LEAD TO GRADUATION BUT ALSO TO CLEET CERTIFICATION AS A PEACE OFFICER IN THE STATE OF OKLAHOMA. CHANGE AS PER LAST YEARS ASSESSMENT, WE HAVE CHANGED OUR ASSESSMENT METHODOLOGY BY DISCONTINUING THE USE OF THE ETS TEST WHICH WE HAD PREVIOUSLY ADMINISTERED. THIS ACTION WAS TAKEN BECAUSE THE ETS WAS A TEST OF CRIMINOLOGY, NOT CRIMINAL JUSTICE, AND IT DOESN'T CAPTURE ANY OF THE SPECIFIC COURSE WE ARE REQUIRED BY CLEET TO ADMINISTER FOR THE COPS PROGRAM.</p> <p>CHANGE: THE FACULTY HAVE CREATED A NEW CJ PROGRAM ASSESSMENT TEST. THIS TEST IS 50 MULTIPLE CHOICE QUESTIONS COVERING THE 5 CORE COURSES ALL CRIMINAL JUSTICE MAJORS ARE REQUIRED TO TAKE. WE ADMINISTER THIS TEST TO STUDENTS TWICE; ONCE TO NEW CRIMINAL JUSTICE MAJORS IN THE INTRODUCTION TO CRIMINAL JUSTICE CLASS, AND ONCE TO GRADUATING SENIORS IN THE COPS SKILLS PROGRAM. THIS PRE- AND POST TEST DESIGN ALLOWS US TO TEST THE EFFECTIVENESS OF OUR TEACHING OVER THE COURSE OF THE PROGRAM. WHILE WE STILL UTILIZE THE SUMMER SKILLS PASSAGE RATE AND THE CLEET EXAMINE PASSAGE RATE IN THE TRADITIONAL WAY, WE ARE SOMEWHAT MODIFYING HOW WE PRESENT THE DATA WE COLLECT FROM OUR INTERNSHIPS. IT WILL BE AGGREGATED MORE IN THE FUTURE TO BE CONGRUENT WITH OUR LEARNING OBJECTIVES. OUR CURRENT STRATEGY IS AS FOLLOWS: ASSESSMENT 1. WE PRE-TEST NEW CRIMINAL JUSTICE STUDENTS IN THE INTRO TO CRIMINAL JUSTICE CLASS. USING THE SAME INSTRUMENT, WE POST-TEST STUDENTS THAT ARE ABOUT TO GRADUATE AND ARE EITHER IN THE SUMMER COPS PROGRAM OR AN INTERNSHIP. THE RAW SCORE OF OUR SENIORS WILL GAGE THE ABSOLUTE COMPLETING LEVEL OR OF OUR GRADUATES, WHILE THE COMPARISON WITH THE NEW STUDENTS WILL SERVE AS KNOWLEDGE A BASELINE. THE TEST COVERS THE 5 CORE AREAS ALL CRIMINAL JUSTICE MAJORS ARE REQUIRED TO STUDY. 2. TO DETERMINE IF OUR STUDENTS GRADUATE WITH THE SKILLS REQUIRED FOR EMPLOYMENT WE USE TWO INSTRUMENTS. FOR COPS STUDENTS, WE USE THE PASSAGE RATE OF THE COPS SUMMER SKILLS CLASS. FOR STUDENTS IN INTERNSHIPS, WE USE A SURVEY OF THEIR EMPLOYERS TO DETERMINE THEIR READINESS TO SEEK WORK. 3. BECAUSE WE ARE A COPS PROGRAM SCHOOL, WE NEED</p> |



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|                         | <p>TO ENSURE OUR PROGRAM GIVES STUDENTS THE ABILITY TO TAKE AND PASS THE CLEET EXAM. ACCORDINGLY WE MONITOR THE PASSAGE RATE OF OUR STUDENTS ON THE CLEET TEST.</p>   |
| <p><b>2017-2018</b></p> | <p>CHANGES IN THE COUNSEL OF LAW ENFORCEMENT EDUCATION AND TRAINING (CLEET) REQUIREMENTS HAVE AFFECTED HOW CLEET COURSE ARE TO BE TAUGHT. THE MATERIAL PROVIDED BY CLEET IS OUT OF DATE AND CONTAINS MANY FLAWS. THE CRIMINAL JUSTICE FACULTY HAVE OFFERED ASSISTANCE TO CLEET TO ASSIST IN REWRITING THE STATE WIDE MATERIAL USED FOR TRAINING ALL OKLAHOMA POLICE OFFICERS. AFTER COMPLETING ONE SECTION, WE RECEIVED NO FEEDBACK FROM CLEET. WE HAVE UPDATED OUR COURSE MATERIAL TO BE EQUIVALENT TO STATE REQUIREMENTS. WE HAVE ALSO WORKED TO IMPROVE COURSE REQUISITES AS WELL AS THE USE OF A FOUR YEAR PLAN IN HELP STUDENTS TAKE CONTROL OF THEIR COURSE SCHEDULE. WE ALSO CONTINUE TO IMPROVE THE INSTRUMENTS USED TO MEASURE STUDENT SATISFACTION AND METHOD IN INSTRUCTION.</p> |
| <p><b>2016-2017</b></p> | <p>CHANGES IN THE COUNSEL OF LAW ENFORCEMENT EDUCATION AND TRAINING (CLEET) REQUIREMENTS HAVE AFFECTED HOW CLEET COURSE ARE TO BE TAUGHT. THE MATERIAL PROVIDED BY CLEET IS OUT OF DATE AND CONTAINS MANY FLAWS. THE CRIMINAL JUSTICE FACULTY HAVE OFFERED ASSISTANCE TO CLEET TO ASSIST IN REWRITING THE STATE WIDE MATERIAL USED FOR TRAINING ALL OKLAHOMA POLICE OFFICERS. AFTER COMPLETING ONE SECTION, WE RECEIVED NO FEEDBACK FROM CLEET. WE HAVE UPDATED OUR COURSE MATERIAL TO BE EQUIVALENT TO STATE REQUIREMENTS. WE HAVE ALSO WORKED TO IMPROVE COURSE REQUISITES AS WELL AS THE USE OF A FOUR YEAR PLAN IN HELP STUDENTS TAKE CONTROL OF THEIR COURSE SCHEDULE. WE ALSO CONTINUE TO IMPROVE THE INSTRUMENTS USED TO MEASURE STUDENT SATISFACTION AND METHOD IN INSTRUCTION.</p> |
| <p><b>2015-2016</b></p> | <p>BECAUSE OF VAST CHANGES IN THE COLLEGIATE OFFICER PROGRAM (C.O.P.) MANDATED BY THE COUNSEL ON LAW ENFORCEMENT EDUCATION AND TRAINING (CLEET) REQUIREMENTS, WE HAVE BEEN COMPELLED TO DRAMATICALLY MODIFY THE CRIMINAL JUSTICE CURRICULUM CONTENT WITHIN THE LAST FEW YEARS. THESE CHANGES HAVE MADE THE CURRENT MANNER OF MEASURING THE OUTCOME OF THE CRIMINAL JUSTICE STUDENTS LACKING. THE CRIMINAL JUSTICE FACULTY BELIEVES SEVERAL AREAS OF THE CURRENT ASSESSMENT WILL NEED TO BE ADDRESSED TO PROPERLY MEASURE THE PROGRAM'S EFFECTIVENESS.</p> <p>THE FACULTY WILL CONTINUE TO DESIGN INSTRUMENTS TO IDENTIFY AND MEASURE A LARGER SAMPLE OF THE CRIMINAL JUSTICE STAKEHOLDERS.</p>  |

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|  | THE CRIMINAL JUSTICE FACULTY WILL UNDERTAKE THE FOLLOWING TWO YEAR PROCESS TO UPDATE THE CURRENT ASSESSMENT MODEL. WE HAVE IDENTIFIED THE THREE CRITICAL AREAS AS, KNOWLEDGE, COMMUNICATION, AND SKILLS. |
|--|--|

| <b>Academic Year</b> | <b>Summary of Annual Reviews of Dean and/or UAC</b><br>(Reviews found in Teams folder; UAC <i>does not</i> review annually)   | <b>Updates in Response to Reviews</b>  |
|----------------------|---|--|
| <b>2019-2020</b>     | “NO PRIOR COMMENTS TO COPY”   | A NEW PROGRAM ASSESSMENT PLAN WAS APPROVED BY THE UAC IN OCTOBER 2020. COLLECTION OF DATA USING NEW ASSESSMENT METHODS STARTED IN SU 2021 WITH THE NEW AY ASSESSMENT PERIOD. |
| <b>2018-2019</b>     | NO SUMMARY AVAILABLE  |  |
| <b>2017-2018</b>     | <p>ISSUE 1: RESTATE THE PROGRAM MISSION STATEMENT TO CLOSELY CORRELATE WITH DEPARTMENT, COLLEGE, AND UNIVERSITY MISSIONS. RESOLUTION: THE MISSION WAS RESTATED TO MIRROR THE MISSION OF THE DEPARTMENT, COLLEGE, AND UNIVERSITY.</p> <p>ISSUE 2: REVISE LANGUAGE: PROGRAMS ARE NOT “ACCREDITED” BY THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION. (“THE PROGRAM”) RESOLUTION: THE LANGUAGE WAS REMOVED AND REPLACED WITH LANGUAGE TO MORE APPROPRIATELY REFLECT THE UPDATED GOALS OF CRIMINAL JUSTICE.</p> <p>ISSUE 3: CONSIDER REVISING PLAN TO INCLUDE 3 OR 4 BROAD-BASED OUTCOMES WHICH INCLUDE SUFFICIENT INSTRUMENTS FOR ALL CONCENTRATIONS. (EG: THEORY, GENERAL SKILLS, SUBAREA-SKILLS, ETC.) RESOLUTION: THE DATA FOR THE 2010 ASSESSMENT WAS BASED ON SURVEYS ALREADY SUBMITTED.</p> |  |

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| <p>WEHAVE DISCUSSED UPDATING THE SURVEY TO MORE ACCURATELY ASSESS WITHIN THE ABOVE CONCENTRATIONSSUCH AS CONTENT, COMMUNICATION, AND/OR INTERNSHIP.</p> <p>ISSUE 4: ADDRESS SECTIONS J AND K WHICH ARE STATED AS GOALS, NOT OUTCOMES.<br/>XITRACS PROGRAM REPORT PAGE 10 OF 11<br/>RESOLUTION: SECTIONS J AND K WERE DEEMED NOT USEFUL FOR THIS ASSESSMENT AND OMITTED.</p> <p>ISSUE 5: ADDRESS LOW SURVEY RESPONSE (EG: BUILD AN ONLINE SURVEY) AND PERFORMANCE GOALPERCENTAGES.<br/>RESOLUTION: WE HAVE TAKEN STEPS TO DISTRIBUTE THE SURVEY WITH THE USE OF SURVEY MONKEY. WEHAVE ALSO CONSTRUCTED A SOCIAL MEDIA WEBSITE TO MAINTAIN CONTACT WITH CURRENT AND PASTGRADUATES.</p> <p>ISSUE 6: EDIT THROUGHOUT FOR TYPOS AND CONFUSING LANGUAGE (EG: CLARIFY LANGUAGE IN “THEPROGRAM” IN REGARD TO THE LEGISLATION THAT LED TO MANDATED CLASSES.)<br/>RESOLUTION: THE COMPLETE ASSESSMENT WAS EDITED FOR THE ABOVE.</p> <p>ISSUE 7: INCLUDE COMPARATIVE DATA FROM SISTER INSTITUTIONS OR NATION-WIDE EQUIVALENT PROGRAMS.<br/>RESOLUTION: WE HAVE TAKEN STEPS TO SEE IF IT IS POSSIBLE TO GENERALIZE STATISTICAL OUTCOMES USINGTHE GENERALIZED TESTING SERVICE RESULTS FROM COMPARABLE UNIVERSITIES.</p> <p>ISSUE 8: MAKE THE JUDGMENTS MEANINGFUL TO YOUR CURRENT PROGRESS IN ASSESSING STUDENT LEARNING.<br/>RESOLUTION: JUDGMENTS WERE UPDATED TO REFLECT THE CURRENT PROGRESS WE USE TO ACCESS STUDENTLEARNING.</p> <p>ISSUE 9: DEFINE AND INCLUDE ALL KEY STAKEHOLDERS BY POSTING ASSESSMENT RESULTS ONLINE INADDITION TO YOUR FORUMS.<br/>RESOLUTION: WE HAVE DISCUSSED</p> |  |
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|                         | <p>TWO METHODS OF MAKING THE ABOVE INFORMATION AVAILABLE BY POSTING IT ON THE CRIMINAL JUSTICE WEBSITE OR OUR SOCIAL MEDIA WEBSITE.</p>   |  |
| <p><b>2016-2017</b></p> | <p>ISSUE 1: RESTATE THE PROGRAM MISSION STATEMENT TO CLOSELY CORRELATE WITH DEPARTMENT, COLLEGE, AND UNIVERSITY MISSIONS. RESOLUTION: THE MISSION WAS RESTATED TO MIRROR THE MISSION OF THE DEPARTMENT, COLLEGE, AND UNIVERSITY.</p> <p>ISSUE 2: REVISE LANGUAGE: PROGRAMS ARE NOT “ACCREDITED” BY THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION. (“THE PROGRAM”) RESOLUTION: THE LANGUAGE WAS REMOVED AND REPLACED WITH LANGUAGE TO MORE APPROPRIATELY REFLECT THE UPDATED GOALS OF CRIMINAL JUSTICE.</p> <p>ISSUE 3: CONSIDER REVISING PLAN TO INCLUDE 3 OR 4 BROAD-BASED OUTCOMES WHICH INCLUDE SUFFICIENT INSTRUMENTS FOR ALL CONCENTRATIONS. (EG: THEORY, GENERAL SKILLS, SUBAREA-SKILLS, ETC.) RESOLUTION: THE DATA FOR THE 2010 ASSESSMENT WAS BASED ON SURVEYS ALREADY SUBMITTED. WE HAVE DISCUSSED UPDATING THE SURVEY TO MORE ACCURATELY ASSESS WITHIN THE ABOVE CONCENTRATIONS SUCH AS CONTENT, COMMUNICATION, AND/OR INTERNSHIP.</p> <p>ISSUE 4: ADDRESS SECTIONS J AND K WHICH ARE STATED AS GOALS, NOT OUTCOMES. RESOLUTION: SECTIONS J AND K WERE DEEMED NOT USEFUL FOR THIS ASSESSMENT AND OMITTED.</p> <p>ISSUE 5: ADDRESS LOW SURVEY RESPONSE (EG: BUILD AN ONLINE SURVEY) AND PERFORMANCE GOAL PERCENTAGES. RESOLUTION: WE HAVE TAKEN STEPS TO DISTRIBUTE THE SURVEY WITH THE USE OF SURVEY MONKEY. WE HAVE ALSO CONSTRUCTED A SOCIAL MEDIA WEBSITE TO MAINTAIN CONTACT WITH CURRENT AND PAST GRADUATES.</p> |  |

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|                         | <p>ISSUE 6: EDIT THROUGHOUT FOR TYPOS AND CONFUSING LANGUAGE (EG: CLARIFY LANGUAGE IN “THE PROGRAM” INREGARD TO THE LEGISLATION THAT LED TO MANDATED CLASSES.)RESOLUTION: THE COMPLETE ASSESSMENT WAS EDITED FOR THE ABOVE.</p> <p>ISSUE 7: INCLUDE COMPARATIVE DATA FROM SISTER INSTITUTIONS OR NATION-WIDE EQUIVALENT PROGRAMS.<br/>XITRACS PROGRAM REPORT PAGE 10 OF 11RESOLUTION: WE HAVE TAKEN STEPS TO SEE IF IT IS POSSIBLE TO GENERALIZE STATISTICAL OUTCOMES USING THEGENERALIZED TESTING SERVICE RESULTS FROM COMPARABLE UNIVERSITIES. ISSUE 8: MAKE THE JUDGMENTS MEANINGFUL TO YOUR CURRENT PROGRESS IN ASSESSING STUDENT LEARNING.RESOLUTION: JUDGMENTS WERE UPDATED TO REFLECT THE CURRENT PROGRESS WE USE TO ACCESS STUDENTLEARNING.ISSUE 9: DEFINE AND INCLUDE ALL KEY STAKEHOLDERS BY POSTING ASSESSMENT RESULTS ONLINE IN ADDITION TOYOUR FORUMS.RESOLUTION: WE HAVE DISCUSSED TWO METHODS OF MAKING THE ABOVE INFORMATION AVAILABLE BY POSTING ITON THE CRIMINAL JUSTICE WEBSITE OR OUR SOCIAL MEDIAL WEBSITE.</p> |  |
| <p><b>2015-2016</b></p> | <p><b>ISSUE 1:</b> RESTATE THE PROGRAM MISSION STATEMENT TO CLOSELY CORRELATE WITH DEPARTMENT, COLLEGE, AND UNIVERSITY MISSIONS.</p> <p><b>RESOLUTION:</b> THE MISSION WAS RESTATED TO MIRROR THE MISSION OF THE DEPARTMENT, COLLEGE, AND UNIVERSITY.</p> <p><b>ISSUE 2:</b> REVISE LANGUAGE: PROGRAMS ARE NOT “ACCREDITED” BY THE OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION. (“THE PROGRAM”)</p> <p><b>RESOLUTION:</b> THE LANGUAGE WAS REMOVED AND REPLACED WITH LANGUAGE TO MORE APPROPRIATELY REFLECT THE UPDATED GOALS OF CRIMINAL JUSTICE.</p>  |  |

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| <p><b>ISSUE 3:</b> CONSIDER REVISING PLAN TO INCLUDE 3 OR 4 BROAD-BASED OUTCOMES WHICH INCLUDE SUFFICIENT INSTRUMENTS FOR ALL CONCENTRATIONS. (EG: THEORY, GENERAL SKILLS, SUBAREA-SKILLS, ETC.)</p> <p><b>RESOLUTION:</b> THE DATA FOR THE 2010 ASSESSMENT WAS BASED ON SURVEYS ALREADY SUBMITTED. WE HAVE DISCUSSED UPDATING THE SURVEY TO MORE ACCURATELY ASSESS WITHIN THE ABOVE CONCENTRATIONS SUCH AS CONTENT, COMMUNICATION, AND/OR INTERNSHIP.</p> <p><b>ISSUE 4:</b> ADDRESS SECTIONS J AND K WHICH ARE STATED AS GOALS, NOT OUTCOMES.</p> <p><b>RESOLUTION:</b> SECTIONS J AND K WERE DEEMED NOT USEFUL FOR THIS ASSESSMENT AND OMITTED.</p> <p><b>ISSUE 5:</b> ADDRESS LOW SURVEY RESPONSE (EG: BUILD AN ONLINE SURVEY) AND PERFORMANCE GOAL PERCENTAGES.</p> <p><b>RESOLUTION:</b> WE HAVE TAKEN STEPS TO DISTRIBUTE THE SURVEY WITH THE USE OF SURVEY MONKEY. WE HAVE ALSO CONSTRUCTED A SOCIAL MEDIA WEBSITE TO MAINTAIN CONTACT WITH CURRENT AND PAST GRADUATES.</p> <p><b>ISSUE 6:</b> EDIT THROUGHOUT FOR TYPOS AND CONFUSING LANGUAGE (EG: CLARIFY LANGUAGE IN “THE PROGRAM” IN REGARD TO THE LEGISLATION THAT LED TO MANDATED CLASSES.)</p> <p><b>RESOLUTION:</b> THE COMPLETE ASSESSMENT WAS EDITED FOR THE ABOVE.</p> <p><b>ISSUE 7:</b> INCLUDE COMPARATIVE DATA FROM SISTER INSTITUTIONS OR NATION-WIDE EQUIVALENT PROGRAMS.</p> |  |
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|  | <p><b>RESOLUTION:</b> WE HAVE TAKEN STEPS TO SEE IF IT IS POSSIBLE TO GENERALIZE STATISTICAL OUTCOMES USING THE GENERALIZED TESTING SERVICE RESULTS FROM COMPARABLE UNIVERSITIES.</p> <p><b>ISSUE 8:</b> MAKE THE JUDGMENTS MEANINGFUL TO YOUR CURRENT PROGRESS IN ASSESSING STUDENT LEARNING.</p> <p><b>RESOLUTION:</b> JUDGMENTS WERE UPDATED TO REFLECT THE CURRENT PROGRESS WE USE TO ACCESS STUDENT LEARNING.</p> <p><b>ISSUE 9:</b> DEFINE AND INCLUDE ALL KEY STAKEHOLDERS BY POSTING ASSESSMENT RESULTS ONLINE IN ADDITION TO YOUR FORUMS.</p> <p><b>RESOLUTION:</b> WE HAVE DISCUSSED TWO METHODS OF MAKING THE ABOVE INFORMATION AVAILABLE BY POSTING IT ON THE CRIMINAL JUSTICE WEBSITE OR OUR SOCIAL MEDIAL WEBSITE.</p> |  |
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### APPENDIX A – CRIMINAL JUSTICE ASSESSMENT EXAM

#### CRJS 3333 - Criminal Behavior

1. Which school of criminological theory asserts that crime is a matter of individual choice?
  - A. classical school
  - B. psychological school
  - C. positivist school
  - D. sociological school
  
2. Which modern day classical theory argues that crime occurs when there are motivated offenders, suitable targets, and an absence of capable guardians?
  - A. routine activities theory
  - B. psychological theory
  - C. sociological theory
  - D. Marxist theory
  
3. A theory of justice that argues that punishment serves a useful purpose because it restrains the population as a whole is:
  - A. specific deterrence
  - B. individual deterrence
  - C. person deterrence
  - D. general deterrence
  
4. A theory of justice that argues that punishment serves a useful purpose because it restrains the individual offender is:
  - A. specific deterrence
  - B. individual deterrence
  - C. person deterrence
  - D. general deterrence
  
5. Social learning theory suggests that crime is a/an \_\_\_\_\_ behavior.
  - A. learned
  - B. chronic
  - C. group
  - D. isolated



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6. The theory that holds that crime is a function of one's inability to achieve personal goals (such as earning money, owning a home, having a nice car) because society is stratified by socioeconomic class is called:

- A. cultural conflict theory
- B. deviance theory
- C. social disorganization theory
- D. strain theory

7. Criminologists have long studied the critical elements of socialization to determine how they contribute to a burgeoning criminal career. Prominent among these elements are the family, the peer group, and \_\_\_\_\_.

- A. school
- B. religiousness
- C. employment
- D. athletic ability

8. According to the instrumental view of critical criminology, the poor may or may not commit more crimes than the rich but:

- A. their crime are less visible
- B. they are arrested and punished less often
- C. their crimes are more serious
- D. they are arrested and punished more often

9. Gottfredson and Hirschi trace the root cause of poor self-control to inadequate:

- A. nutrition and health care
- B. intelligence
- C. child-rearing practices
- D. education

10. When urban planners consider the characteristics of sites that are at risk for crime, the factors that attract people to these sites, and what equips potential criminals to take advantage of the illegal opportunities offered, they are engaging in a practice known as:

- A. situational crime prevention
- B. crime displacement
- C. crime discouragers
- D. situational displacement

### **CRJS 2253 - Adult Correctional Systems**

11. The imposition of a life sentence is an example of

- A. the aesthetic view of punishment.

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- B. recidivism.
  - C. the stigma of conviction.
  - D. incapacitation.
12. Returning to prison after being released from prison is known as
- A. incapacitation.
  - B. recidivism.
  - C. double jeopardy.
  - D. disablement.
13. According to reintegrative shaming when can labeling reduce crime?
- A. when the offender completes his or her community service
  - B. when the victim forgives the offender
  - C. when efforts are made to reintegrate punished offenders back into conventional society
  - D. when efforts are made to provide the victim full restitution
14. \_\_\_\_\_ means that the court releases a defendant on a signed agreement that he or she will appear in court with no cash bond necessary.
- A. Cash bond free
  - B. Treatment in lieu of prosecution
  - C. Released on recognizance
  - D. Surety bond
15. \_\_\_\_\_ is a face-to-face meeting, in the presence of a trained mediator, between the victim of a crime and the person who committed that crime.
- A. Victim Offender Mediation
  - B. Victim Remediation
  - C. Offender Intervention
  - D. Victim-Offender Intervention
16. A period of conditional supervised release in the community following a prison term is:
- A. probation
  - B. intensive supervised probation
  - C. parole
  - D. early release
17. Jails are adult detention facilities that typically \_\_\_\_\_.
- A. confine person awaiting trial, sentencing, and transfer to state prison
  - B. confine those who are serving a sentence of 1 year or less
  - C. both A and B
  - D. none of the above
18. A philosophy of offender treatment that calls attention to the influence of the social environment on offending behavior is:

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- A. the treatment model
- B. the medical model
- C. the just deserts model
- D. the community model

19. Most parolees in the U.S. are under supervision for which offenses?

- A. property offenses
- B. violent offenses
- C. public order offenses
- D. drug offenses

20. In general, research into boot camps suggest that they

- A. successfully decrease recidivism among minority youth.
- B. target crime-producing needs of participants.
- C. segregate offenders by risk level.
- D. result in higher levels of recidivism than traditional probation.

### **CRJS 2353 - Juvenile Justice System**

21. \_\_\_\_\_ is a Latin phrase used to describe the power of the state to act in place of the parents for the purpose of protecting the property and person of a child .

- A. Actus Reus
- B. Lex Talionis
- C. Parens Patriae
- D. Para Bellum

22. Delinquency will be reduced if parents provide the type of structure that integrates children into families, while giving them the ability to assert their individuality and regulate their own behavior, a phenomenon referred to as \_\_\_\_\_.

- A. parental efficacy
- B. social ability
- C. parent control
- D. organizational parenting

23. What is the relationship between siblings and delinquency?

- A. no relationship at all
- B. if one sibling is delinquent the other sibling(s) are/is less likely to be deviant
- C. if one sibling is delinquent, there is a likelihood that the other sibling(s) will engage in delinquent behaviors
- D. the relationship is uncertain and not worth studying

24. \_\_\_\_\_ refers to the deprivations children suffer at the hands of their parents, such as lack of food, shelter, and adequate healthcare.

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- A. physical abuse
- B. physical neglect
- C. emotional neglect
- D. educational neglect

25. The most widely used illegal drug amongst teenagers is:

- A. stimulants
- B. marijuana
- C. heroin
- D. crack

26. Which of the following is *false* about the long-lasting negative effects of child poverty?

- A. Educational achievement scores have been closed between children in affluent and low-income families
- B. Family wealth is an increasingly important determinant of high school graduation and college attendance
- C. Mental and physical health is impaired due to poverty
- D. Social behavior differs because of socioeconomic status

27. The principles motivating reformers who sought a separate justice system for juveniles included all but which of the following?

- A. Children should not be held accountable as adult transgressors
- B. The objective of the juvenile justice system is to treat and rehabilitate rather than punish
- C. Disposition should not take into consideration special circumstances and needs of the youth
- D. The system should avoid the trappings of the adult criminal process with all the confusing rules and procedures

28. Running away and underage consumption of alcohol represent:

- A. delinquent felonies
- B. status offenses
- C. stepping stones to delinquency
- D. category one crimes

29. Whereas adults are *tried* in court, juveniles are:

- A. disposed
- B. treated
- C. adjudicated
- D. bound

30. Which of the following is NOT one of the four categories of family dysfunction that promotes delinquent behavior?

- A. family breakup
- B. family conflict
- C. family effectiveness

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D. family composition or makeup

### CRJS – 4293 Police Administration

31. In a police department committed to community policing, police effectiveness is measured by:

- A) Response times.
- B) Arrest rates.
- C) Greater community involvement.
- D) Multiple prosecutions.

32. CompStat relies heavily on:

- A) Large numbers of police officers.
- B) Helicopters.
- C) Accurate statistical crime data.
- D) SWAT teams.

33. Which of the following agencies has been incorporated in the Department of Homeland Security?

- A) FEMA
- B) US Customs
- C) ATF
- D) All of the above

34. Which of the following is an example of domestic terrorism?

- A) Cuban DGI
- B) KKK
- C) HAMAS
- D) British M-9

35. The concept of a "holy war" is known as:

- A) Terrorism.
- B) Hate crime.
- C) Jihad.
- D) IED.

36. Which of the following is a role of police chiefs?

- A) Preserving the trust and confidence of the public in the department
- B) Modeling and communicating values
- C) Recognizing and celebrating the achievements of officers
- D) All of the above

37. Negotiation between an employer and a labor union, usually regarding issues such as wages, benefits, hours, and working conditions, is referred to as:

- A) Job action.
- B) Binding arbitration.
- C) Grievance.
- D) Collective bargaining.

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38. Recent police budgets have been negatively affected by all of the following except:

- A) Struggling national economies.
- B) Struggling local economies.
- C) Expanding tax bases.
- D) Soaring costs of providing employee benefits.

39. Alcohol related problems among police officers manifest themselves in a number of ways. Which is not usually one of the ways?

- A) Higher than normal absenteeism prior to and immediately before the officer's regular days off
- B) Assaulting their wives and children
- C) Complaints of insubordination by superiors
- D) Complaints by citizens of misconduct in the form of verbal and physical abuse

40. Which of the following is an indicator of Suicide by Cop?

- A) He just killed a significant other in his life, especially if the victim was a child or the subject's mother.
- B) He generally comes from a middle-class background.
- C) He appears to be looking for a macho or manly way to die.
- D) He has recently given away money or personal possessions.

### **CRJS 4473 Legal Aspects of the Criminal Justice System**

41. The exclusionary rule is:

- a. A court created remedy for police misconduct which results in the suppression of evidence which is the product of illegal procedure.
- b. The rule that prevents testimony related to out of court statements by witnesses not present at the hearing.
- c. An exception to the warrant requirement for emergencies.
- d. None of the above

42 To obtain a Search Warrant, the Affidavit of Probable Cause must convince a Magistrate that:

- a. a crime has been, or is about to be, committed;
- b. seizable evidence relating to the offense is at a particular place at a particular time;
- c. the property is at a particular place whose location is described in sufficient detail.
- d. All of the above

43 The 4<sup>th</sup> Amendment to the U.S. Constitution provides the right to:

- a. Counsel
- b. Reasonable Search and Seizure
- c. Bear Arms
- d. Remain Silent

44 The 5<sup>th</sup> Amendment to the U.S. Constitution provides the right to:

- a. Counsel
- b. Reasonable Search and Seizure

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- c. Bear Arms
  - d. Remain Silent
- 45 These are laws written by the legislature
- a. Administrative law
  - b. Case law
  - c. Statutory law
  - d. None of the above
- 46 What is a difference between a misdemeanor and a felony?
- a. A felony allows the possibility of incarceration.
  - b. A misdemeanor is always tried by a judge rather than a jury.
  - c. A misdemeanor may not have a fine of over \$1000.
  - d. A Felony allows for incarceration for a period of over a year.
- 47 Miranda warnings must be given every time after a person is arrested:
- a. True
  - b. False
- 48 Objects falling in the sight of an officer who has a right to be in the position to have that view are subject to seizure and may be introduced as evidence, though it must be immediately apparent that the objects are contraband or evidence. This is the \_\_\_\_\_ exception to the search warrant requirement.
- a. Plain View
  - b. Open fields
  - c. Consent
  - d. Carrol Doctrine
- 49 An officer is permitted to conduct a pat down of outer clothing for the purpose of checking suspect for offensive weapons if he or she has reasonable suspicion of wrong doing and articulable reasons that the suspect may be dangerous. This is the \_\_\_\_\_ exception to the search warrant requirement.
- a. Exigent circumstances
  - b. Stop and frisk
  - c. Incidental to arrest
  - d. Custodial searches
- 50 Unless otherwise judicially authorized, search warrants must normally be served:
- a. Between the hours of 6AM and 10PM
  - b. Between the hours of 8AM and 10PM
  - c. Between the hours of 10AM and Midnight
  - d. Between the hours of Anytime day or night

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### APPENDIX B – PRE/POST PROGRAM ASSESSMENT REFLECTION

Instructions: Write a reflection about the following 8 course objectives. For each objection explain your current understanding of the objective. You should include information that demonstrates your knowledge of each objective and a narrative of how confident you feel about your knowledge of each objective.

1. Define crime and evaluate how criminological theories explain crime.
2. Discuss the primary goals of civil law and criminal law and explain how these goals are accomplished.
3. Describe the four basic responsibilities of the police and discuss some of the difficulties associated with policing today.
4. Explain the difference between trial and appellate courts and list the standard steps in a criminal jury trial.
5. Compare and contrast the four basic philosophical reasons for sentencing criminals and explain the justifications for community-based corrections programs.
6. Summarize the distinction between jails and prisons and explain the socialization that occurs in prisons.
7. Explain why the United States has a separate justice system for juveniles and list the four major differences between juvenile and adult justice systems.
8. Evaluate the differences between cyber crime and violent crime with regard to motivation, societal views, and punishment in the criminal justice system.



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### APPENDIX C – COLLEGIATE OFFICER PROGRAM EXIT SURVEY

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For each survey question, select the most appropriate response of how well the criminal justice program prepared you for your employment in law enforcement. Question 9 will give you the opportunity to respond with feedback that will help our program in the future. Thank you for your input.

1. I feel the criminal justice program prepared me for an entry-level job in law enforcement based on my knowledge of the history of the criminal justice system in Oklahoma including the interrelations of police, courts, and correction.

Strongly Agree      Agree      Disagree Strongly      Disagree      Strongly Disagree

2. I believe my knowledge of the major ideologies related to the punishment of criminals with special emphasis on imprisonment, probation, parole, and community-based corrections will be applicable in my career in law enforcement.

Strongly Agree      Agree      Disagree Strongly      Disagree      Strongly Disagree

3. I have an excellent understanding of the theories associated with the explanation of criminal behavior.

Strongly Agree      Agree      Disagree Strongly      Disagree      Strongly Disagree

4. I feel I have an excellent understanding of Oklahoma vehicle traffic laws.

Strongly Agree      Agree      Disagree Strongly      Disagree      Strongly Disagree

5. My knowledge of current practice and procedures in the criminal justice legal system will be applicable to my career in law enforcement.

Strongly Agree      Agree      Disagree Strongly      Disagree      Strongly Disagree

6. I feel I have an excellent understanding of the history of the juvenile justice system.

Strongly Agree      Agree      Disagree Strongly      Disagree      Strongly Disagree

7. I feel I have learned the skills necessary to perform duties, responsibilities, and performance expectations of an entry-level positions in criminal justice.

Strongly Agree      Agree      Disagree Strongly      Disagree      Strongly Disagree

8. I have an appropriate understanding of Supreme Court cases that regulated the way police officers conduct themselves in their profession.

Strongly Agree      Agree      Disagree Strongly      Disagree      Strongly Disagree

9. Please give any feedback you feel appropriate.

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**APPENDIX D – INTERNSHIP SITE SUPERVISOR SURVEY**

**PROGRAM ASSESSMENT SURVEY - FINAL EVALUATION FORM**  
*To be completed by SITE SUPERVISORS*

| <b>5</b>              | <b>4</b>          | <b>3</b>       | <b>2</b>             | <b>1</b>                 | <b>N/A</b>            |
|-----------------------|-------------------|----------------|----------------------|--------------------------|-----------------------|
| <b>Far above Avg.</b> | <b>Above Avg.</b> | <b>Average</b> | <b>Below Average</b> | <b>Far Below Average</b> | <b>Not Applicable</b> |

For each survey question, record your assessment (1-5 or NA) of how well the criminal justice undergraduate program prepared you for your employee/intern for performance of the area concerned.

- \_\_\_\_\_ 1. Knowledge of the criminal justice system in Oklahoma and/or America for what is applicable to your agency.
- \_\_\_\_\_ 2. Ability of the student to adapt to various duties and/or situations with your agency.
- \_\_\_\_\_ 3. Knowledge of the major ideologies related to the punishment of crime perpetrators with special emphasis on imprisonment, probation, parole, and community-based corrections as is applicable to your agency.
- \_\_\_\_\_ 4. Accepts responsibility for own actions.
- \_\_\_\_\_ 5. Knowledge of basic psychological and sociological explanations of criminal behavior.
- \_\_\_\_\_ 6. Shows regard for ethical concerns of the profession.
- \_\_\_\_\_ 7. Knowledge of current practice and procedures in the criminal justice system as is applicable to your agency.
- \_\_\_\_\_ 8. Knowledge of the duties, responsibilities, and principles of a variety of entry-level positions in criminal justice as is applicable to your agency.
- \_\_\_\_\_ 9. Skills necessary to perform the duties, responsibilities, and performance expectations of a variety of entry-level positions in criminal justice as is applicable to your agency.

10. Compare ECU graduates/interns to the preparation of other entry-level personnel in your agency (Circle One).

| 5               | 4 | 3                | 2 | 1             |
|-----------------|---|------------------|---|---------------|
| Better Prepared |   | About Equivalent |   | Less Prepared |

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### APPENDIX E – DESCRIPTION OF CLEET EXAM

*The CLEET exam is not public information and is not available for assessment purpose. The following list includes the 12 functional areas for the CLEET basic academy. The exam measures knowledge and skills in the 12 functional areas.*

#### **12 Functional Areas for Basic Academy (OAC 390:15 does not limit basic academy training to these 12 functional areas):**

##### **1) Legal Matters**

- Knowledge of Civil Law
- Knowledge of Civil Liabilities
- Determine whether incidents are criminal or civil matters
- Case Law Updates/Court Decisions (Probable Cause, Search/Seizure, Miranda, Evidence, Warrants, Waivers)
- Warrantless Searches
- Recommend the Issuance of an Arrest Warrant
- Search Automobile Based on Probable Cause
- Detain a Person Based on Reasonable Suspicion
- Review Warrants for Completeness and Accuracy
- Courtroom Procedures
- Testify in Civil Cases
- Testify in Criminal Cases
- Traffic Laws
- Criminal Law (Knowledge of Statutes)
- Local Ordinances

##### **2) First Aid**

- Administer CPR
- Administer AED
- Control Bleeding
- Treat for Abrasions
- Treat for Animal Bites
- Treat for Broken Bones
- Treat for Burns
- Treat for Chemical Burns
- Treat for Diabetic Reaction
- Treat for Gunshot Wounds
- Treat for Heart Attack
- Treat for Heat Exhaustion
- Treat for Overdose
- Treat for Stab Wounds

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- Treat for Stroke
- Assist with child birth
- Extricate trapped person

### 3) Firearms

- Used Firearm Malfunction Training Knowledge
- Used Reloading Drills Training
- Utilizing Proper Cover and Concealment
- Used Tactical Firearms Training Knowledge
- Used Low Light Shooting Skills Training
- Used Cleaning Skills Training
- Discharge Firearm at Person
- Draw Firearm While on Patrol
- Secure Weapon other than Own
- Reload Firearm Under Combat **Conditions**

**Commented [CG1]:** We might want to include type of firearms employed by agency (handgun, rifle, shotgun, etc.)

### 4) Investigation

- Knowledge of Law (Criminal Procedures, Victim Rights, Suspect Rights)
- Internal Affairs
- Search and Seizure
- Crime Scene Investigations
- Accident Investigations
- Communications (Reports, Media. Management)
- Surveillance
- Coordination with other Agencies
- Case Preparation and Management
- Technical Investigation Skills (such as fingerprinting and evidence collection)
- Victimology (Knowledge of Victim Services Available)
- Observation and Decision Making
- Minor Incidents
- Interviews
- Interrogations
- Major Incidents

### 5) Custody Control and Defensive Tactics

- Ground Fighting
- Weapons Retention
- Evasive Maneuvers
- Take Downs
- Baton Use
- Subject Restraint

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- Hand Defensive Strategies
- Self Defense
- Mutual Aid (Responsibility to Fellow Officers)
  
- Handcuffing
- OC Spray
- Taser/Stun Devices

#### 6) Traffic

- Traffic Control (Pedestrian Safety, Roadway Hazards, Parking)
- Initiate Traffic Stop Based on Violation
- Issue citation(s) Based on Traffic Violation
- Interview Persons Involved in Traffic Accident
- Investigate Damage to Roadway
- Investigate Traffic Accident Scene to Identify Point(s) of Impact
- Issue citation(s) Based on Traffic Crash Investigation
- Locate Witnesses to Traffic Accident
- Measure Skid Marks for Calculation of Approximate Vehicle Speed
- Photograph Traffic Accident Scenes
- Protect Traffic Accident Physical Evidence for Collection
- Remove Debris from Traffic Accident Scene
- Request Emergency Assistance for Traffic Accident (e.g., ambulance, tow truck)
- Take Coordinate Measures of Traffic Accident Scenes (e.g., triangulation)

#### 7) Patrol

- Reports (verbal and Written)
- Emergency Vehicle Operation
- High Risk/Low Risk Stops
- Patrol Procedures (DWI, Radar, Radio, Field Interviews, Crimes in Progress)
- Arrest Procedures (Jail Operations, Constitutional Issues, Female Prisoners, Booking, Searching)
- Accident Investigations
- Crime Scene Investigations
- Priority Calls (Officer Backup, Alarms, Domestic, Mental Health Crises, Suicides)
- Crisis Management and Intervention (e.g., Rape, Suicide, Domestic, Mental Illness, Drugs)
- Use of Force

#### 8) Community Relations

- Officer Demeanor
- Community Relations/Interactions with the Community
- Interactions with Special Populations (e.g., Elderly, Mentally Ill, Mentally Disabled, Juveniles)
- Media Relations

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- Crisis Intervention/Referrals
- Interdepartmental Relations
- Crime Prevention Programs and Education

#### **9) Law Enforcement Driver Training**

- Legal Principles of LEDT
- Officer Liability
- Vehicle Dynamics
- Risk Management
- Decision-Making to Avoid Collisions

#### **10) DWI Detection and Standardized Field Sobriety Testing (SFST)**

- Administer Standardized Field Sobriety Tests
- Administer Preliminary Breath Test
- Arrange for Obtaining Blood or Urine Samples for Sobriety Tests
- Arrest OWI/OUID Suspects
- Complete OWI/OUID Arrest Reports
- Evaluate Driver's Capability to Operate Vehicle
- Operate Evidentiary Breath Test Instrument to Test Blood Alcohol Content

#### **11) Radar**

- Determine Speed of Vehicles Using Speedometer
- Determine Speed of Vehicle Using Speed Measurement Devices (e.g., Laser, Lidar, Radar, etc.)

#### **12) Ethics**

- Ethical Problem Solving
- Ethical Decision Making
- Cultural Diversity
- Ethical Interrogation Techniques
- Ethics in Court
- Leadership