

CRIMINOLOGY & CRIMINAL JUSTICE DEPARTMENT

Report Brief on Assessment Activities, Results & Findings, & Recommendations

Program: Masters of Science in Criminal Justice Administration (MSCJA)

Timeframe: AY 2015-2016

Submitted: February 2017

Prepared by: Joe Allen

Summary of Assessment Findings & Recommendations

The CCJ Department has continued to advance its assessment activities; moreover, general improvement has been seen in assessment results. The department to-date has employed direct and indirect assessment instruments to assess program effectiveness in terms of program and student learning outcomes. Direct assessment has been conducted in the forms of exit examinations for both undergraduate and graduate students. Indirect assessment has been conducted in the forms of student feedback instruments for students – faculty/ administration and Marianist values for undergraduates and program effectiveness and student knowledge self-assessment and faculty/administration for graduates.

Assessment activities for the MSCJA program were last conducted in AY 2013-2014 due to internal mechanisms that did not consistently capture all graduating students. This problem was alleviated in 2016 with the provision of a new core course (CJA 791 – Capstone). This new course is required of all students nearing graduation, providing a full population of those in the MSCJA Program and complete analyses for future assessments. The first offering of this course was Fall 2016, so the results herein only include one term's worth of data.

The graduate direct assessment instrument was revised prior to AY 2013-2014 with better constructed questions and questions that better reflect learning outcomes. However, since the last assessment, the program has changed, now offering three different tracks (general/hybrid, law enforcement, and corrections). The core courses were also changed. It was decided that the most recent iteration of the exit exam be used for at least one cohort (term) of students in order to establish the same (or near) baseline that was seen in previous assessments (i.e., the core courses that carried over). The full complement of other exam questions for new courses (based on track) will be developed for the Summer 2017 term (next offering of the course). This instrument will include questions for the core courses along with questions for each student's specific track.

**CUH Program
Annual Assessment Report
Summary**

1. Program Information:

Division	Behavioral Sciences
Program	Criminology & Criminal Justice
Level	Graduate
Academic Year	2015-2016
Submitted by	Joe Allen
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Date Submitted	1/25/17

2. Outcomes Assessed and Program Evaluation

Outcomes assessed for this AY	Assessment Process	Access to/Archive of Results
All Program Learning Outcomes (N = 6 students)	Comprehensive/Exit Exam (52 items; multiple choice & true-false format)	Results posted to CUH WASC evidence online site; raw data on Joe Allen's computer
Student Self-Assessment of Knowledge, Understanding, and Abilities (N = 6 students)	Exit Survey (70 items; Likert scale format)	Results posted to CUH WASC evidence online site; raw data on Joe Allen's computer
Student Evaluation of MSCJA Program Advising & Faculty (N = 6 students)	Exit Survey (3 items; Likert scale format)	Results posted to CUH WASC evidence online site; raw data on Joe Allen's computer
Student Evaluation of MSCJA Program & Integration of Marianist Values (N = 6 students)	Exit Survey (5 items; Likert scale format)	Results posted to CUH WASC evidence online site; raw data on Joe Allen's computer

3. Results, concerns and discoveries. Make sure appropriate statistical notations are utilized (N size, mean, standard deviation, frequency distribution, etc). What conclusions or discoveries were made from these results?

Results & Discoveries																	
1. Overall Comprehensive/Exit Exam Results (N=6): During the most recent assessment, students averaged an overall score of 76.6%.																	
2. Specific Comprehensive/Exit Exam Results (N=6): Most Recent Assessment Cycle																	
<ul style="list-style-type: none"> Students scored less than the targeted 70% rate in only one course, CJA 602. The below table displays the percentage of correct responses by specific course. 																	
<table border="1"> <thead> <tr> <th>Course</th> <th>% Correct</th> </tr> </thead> <tbody> <tr> <td>602</td> <td>63.9%</td> </tr> <tr> <td>605</td> <td>86.8%</td> </tr> <tr> <td>606</td> <td>85.6%</td> </tr> <tr> <td>766</td> <td>83.8%</td> </tr> <tr> <td>770</td> <td>86.6%</td> </tr> <tr> <td>790</td> <td>83.3%</td> </tr> <tr> <td>TOTAL</td> <td>84.2%</td> </tr> </tbody> </table>		Course	% Correct	602	63.9%	605	86.8%	606	85.6%	766	83.8%	770	86.6%	790	83.3%	TOTAL	84.2%
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<ul style="list-style-type: none"> Comprehensive/exit exam $\mu = 48.8/55.3$, $\sigma = 8.8$, $r = .766$. 																	
3. Student Self-Assessment of Knowledge, Understanding, and Abilities (N=6): During the most recent assessment, student knowledge self-assessment and ratings of the program were generally high across all items ($\mu = 4.36$). Overall average for specific items that were below 4.0 on the 1-5 scale were: “I have the ability to cope with problems in corrections.”(3.40), “I know the basic structure of law enforcement on the city level.”(3.55), “I know the basic structure of law enforcement on the county level.”(3.34), “I know the basic structure of law enforcement on the state level.”(3.82), “I understand the expertise required for positions in private security organizations.”(3.46), and “I understand the expertise required for positions in private correctional organizations.” (3.76)																	
4. Feedback on MSCJA Program (N=6): During the most recent assessment cycle, student ratings of faculty/administration were in line with previous periods. The mean for each assessed items was 4.6 or above, with the overall mean being 4.66. On the 5-point scale, the mean for ‘I found academic advising for MSCJA students readily available and useful’ was 4.30.																	
5. Feedback on MSCJA Program & Marianist Values (N=6): During the most recent assessment, student ratings of the program’s integration of the Marianist were in line with previous periods. The mean for each assessed items was 4.58 or above, with the overall mean being 4.64.																	

Conclusions & Concerns

1. Assessment of PLOs via comprehensive/exit exam show that the target rate of 70% was not met in the most recent cycle through the following course: CJA 602. The percentage of correct response for this course was 63.9%.
2. Student evaluation of the CCJ Program is solid as is their assessment of the program and its integration of the Marianist values.
3. While the targeted 70% correct response rate is exceeded in all courses except one, it is recommended that exit exam questions be revisited to ensure some level of variance across all courses.

4. Use of Results. Did the results lead to program changes? If so, describe the changes made. If not, describe why changes were not needed.

1. This was the first cycle of the MSCJA assessment under the new CJA 791 course (i.e., being 'initiated' through the course as opposed to informal methods). This has strengthened the ability for all MSCJA students to complete the materials.
2. Additional assessment items were used in this cycle; artifacts are being collected for benchmarking. (Also, some activities did not produce good artifacts, so revisions of the course, and by default assessment, will be examined and implemented). Assessment activities are being conducted for each MSCJA track.
3. Assessment of PLOs via comprehensive/exit exam: for courses where students scored less than 70% overall, the department will further examine if: (1) items need to be revised to better reflect student learning outcomes, (2) course delivery/instruction in these areas needs to be improved, and/or (3) student learning outcomes as measured by the current assessment items are in fact reflective of desired student learning programmatic outcomes.
4. Assessment of PLOs via comprehensive/exit exam: Standard deviation and Alpha levels need to be watched. It is unsure if these are reflections of the instruments or student scoring anomalies. If future data are not to satisfactory levels in the future, the instrument may need to be re-examined.
5. Student evaluation of the MSCJA Program & integration of the Marianist values: no program changes deemed necessary.

5. Dissemination of results, conclusions, and discoveries. How and with whom were the results shared?

All assessment activities have been disseminated to CCJ faculty, CCJ Program Coordinator, Division Chair and the Provost via e-mail. Results posted to CUH WASC evidence online site.