

## **CRIMINOLOGY & CRIMINAL JUSTICE DEPARTMENT**

---

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

**Submitted: January 2010**

**Prepared by: Joe Allen**

#### **Summary of Assessment Findings & Recommendations: Undergraduate Program**

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. Recently, the program has also implemented and started collecting other forms of direct evidence (e.g., papers, case study). 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.

The undergraduate direct assessment instrument has undergone several revisions since its inception, the most ardent occurring two assessment cycles prior to the most recent assessment cycle. Changes were necessary due to poorly-worded questions, thus the questions were revised. After this current assessment cycle, a handful of questions with wide variances were examined. It has been decided that in some cases, these questions need to be revised. In a couple of other instances, the instructor of the course has acknowledged that he needs to further emphasize this material in his course. Problematic course-related scores have generally improved or stabilized. The department feels that this is due to more stability among adjuncts teaching select courses (i.e., continued carryover and instruction toward course and program learning outcome ends). 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.

The graduate direct assessment instrument has been revised recently with better constructed questions and questions that better reflect learning outcomes. There are still some revisions that need to occur, but given the most recent results, the department feels that things are advancing in the right direction.

Additional direct assessment items have been added to both undergraduate and graduate assessment activities; these items have been collected for two and one term, respectively. Results from the undergraduate items are not included here as the rubric and scoring methodologies have not been fully examined (e.g., inter-rater reliability). These materials will be vetted prior to this term's assessment cycle. Results from the graduate items are not included here yet because, after examining inter-rater reliability, it was found that the format of the case study should be constructed differently (i.e., item-specific rater scoring having more clearly defined categories). The inter-rater reliability for the paper for the graduate students will be examined after this term's assessment cycle.

## Undergraduate Program Exit Assessment Overview

Analysis Period: Fall 2005 (assessment inception) thru Fall 2009

Total Assessment Cycles: 4

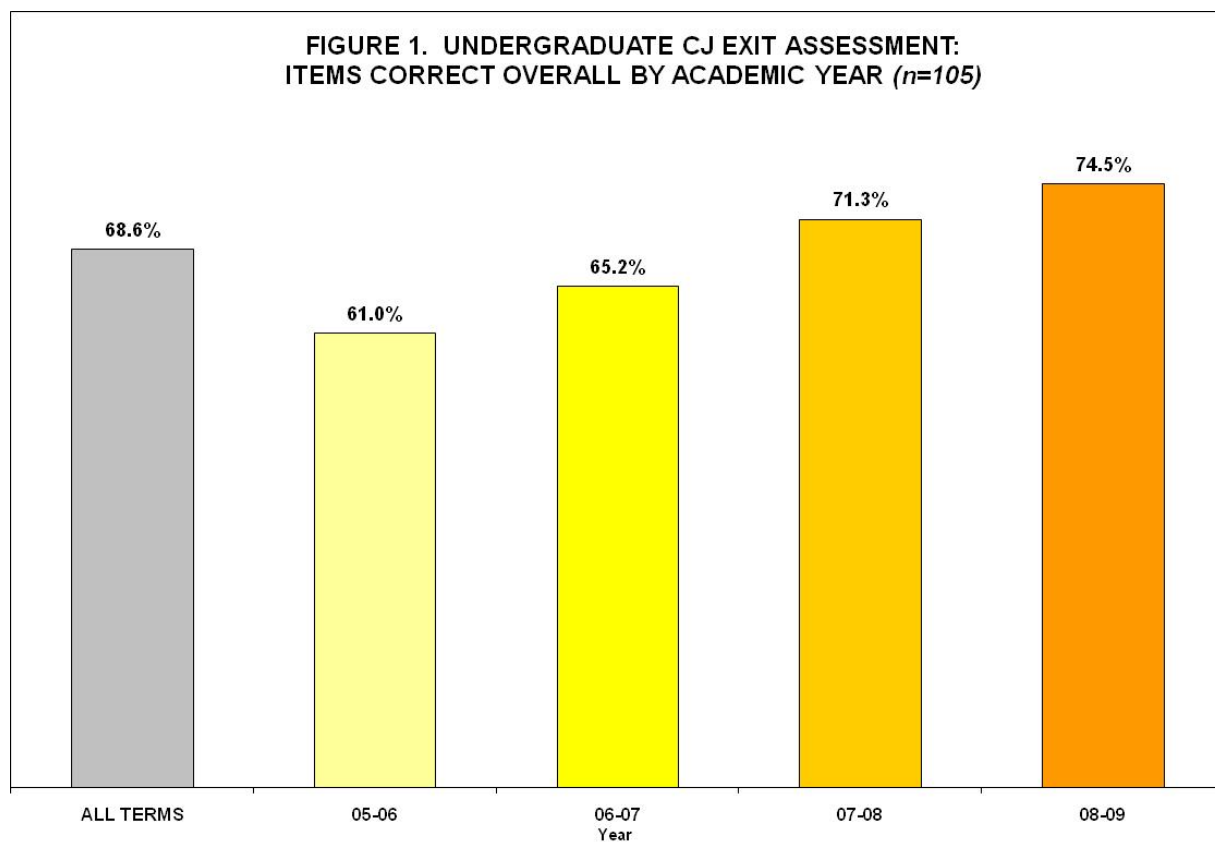
Students completing assessment materials to-date: 105

Assessment materials completed (each assessment): Direct (exit examination) and Indirect (student feedback)

## Direct Assessment: Exit Examination Results

### Overall Results

Figure 1 displays the exit examination results for undergraduate students during the past 4 assessment cycles. These are overall percentage scores (i.e., including all courses).



### Summary/Highlights

- During the most recent assessment cycle (08-09), students achieved the highest correct response rate (74.5%) since direct assessment activities commenced in Fall 2005.
- Overall scores for students have increased each assessment for the past 3 assessment periods.

## Course Analyses

Table 1 displays student performance on the exit examination by specific course during the past 3 assessment cycles.

**Table 1. Undergraduate Exit Examination Results by Course**

Course	ALL TERMS	05-06	06-07	07-08	08-09
<b>n</b>	105	22	34	12	37
<b>151</b>	71.6%	72.7%	88.8%	69.4%	58.1%
<b>201</b>	77.8%	66.4%	67.6%	88.9%	88.0%
<b>220</b>	77.5%	86.4%	81.2%	71.7%	70.7%
<b>223</b>	61.2%	44.5%	30.6%	86.7%	91.7%
<b>270</b>	53.7%	54.5%	63.5%	23.8%	56.6%
<b>291</b>	80.5%	43.6%	86.5%	86.9%	90.3%
<b>375</b>	73.8%	72.7%	74.7%	81.7%	71.1%
<b>423</b>	54.2%	43.6%	52.4%	56.7%	61.7%
<b>424</b>	58.8%	62.7%	61.2%	45.0%	58.8%
<b>432</b>	82.1%	76.4%	77.6%	81.7%	90.2%
<b>451</b>	64.6%	54.5%	57.6%	70.2%	73.5%
<b>470</b>	77.1%	77.3%	77.1%	81.7%	75.4%
<b>491</b>	68.8%	63.6%	60.0%	83.3%	75.6%
<b>315</b>	59.9%	35.5%	34.1%	76.9%	79.3%
<b>TOTAL</b>	<b>68.6%</b>	<b>61.0%</b>	<b>65.2%</b>	<b>71.3%</b>	<b>74.5%</b>
<b>poss</b>	--	<b>70</b>	<b>70</b>	<b>82</b>	<b>75.6</b>
<b>Mean</b>	--	<b>46.1</b>	<b>40.9</b>	<b>58.5</b>	<b>56.3</b>
<b>SD</b>	--	<b>9.0</b>	<b>9.6</b>	<b>7.1</b>	<b>8.8</b>
<b>Alpha</b>	--	<b>.854</b>	<b>.893</b>	<b>.746</b>	<b>.752</b>

## Summary/Highlights

- Compared with the first assessment cycle in 05-06, students performed better in 9 of the 14 courses in the most recent assessment cycle (08-09).
- During the most recent assessment cycle, student performance improvement of >+5% was seen in the following courses: CJ 223, CJ 270, CJ 423, CJ 424, and CJ 432.
- During the most recent assessment, student performance decreases of >-5% were seen in the following courses: CJ 151, CJ 375, CJ 470, and CJ 491.
- In the most recent assessment, students scored above 80% in the following courses: CJ 201, CJ 223, CJ 291, CJ 432, and CJ 470.
- In the most recent assessment, students scored below 60% in the following courses: CJ 151, CJ 270, and CJ 424.

## Indirect Assessment: Student Feedback Results

### Feedback on Faculty/Administration

Table 2 displays student feedback on faculty/administration during the past 4 assessment cycles. Values are mean scores from all students with a range of 1 to 5 (1=strongly disagree to 5=strongly agree).

**Table 2. Student Feedback on Faculty/Administration**

Undergraduate Student Feedback: Faculty/Administration	Year	05-06	06-07	07-08	08-09	TOTAL
	<i>n</i>	22	34	12	37	105
I found academic advising for CCJ students readily available and useful.		4.43	4.06	4.42	4.54	4.35
I found faculty readily-available and willing to provide information outside the classroom.		4.50	4.61	4.58	4.76	4.64
I found the CCJ program administration to be helpful and available.		4.50	4.48	4.58	4.70	4.57
I found the CCJ curriculum challenging.		4.45	4.18	4.25	4.62	4.40
I found the CCJ faculty well-qualified and knowledgeable in their subject areas.		4.59	4.52	4.58	4.89	4.67
I found the CCJ faculty well-prepared.		4.41	4.36	4.33	4.78	4.52
The textbooks and materials used in courses were relevant and up-to-date.		4.23	4.18	4.08	4.65	4.34
Faculty used classroom audiovisual equipment competently.		4.50	4.42	4.33	4.68	4.52
<b>OVERALL -- ALL ITEMS</b>		<b>4.45</b>	<b>4.35</b>	<b>4.40</b>	<b>4.70</b>	<b>4.50</b>

### Summary/Highlights

- During the most recent assessment, student ratings of faculty/administration increased among all assessed items.

### Feedback on Marianist Values

Table 3 displays student feedback on the program's expression/support of the Marianist values during the past 4 assessment cycles. Values are mean scores from all students with a range of 1 to 5 (1=strongly disagree to 5=strongly agree).

**Table 3. Student Feedback on Marianist Values**

Undergraduate Student Feedback: Marianist Values	Year	05-06	06-07	07-08	08-09	TOTAL
	<i>n</i>	22	34	12	37	105
This program encouraged participation from students of all faiths, cultures, races, nationalities and ethnicities.		4.62	4.50	4.50	4.70	4.60
This program allowed and fostered interaction between students and teachers.		4.48	4.56	4.67	4.70	4.61
This program challenged students to excellence and maturity.		4.43	4.31	4.42	4.70	4.49
This program promoted the dignity, rights and responsibilities of all people.		4.62	4.34	4.42	4.78	4.56
This program recognized and adapted to the ever-changing world of criminal justice.		4.57	4.56	4.58	4.81	4.65
<b>OVERALL -- ALL ITEMS</b>		<b>4.54</b>	<b>4.46</b>	<b>4.52</b>	<b>4.71</b>	<b>4.57</b>

### Summary/Highlights

- During the most recent assessment, student ratings of faculty the program's expression/support of the Marianist values increased among all assessed items.