

CRIMINOLOGY & CRIMINAL JUSTICE DEPARTMENT

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

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Summary of Assessment Findings & Recommendations: Graduate 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.

Graduate Program Exit Assessment Overview

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

Total Assessments: 6

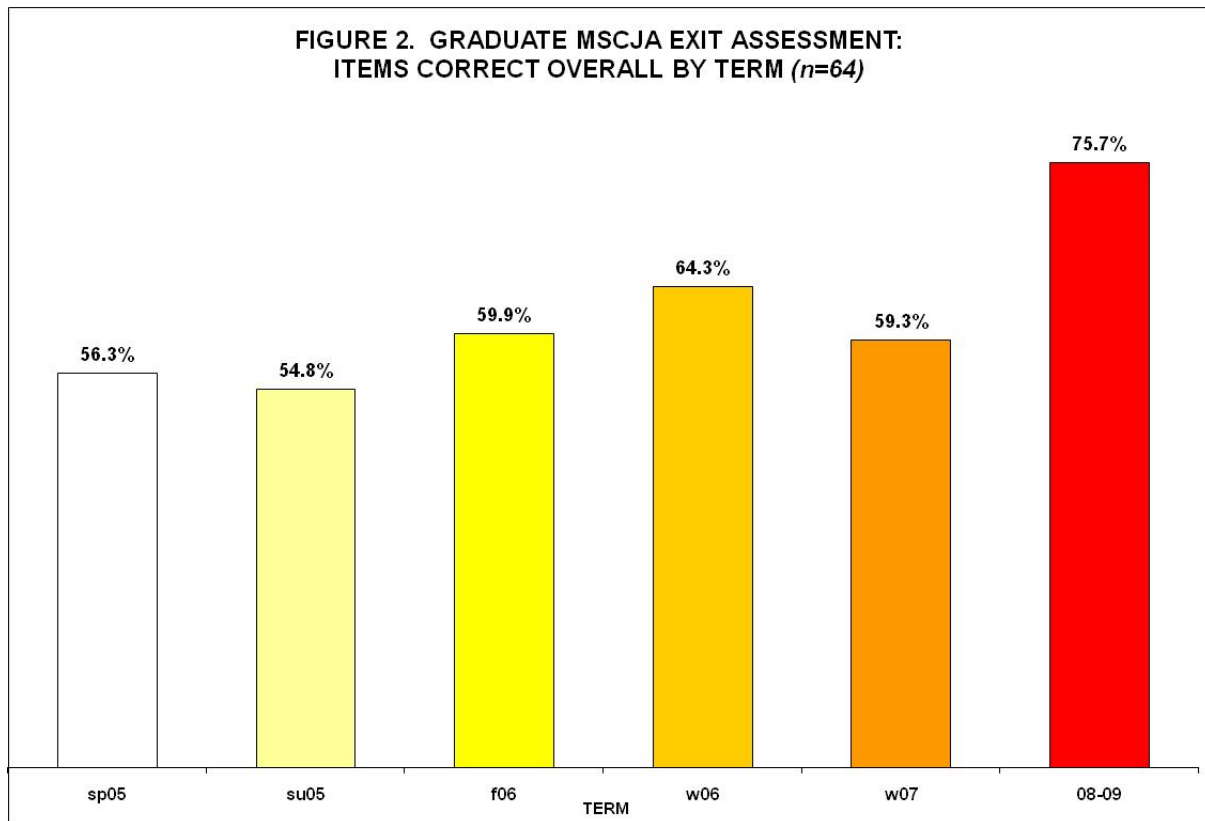
Students completing assessment materials to-date: 64

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

Direct Assessment: Exit Examination Results

Overall Results

Figure 2 displays the exit examination results for graduate students during the past 6 assessments. These are overall percentage scores (i.e., including all courses).



Summary/Highlights

- During the most recent assessment, students averaged an overall score of 75.7%. This period covers two terms instead of a single term and is the highest scoring since the inception of MSCJA assessment.

Course Analyses

Table 4 displays student performance on the exit examination by specific course during the past 5 assessments.

Table 4. Graduate Exit Examination Results by Course

MSCJA Student Comprehensive Exams: Course Area Analysis

Course / # of Items <i>(item analyses do not reflect overall totals as some items test proficiency in two areas)</i>	T1 (n=5) sp05	T2 (n=8) su05	T3 (n=12) f06	T4 (n=15) w06	T5 (n=6) w07	T6 (n=18) 08-09
CJ 604 – Constitutional Law	46.7%	42.7%	47.9%	48.9%	54.2%	72.7%
CJ 605 – Criminology	60.0%	41.7%	38.9%	55.6%	66.7%	81.2%
CJ 606 – Research Methods	14.5%	13.6%	42.4%	55.8%	75.0%	80.2%
CJ 610 – Law Enforcement	54.3%	46.4%	47.6%	54.3%	50.0%	82.8%
CJ 612 – Correctional Management & Administration	62.0%	37.5%	45.8%	50.0%	43.3%	66.9%
CJ 740 – Community Corrections, Probation & Parole	60.0%	50.0%	45.8%	61.7%	58.3%	63.5%
CJ 766 – Ethics in Criminal Justice & Public Administration	83.3%	87.5%	83.3%	82.2%	75.0%	87.5%
CJ 790 – Survey Research Methods & Statistics	18.6%	18.8%	50.0%	61.9%	71.1%	72.2%
Essay Question Section – Various Courses Emphasized	68.8%	80.5%	73.7%	73.6%		
TOTAL / ALL ITEMS	56.3%	54.8%	59.9%	64.3%	59.3%	75.7%
Possible (non-essay items)	50	50	50	50	57	45.4
Mean (non-essay items)	25.0	21.0	26.5	29.8	32.8	34.4
SD (non-essay items)	4.5	2.1	3.6	4.4	3.6	7.1
Alpha (non-essay items)	n/a*	n/a*	.286	.538	.010	.486

Summary/Highlights

- Compared with the first assessment in Spring 2005, students performed better in all of the 8 courses in the most recent assessment cycle (08-09); for the most recent assessment period, students performed better than the previous period in, again, all of the 8 courses.
- During the most recent assessment, student high performance improvement (>+10%) was seen in the following courses: CJA 604, CJA 605, CJA 610, CJA 612, and CJA 766.
- In the most recent assessment, students scored above 80% in 4 courses (previously, this was none).
- In the most recent assessment, students scored below 60% in no courses (previously, this was 4).

Indirect Assessment: Student Feedback Results

Course Analyses

Table 5 on the following page displays student feedback on the program during the past 5 assessments, a total of 5 assessment periods¹. Values are mean scores from all students with a range of 1 to 5 (1=strongly disagree to 5=strongly agree).

Summary/Highlights

- During the most recent assessment, student knowledge self-assessment and ratings of the program were generally higher across all items.
- Generally since the inception of assessment activities, overall student knowledge self-assessment and ratings of the program are currently at their highest assessed levels since the inception of assessment administration.

Table 5. Graduate Student Feedback Results

Item #	Feedback: Statement	T1 (n=5) sp05	T2 (n=8) f06	T3 (n=13) sp06	T4 (n=6) w08	T5 (n=19) 08-09
1.00	I have a practical knowledge regarding the inherent complexities and day-to-day operations of the American criminal justice system.	4.80	4.23	4.00	3.86	4.58
1.01	I know the legal issues that affect criminal justice professionals.	4.40	4.00	4.00	3.57	4.68
1.02	I can recognize ethical issues that arise in the criminal justice profession.	4.60	4.23	4.38	4.00	4.84
2.00	I understand the integrated model of criminal justice administration theory and practice that stresses conceptual, methodological and contextual knowledge development and application.	4.40	3.77	3.50	3.67	4.26
2.01	I have the ability to cope with problems in corrections.	4.60	3.69	3.88	3.43	4.58
2.02	I have the ability to weigh problems in corrections.	4.40	3.92	4.13	3.43	4.63
2.03	I have the ability to analyze problems in corrections.	4.60	3.85	4.25	3.57	4.63
2.04	I have the ability to investigate problems in corrections.	4.20	3.92	4.00	3.57	4.47
2.05	I have the ability to cope with problems in law enforcement.	4.40	4.15	4.13	3.86	4.58
2.06	I have the ability to weigh problems in law enforcement.	4.80	4.08	4.00	3.71	4.63
2.07	I have the ability to investigate problems in law enforcement.	4.60	4.08	4.13	3.71	4.58
2.08	I have criminal justice administration management skills.	4.80	4.00	4.13	3.71	4.37
2.09	I have fundamental skills required in managing personnel.	4.80	3.69	4.25	3.57	4.47
2.10	I understand the policymaking responsibilities in criminal justice.	4.40	3.92	3.88	3.57	4.47
2.11	I recognize criminal justice administrative challenges and how these challenges can be met.	4.60	3.85	3.88	3.57	4.56
2.12	I know the principles upon which criminal justice administration is based.	4.40	4.08	4.00	3.86	4.53
2.13	I know effective criminal justice problem-solving techniques.	4.60	4.00	3.88	3.57	4.53
3.00	I understand the problems associated with ethical administrative decision-making.	4.40	3.69	4.13	3.33	4.68
3.01	I have the ability to cope with, ethical problems in corrections.	4.60	3.92	4.13	3.43	4.58

¹ During the Winter 2006 assessment, student feedback data was not collected.

3.02	I have the ability to weigh ethical problems in corrections.	4.40	3.77	4.00	3.43	4.58
3.03	I have the ability to analyze ethical problems in corrections.	4.60	3.69	3.88	3.43	4.53
3.04	I have the ability to investigate ethical problems in corrections.	4.80	3.69	3.88	3.43	4.47
3.05	I have the ability to cope with ethical problems in law enforcement.	4.80	3.77	4.00	3.57	4.58
3.06	I have the ability to weigh ethical problems in law enforcement.	4.80	3.92	4.13	3.57	4.63
3.07	I have the ability to analyze ethical problems in law enforcement.	4.60	3.54	4.00	3.67	4.58
3.08	I have the ability to investigate ethical problems in law enforcement.	4.60	3.62	4.13	3.67	4.63
3.09	I have the ability to encourage consideration of ethical principles.	4.80	3.92	4.13	3.67	4.74
3.10	I understand public interest in the maintenance of professional criminal justice standards.	4.60	4.00	3.88	3.67	4.68
3.11	I have the ability to increase the confidence of citizens in the ethical administration of justice.	4.40	3.92	4.13	3.67	4.68
4.00	I know how to create a setting in which plans for research can be formulated and carried out, so that research may be applied in teaching and eventually in the operation of agencies within the criminal justice system.	4.20	3.62	3.38	3.57	4.16
4.01	I recognize those who have made an essential research contribution in the study of criminal justice administration.	4.20	4.08	3.75	3.43	4.26
4.02	I can locate basic research in criminal justice.	4.80	4.23	4.00	3.71	4.68
4.03	I can interpret basic research in criminal justice.	4.80	4.31	3.88	3.71	4.53
4.04	I can apply basic research in criminal justice.	5.00	4.31	3.88	3.71	4.53
4.05	I can use computer technology to locate data for criminal justice research projects.	5.00	4.46	3.88	3.43	4.63
4.06	I can use statistical software to analyze significant criminal justice issues.	4.40	4.15	3.63	3.29	4.37
5.00	I know how to maintain efficient criminal justice standards without infringing upon the basic rights guaranteed to each individual by both state and federal constitutions and laws.	4.80	4.25	3.75	3.83	4.58
5.01	I understand the meaning of "due process of law."	5.00	4.67	4.38	4.14	4.74
5.02	I understand the application of due process to the states.	4.20	4.50	4.00	3.57	4.72
5.03	I understand the application of criminal procedural rights to situations in which citizens and government come into conflict.	4.40	4.42	4.13	3.86	4.68
5.04	I know the agencies of the criminal justice system of the United States.	4.60	4.25	4.00	4.14	4.79
5.05	I know the functions of the criminal justice systems of the United States.	4.60	4.17	4.13	4.14	4.68
5.06	I know the basic structure of law enforcement on the city level.	4.60	4.08	4.13	3.57	4.74
5.07	I know the basic structure of law enforcement on the county level.	4.00	3.92	4.13	3.43	4.39
5.08	I know the basic structure of law enforcement on the state level.	4.60	4.17	4.25	3.57	4.63
5.09	I know the basic structure of law enforcement on the federal level.	4.80	4.17	4.13	3.86	4.50
5.10	I understand administrative responsibilities regarding police practices.	4.60	4.08	3.88	3.71	4.58
5.11	I understand administrative responsibilities regarding police policies.	4.60	3.92	3.88	3.71	4.63
5.12	I understand the basic concepts of correctional management.	4.40	3.67	4.00	3.57	4.58
5.13	I know the intermediate sanctions being used in corrections.	4.20	3.67	3.88	3.57	4.58
5.14	I know the law as it applies to probation.	4.20	4.00	3.75	4.00	4.47
5.15	I know the law as it applies to parole.	4.50	4.00	4.00	3.86	4.53
6.00	I have been prepared for a career in the administration of criminal justice.	4.80	4.15	4.38	3.50	4.53
6.01	I understand the expertise required for positions in police administration.	4.60	4.15	4.25	3.17	4.47

6.02	I understand the expertise required for positions in judicial administration.	4.40	4.08	4.13	3.33	4.47
6.03	I understand the expertise required for positions in correctional administration.	4.20	3.92	4.00	3.33	4.53
6.04	I understand the expertise required for positions in private security organizations.	4.20	3.92	4.00	3.00	4.47
6.05	I understand the expertise required for positions in private correctional organizations.	4.20	3.85	4.00	3.33	4.53
6.06	I have the theoretical skills necessary for criminal justice administration management.	4.40	4.00	4.00	3.67	4.68
6.07	I have the analytical skills necessary for criminal justice administration management.	4.60	3.92	4.13	3.83	4.68
6.08	I have the research skills necessary for criminal justice administration management.	4.60	4.00	4.00	3.67	4.58
6.09	I have policy analysis skills necessary for criminal justice administration management.	4.40	3.92	4.13	3.17	4.68
6.10	I have the theoretical skills necessary for doctoral-level graduate study.	3.60	2.92	3.75	3.00	4.42
6.11	I have the analytical skills necessary for doctoral-level graduate study.	3.80	2.92	3.88	3.00	4.53
6.12	I have the research skills necessary for doctoral-level graduate study.	3.80	2.92	3.50	3.00	4.42
7.00	I understand issues of race and ethnicity, gender and social class as they relate to social causes of crime.	4.80	4.23	4.25	4.00	4.68
7.01	I know how to integrate findings concerning the psychological, sociological, economic and cultural roots of crime.	4.40	4.08	3.88	3.83	4.63
7.02	I understand the sociological roots of crime.	4.40	4.00	4.00	3.83	4.74
7.03	I understand the economic roots of crime.	4.80	4.15	4.25	4.00	4.68
7.04	I understand the cultural roots of crime.	4.60	4.15	4.00	4.00	4.68
8.01	I found academic advising for MSCJA students readily available and useful.	4.40	3.92	4.13	4.33	4.53
8.02	I found faculty readily available and willing to provide information outside the classroom.	4.80	4.08	4.25	4.33	4.32
8.03	I found the administration of the MSCJA program helpful and available.	4.60	4.00	4.00	4.50	4.32
OVERALL -- ALL FEEDBACK ITEMS		4.52	3.96	4.01	3.65	4.57