

## **Summary of Assessment Findings & Recommendations**

The CCJ Department has generally made some good gains in its assessment activities. 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 faculty/administration for graduates.

The undergraduate direct assessment instrument has undergone several revisions since its inception, the most ardent occurring previous to the most recent assessment cycle. Revisions were done in order to better reflect the student learning outcomes of the courses; previous versions were found to have courses where assessment items not fully aligned to student learning outcomes. During the past two revisions, the faculty members who teach these courses were fully involved in the formulation of questions, developing those that best captured the measurement of achieving student learning outcomes. Overall student performance on the direct assessment has improved. There are a few courses where scores can be improved; one course in particular is CJ 270. This course has been in a transitional state during the past year, having at least two different instructors (both adjuncts). One of these instructors has since been terminated from teaching this course in the future. For this course, it is recommended that more consistent instruction be offered; instructors for this course need to be fully aware of the expected student learning outcomes for the course. For other courses where students scored below 60% overall, it is recommended that faculty revisit the assessment instrument and either (1) revise exam items to better reflect student learning outcomes, (2) improve course delivery/instruction in these areas, or (3) revise student learning outcomes if the current assessment items are in fact reflective of desired student learning outcomes.

The graduate direct assessment instrument has not been subject to as much scrutiny as the undergraduate instrument. This is readily apparent in the overall lowered scores and lack of notable improvement. It is recommended that this instrument be revised to better reflect desired student learning outcomes prior to the next assessment cycle. These revisions, like those employed in the undergraduate assessment, needs to similarly fully involve the faculty who directly teach these courses in the formulation of appropriate questions.

The graduate indirect assessment shows overall that there are areas of improvement for the program. While results are generally favorable, there have been some downward trends in various areas since assessment of the program began, most notably in the areas of ethical and career preparation of students in the field of criminal justice administration.

## Graduate Program Exit Assessment Overview

Analysis Period: Spring 2005 (assessment inception) thru Winter 2008

Total Assessment Cycles: 5

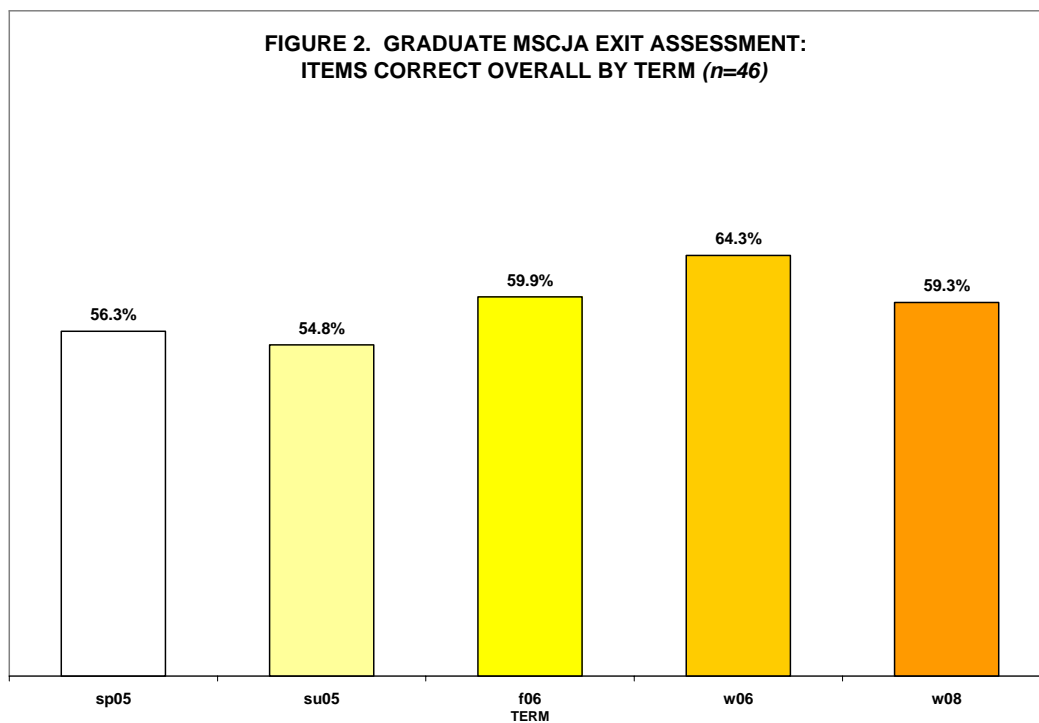
Students completing assessment materials to-date: 46

Assessment materials completed (each cycle): 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 5 assessment cycles. These are overall percentage scores (i.e., including all courses).



### Summary/Highlights

- During the most recent assessment cycle, students averaged an overall score of 59.3%.
- During the most recent assessment cycle, students did not complete the essay portion of the exit examination (a section where students historically have performed at approximately 75%). If the essay portion of the exam were completed and students performed at levels in previous cycles, it is projected that the overall average score would have been 66-68%.

## Course Analyses

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

Table 4. Graduate Exit Examination Results by Course

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) w08
CJ 604 – Constitutional Law / 12 items	46.7%	42.7%	47.9%	48.9%	54.2%
CJ 605 – Criminology / 3 items	60.0%	41.7%	38.9%	55.6%	66.7%
CJ 606 – Research Methods / 1 item	14.5%	13.6%	42.4%	55.8%	75.0%
CJ 610 – Law Enforcement / 7 items	54.3%	46.4%	47.6%	54.3%	50.0%
CJ 612 – Correctional Management & Administration / 10 items	62.0%	37.5%	45.8%	50.0%	43.3%
CJ 740 – Community Corrections, Probation & Parole / 4 items	60.0%	50.0%	45.8%	61.7%	58.3%
CJ 766 – Ethics in Criminal Justice & Public Administration / 6 items	83.3%	87.5%	83.3%	82.2%	75.0%
CJ 790 – Survey Research Methods & Statistics / 4 items	18.6%	18.8%	50.0%	61.9%	71.1%
Essay Question Section – Various Courses Emphasized	68.8%	80.5%	73.7%	73.6%	
<b>ALL COURSES / ALL ITEMS (47 Total Items)</b>	<b>56.3%</b>	<b>54.8%</b>	<b>59.9%</b>	<b>64.3%</b>	<b>59.3%</b>

## Summary/Highlights

- Compared with the first assessment cycle in Spring 2005, students performed better in 5 of the 8 courses in the most recent assessment cycle (Winter 2008); in the most recent assessment period, students performed better than the previous period in 4 of the 8 courses.
- During the most recent assessment cycle, student performance improvement was seen in the following courses: CJA 604, CJA 605, CJA 606, and CJA 790.
- During the most recent assessment cycle, student performance decline was seen in the following courses: CJA 610, CJA 612, CJA 740, and CJA 766.
- In the most recent assessment cycle, students scored above 80% in no courses.
- In the most recent assessment cycle, students scored below 60% in the following courses: CJA 604, CJA 610, CJA 612, and CJA 740.

## Indirect Assessment: Student Feedback Results

### Course Analyses

Table 5 on the following page displays student feedback on the program during the past 5 assessment periods, a total of 4 assessment cycles<sup>1</sup>. 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 cycle, student ratings of the program were generally mixed across most items than the previous assessment period (e.g., some items being rated higher while other items being rated lower).
- Generally since the inception of assessment activities, overall student ratings of the program in recent assessment cycles are lower than initial periods.

---

<sup>1</sup> During the Winter 2006 cycle, student feedback data was not collected.

Item #	Feedback: Statement	T1 (n=5) sp05	T2 (n=8) f06	T3 (n=13) sp06	T4 (n=6) w08	T1? T4	T2? T4	T3? T4
<b>1.00</b>	<b>I have a practical knowledge regarding the inherent complexities and day-to-day operations of the American criminal justice system.</b>	<b>4.80</b>	<b>4.23</b>	<b>4.00</b>	<b>3.86</b>	<b>-23.6%</b>	<b>-9.3%</b>	<b>-3.6%</b>
1.01	I know the legal issues that affect criminal justice professionals.	4.40	4.00	4.00	3.57	-20.7%	-10.7%	-10.7%
1.02	I can recognize ethical issues that arise in the criminal justice profession.	4.60	4.23	4.38	4.00	-15.0%	-5.8%	-9.4%
<b>2.00</b>	<b>I understand the integrated model of criminal justice administration theory and practice that stresses conceptual, methodological and contextual knowledge development and application.</b>	<b>4.40</b>	<b>3.77</b>	<b>3.50</b>	<b>3.67</b>	<b>-18.3%</b>	<b>-2.6%</b>	<b>4.2%</b>
2.01	I have the ability to cope with problems in corrections.	4.60	3.69	3.88	3.43	-29.3%	-6.6%	-11.2%
2.02	I have the ability to weigh problems in corrections.	4.40	3.92	4.13	3.43	-24.3%	-12.4%	-17.4%
2.03	I have the ability to analyze problems in corrections.	4.60	3.85	4.25	3.57	-25.7%	-6.9%	-17.0%
2.04	I have the ability to investigate problems in corrections.	4.20	3.92	4.00	3.57	-15.7%	-8.8%	-10.7%
2.05	I have the ability to cope with problems in law enforcement.	4.40	4.15	4.13	3.86	-13.6%	-7.4%	-6.7%
2.06	I have the ability to weigh problems in law enforcement.	4.80	4.08	4.00	3.71	-27.1%	-9.1%	-7.1%
2.07	I have the ability to investigate problems in law enforcement.	4.60	4.08	4.13	3.71	-22.1%	-9.1%	-10.3%
2.08	I have criminal justice administration management skills.	4.80	4.00	4.13	3.71	-27.1%	-7.1%	-10.3%
2.09	I have fundamental skills required in managing personnel.	4.80	3.69	4.25	3.57	-30.7%	-3.0%	-17.0%
2.10	I understand the policymaking responsibilities in criminal justice.	4.40	3.92	3.88	3.57	-20.7%	-8.8%	-7.6%
2.11	I recognize criminal justice administrative challenges and how these challenges can be met.	4.60	3.85	3.88	3.57	-25.7%	-6.9%	-7.6%
2.12	I know the principles upon which criminal justice administration is based.	4.40	4.08	4.00	3.86	-13.6%	-5.5%	-3.6%
2.13	I know effective criminal justice problem-solving techniques.	4.60	4.00	3.88	3.57	-25.7%	-10.7%	-7.6%
<b>3.00</b>	<b>I understand the problems associated with ethical administrative decision-making.</b>	<b>4.40</b>	<b>3.69</b>	<b>4.13</b>	<b>3.33</b>	<b>-26.7%</b>	<b>-9.0%</b>	<b>-19.8%</b>
3.01	I have the ability to cope with, ethical problems in corrections.	4.60	3.92	4.13	3.43	-29.3%	-12.4%	-17.4%
3.02	I have the ability to weigh ethical problems in corrections.	4.40	3.77	4.00	3.43	-24.3%	-8.5%	-14.3%
3.03	I have the ability to analyze ethical problems in corrections.	4.60	3.69	3.88	3.43	-29.3%	-6.6%	-11.2%
3.04	I have the ability to investigate ethical problems in corrections.	4.80	3.69	3.88	3.43	-34.3%	-6.6%	-11.2%
3.05	I have the ability to cope with ethical problems in law enforcement.	4.80	3.77	4.00	3.57	-30.7%	-4.9%	-10.7%
3.06	I have the ability to weigh ethical problems in law enforcement.	4.80	3.92	4.13	3.57	-30.7%	-8.8%	-13.8%
3.07	I have the ability to analyze ethical problems in law enforcement.	4.60	3.54	4.00	3.67	-23.3%	3.2%	-8.3%
3.08	I have the ability to investigate ethical problems in law enforcement.	4.60	3.62	4.13	3.67	-23.3%	1.3%	-11.5%
3.09	I have the ability to encourage consideration of ethical principles.	4.80	3.92	4.13	3.67	-28.3%	-6.4%	-11.5%
3.10	I understand public interest in the maintenance of professional criminal justice standards.	4.60	4.00	3.88	3.67	-23.3%	-8.3%	-5.2%
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	-18.3%	-6.4%	-11.5%
<b>4.00</b>	<b>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.</b>	<b>4.20</b>	<b>3.62</b>	<b>3.38</b>	<b>3.57</b>	<b>-15.7%</b>	<b>-1.1%</b>	<b>4.9%</b>
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	-19.3%	-16.2%	-8.0%
4.02	I can locate basic research in criminal justice.	4.80	4.23	4.00	3.71	-27.1%	-12.9%	-7.1%
4.03	I can interpret basic research in criminal justice.	4.80	4.31	3.88	3.71	-27.1%	-14.8%	-4.0%
4.04	I can apply basic research in criminal justice.	5.00	4.31	3.88	3.71	-32.1%	-14.8%	-4.0%
4.05	I can use computer technology to locate data for criminal justice research projects.	5.00	4.46	3.88	3.43	-39.3%	-25.8%	-11.2%
4.06	I can use statistical software to analyze significant criminal justice issues.	4.40	4.15	3.63	3.29	-27.9%	-21.7%	-8.5%
<b>5.00</b>	<b>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.</b>	<b>4.80</b>	<b>4.25</b>	<b>3.75</b>	<b>3.83</b>	<b>-24.2%</b>	<b>-10.4%</b>	<b>2.1%</b>
5.01	I understand the meaning of "due process of law."	5.00	4.67	4.38	4.14	-21.4%	-13.1%	-5.8%
5.02	I understand the application of due process to the states.	4.20	4.50	4.00	3.57	-15.7%	-23.2%	-10.7%
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	-13.6%	-14.0%	-6.7%
5.04	I know the agencies of the criminal justice system of the United States.	4.60	4.25	4.00	4.14	-11.4%	-2.7%	3.6%
5.05	I know the functions of the criminal justice systems of the United States.	4.60	4.17	4.13	4.14	-11.4%	-0.6%	0.4%
5.06	I know the basic structure of law enforcement on the city level.	4.60	4.08	4.13	3.57	-25.7%	-12.8%	-13.8%
5.07	I know the basic structure of law enforcement on the county level.	4.00	3.92	4.13	3.43	-14.3%	-12.2%	-17.4%
5.08	I know the basic structure of law enforcement on the state level.	4.60	4.17	4.25	3.57	-25.7%	-14.9%	-17.0%
5.09	I know the basic structure of law enforcement on the federal level.	4.80	4.17	4.13	3.86	-23.6%	-7.7%	-6.7%
5.10	I understand administrative responsibilities regarding police practices.	4.60	4.08	3.88	3.71	-22.1%	-9.2%	-4.0%
5.11	I understand administrative responsibilities regarding police policies.	4.60	3.92	3.88	3.71	-22.1%	-5.1%	-4.0%
5.12	I understand the basic concepts of correctional management.	4.40	3.67	4.00	3.57	-20.7%	-2.4%	-10.7%
5.13	I know the intermediate sanctions being used in corrections.	4.20	3.67	3.88	3.57	-15.7%	-2.4%	-7.6%
5.14	I know the law as it applies to probation.	4.20	4.00	3.75	4.00	-5.0%	0.0%	6.3%
5.15	I know the law as it applies to parole.	4.50	4.00	4.00	3.86	-16.1%	-3.6%	-3.6%
<b>6.00</b>	<b>I have been prepared for a career in the administration of criminal justice.</b>	<b>4.80</b>	<b>4.15</b>	<b>4.38</b>	<b>3.50</b>	<b>-32.5%</b>	<b>-16.3%</b>	<b>-21.9%</b>
6.01	I understand the expertise required for positions in police administration.	4.60	4.15	4.25	3.17	-35.8%	-24.7%	-27.1%
6.02	I understand the expertise required for positions in judicial administration.	4.40	4.08	4.13	3.33	-26.7%	-18.6%	-19.8%
6.03	I understand the expertise required for positions in correctional administration.	4.20	3.92	4.00	3.33	-21.7%	-14.7%	-16.7%
6.04	I understand the expertise required for positions in private security organizations.	4.20	3.92	4.00	3.00	-30.0%	-23.1%	-25.0%