

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.

Undergraduate Program Exit Assessment Overview

Analysis Period: Fall 2005 (assessment inception) thru Fall 2007

Total Assessments: 5

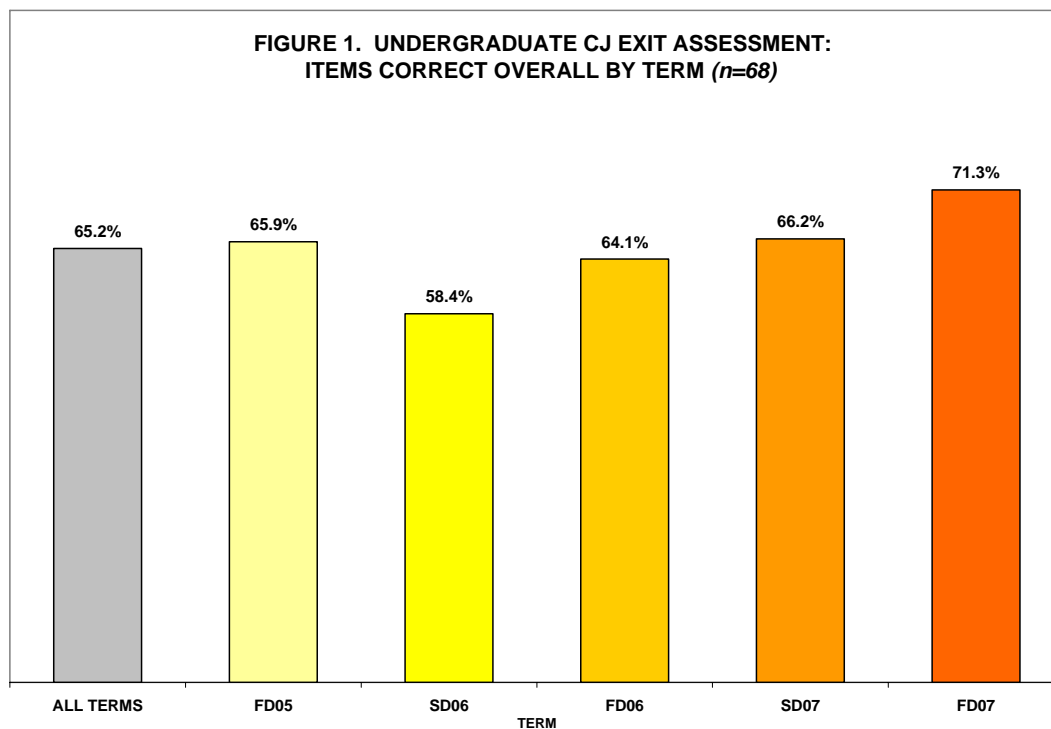
Students completing assessment materials to-date: 68

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 5 assessments. These are overall percentage scores (i.e., including all courses).



Summary/Highlights

- During the most recent assessment, students achieved the highest correct response rate (71.3%) since direct assessment activities commenced in Fall 2005.
- Overall scores for students have increased each assessment for the past 4 assessment periods.

Course Analyses

Table 1 displays student performance on the exit examination by specific course during the past 5 assessments.

Table 1. Undergraduate Exit Examination Results by Course

Course	ALL TERMS	FD05	SD06	FD06	SD07	FD07
n	68	8	14	16	18	12
151	79.8%	80.0%	68.6%	86.3%	91.1%	69.4%
201	71.6%	70.0%	64.3%	68.8%	66.7%	88.9%
220	81.2%	80.0%	90.0%	77.5%	84.4%	71.7%
223	45.0%	42.5%	45.7%	33.8%	27.8%	86.7%
270	51.6%	70.0%	45.7%	58.8%	67.8%	23.8%
291	73.6%	52.5%	38.6%	81.3%	91.1%	86.9%
375	75.6%	75.0%	72.9%	71.3%	77.8%	81.7%
423	50.3%	50.0%	40.0%	56.3%	48.8%	56.7%
424	58.8%	80.0%	52.9%	57.5%	64.4%	45.0%
432	77.9%	85.0%	71.4%	78.8%	76.7%	81.7%
451	59.6%	62.5%	50.0%	55.0%	60.0%	70.2%
470	77.9%	77.5%	77.1%	80.0%	74.4%	81.7%
491	65.3%	70.0%	60.0%	55.0%	64.4%	83.3%
315	46.4%	27.5%	40.0%	37.5%	31.1%	76.9%
TOTAL	65.2%	65.9%	58.4%	64.1%	66.2%	71.3%
Possible	--	70	70	70	70	82
Mean	--	46.1	40.9	44.9	46.3	58.5
SD	--	9.0	9.6	7.1	7.6	5.6
Alpha	--	.854	.893	.746	.801	.637

Summary/Highlights

- Compared with the first assessment in Fall 2005, students performed better in 9 of the 14 courses in the most recent assessment (Fall 2007); in the most recent assessment period, students performed better than the previous period in 9 of the 14 courses.
- During the most recent assessment, student performance improvement was seen in the following courses: CJ 201, CJ 223, CJ 375, CJ 423, CJ 432, CJ 451, CJ 470, CJ 491, and CJ/PSY 315.
- During the most recent assessment, student performance decline was seen in the following courses: CJ 151, CJ 220, CJ 270, CJ 291, and CJ 424.
- In the most recent assessment, students scored above 80% in the following courses: CJ 201, CJ 223, CJ 291, CJ 375, CJ 432, CJ 470, and CJ 491.
- In the most recent assessment, students scored below 60% in the following courses: CJ 270, CJ 423, and CJ 424.

Indirect Assessment: Student Feedback Results

Feedback on Faculty/Administration

Table 2 displays student feedback on faculty/administration during the past 5 assessments. 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	Term	fd05	sd06	fd06	sd07	fd07	TOTAL
	n	8	14	16	18	12	68
I found academic advising for CCJ students readily available and useful.		4.29	4.50	4.27	3.89	4.42	4.27
I found faculty readily-available and willing to provide information outside the classroom.		4.50	4.50	4.87	4.39	4.58	4.57
I found the CCJ program administration to be helpful and available.		4.38	4.57	4.87	4.17	4.58	4.51
I found the CCJ curriculum challenging.		4.63	4.36	4.40	4.00	4.25	4.33
I found the CCJ faculty well-qualified and knowledgeable in their subject areas.		4.50	4.64	4.80	4.28	4.58	4.56
I found the CCJ faculty well-prepared.		4.38	4.43	4.80	4.00	4.33	4.39
The textbooks and materials used in courses were relevant and up-to-date.		4.00	4.36	4.47	3.94	4.08	4.17
Faculty used classroom audiovisual equipment competently.		4.50	4.50	4.60	4.28	4.33	4.44
OVERALL -- ALL ITEMS		4.40	4.48	4.63	4.12	4.40	4.41

Summary/Highlights

- During the most recent assessment, student ratings of faculty/administration were consistent with data findings for all assessment periods.

Feedback on Marianist Values

Table 3 displays student feedback on the program's expression/support of the Marianist values during the past 5 assessments. 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	Term	fd05	sd06	fd06	sd07	fd07	TOTAL
	n	8	14	16	18	12	68
This program encouraged participation from students of all faiths, cultures, races, nationalities and ethnicities.		4.71	4.57	4.64	4.39	4.50	4.56
This program allowed and fostered interaction between students and teachers.		4.43	4.50	4.71	4.44	4.67	4.55
This program challenged students to excellence and maturity.		4.57	4.36	4.43	4.22	4.42	4.40
This program promoted the dignity, rights and responsibilities of all people.		4.71	4.57	4.57	4.17	4.42	4.49
This program recognized and adapted to the ever-changing world of criminal justice.		4.43	4.64	4.71	4.44	4.58	4.56
OVERALL -- ALL ITEMS		4.57	4.53	4.61	4.33	4.52	4.51

Summary/Highlights

- During the most recent assessment, student ratings of faculty/administration were consistent with data findings for all assessment periods.