

Date Received _____

**CUH Program
Annual Assessment Report
Summary**

Directions: Please complete this form for your Program. Each box that is attached to each of the sections is designed to adjust to varying lengths. **Send the completed report form via e-mail to Larry Osborne.**

1. Program Information:

Division	Behavioral Sciences
Program	Criminology & Criminal Justice
Level	Graduate
Academic Year	2010-2011
Submitted by	Joe Allen
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Date Submitted	10/3/11

2. Outcomes Assessed and Program Evaluation.

Outcomes assessed for this AY	Assessment Process	Access to/Archive of Results
All Program Learning Outcomes (N = 10 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 = 8 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 = 8 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 = 8 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=11): During the most recent assessment, students averaged an overall score of 86.7%. This is the highest average score since the inception of MSCJA assessment.																					
2. Specific Comprehensive/Exit Exam Results (N=11): Most Recent Assessment Cycle <ul style="list-style-type: none"> Students performed better in 7 of the 8 courses in the most recent assessment cycle than in the previous. Students scored less than the targeted 70% rate in only one course, CJA 740. The below table displays the percentage of correct responses by specific course. <table border="1" data-bbox="625 655 1008 1003"> <thead> <tr> <th>Course</th> <th>% Correct</th> </tr> </thead> <tbody> <tr> <td>604</td> <td>87.8%</td> </tr> <tr> <td>605</td> <td>84.0%</td> </tr> <tr> <td>606</td> <td>90.2%</td> </tr> <tr> <td>610</td> <td>80.6%</td> </tr> <tr> <td>612</td> <td>83.8%</td> </tr> <tr> <td>740</td> <td>65.0%</td> </tr> <tr> <td>766</td> <td>100.0%</td> </tr> <tr> <td>790</td> <td>85.7%</td> </tr> <tr> <td>TOTAL</td> <td>86.7%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Comprehensive/exit exam $\mu = 47.9/55.3$, $\sigma = 4.7$, $r = .892$. 		Course	% Correct	604	87.8%	605	84.0%	606	90.2%	610	80.6%	612	83.8%	740	65.0%	766	100.0%	790	85.7%	TOTAL	86.7%
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TOTAL	86.7%																				
3. Student Self-Assessment of Knowledge, Understanding, and Abilities (N=8): During the most recent assessment, student knowledge self-assessment and ratings of the program were generally high across all items ($\mu = 4.32$). 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.”(3.88), “I know the basic structure of law enforcement on the city level.”(3.75), “I know the basic structure of law enforcement on the county level.”(3.75), “I know the basic structure of law enforcement on the state level.”(3.88), “I understand the expertise required for positions in private security organizations.”(3.63), and “I understand the expertise required for positions in private correctional organizations.” (3.88)																					
4. Feedback on MSCJA Program (N=8): During the most recent assessment cycle, student ratings of faculty/administration were higher than previous periods. The mean for each assessed items was 4.63 or above, with the overall mean being 4.54. On the 5-point scale, the mean for ‘I found academic advising for MSCJA students readily available and useful’ was 4.13.																					
5. Feedback on MSCJA Program & Marianist Values (N=8): During the most recent assessment, student ratings of the program’s integration of the Marianist were higher than previous periods. The mean for each assessed items was 4.63 or above, with the overall mean being 4.73.																					

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 740. The percentage of correct response for this course was 65.0%. This is an improvement from the previous assessment cycle (i.e., CJA 612 no longer scored <70% and CJA 740 scored 63.5%).
2. Student evaluation of the CCJ Program is solid as is their assessment of the program and its integration of the Marianist values.
3. Assessment of PLOs is limited to the comprehensive/exit examination and student self-assessment of knowledge, understanding, and abilities. The additional case items have not yet been worked into the assessment protocol; it is expected that these will be included in this AY.
4. The assessment results for students completing the MSCJA degree are only aggregated (i.e., not delineated between on-ground and online-only students). This was due in part to one assessment cycle being missed where there were some online-only students.
5. One assessment cycle was missed for this AY. This was due to miscommunication between advisors clearing students and the assessment lead regarding directing students to take the assessment materials. In September 2011, this oversight was addressed. For future assessment cycles, a list of students cleared to graduate will be requested by the assessment lead from records and the assessment lead will contact these students directly.
6. 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. In particular, it is recommended that the items for CJA 766 be examined to gauge that an appropriate level of difficulty exists.

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. 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.
2. 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.
3. Student evaluation of the MSCJA Program & integration of the Marianist values: no program changes deemed necessary.
4. Assessment of PLOs up-and-beyond comprehensive/exit examination: additional direct assessment items have been added to the graduate assessment activities; final products are being collected so that rubrics can be re-visited and scoring methodologies (e.g., inter-rater reliability) can be examined to ensure reliability and validity upon dissemination of data.
5. Future assessment results will delineate between students who are on-ground and those who complete the program solely online.

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.
