

2008-2009 Results Data

College of Juvenile Justice & Psychology Prairie View A&M University

- B.S., Criminal Justice
- B.S., Criminal Justice with Juvenile Justice
- M.S., Juvenile Justice
- Ph.D., Juvenile Justice

- B.S., Psychology
- M.S., Juvenile Forensic Psychology
- Ph.D., Clinical Adolescent Psychology

**2008-2009 Results Data
Request for information – Due July 31, 2009**

College/School or Administrative Unit College of Juvenile Justice and Psychology

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.01. Know the history , development and operation of the criminal justice system</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • The Law: m=41.1 • The Police: m=37.8 • Corrections: m=39.4 • The Court System: m=46.7 • Critical Thinking: m=38.6 	<ul style="list-style-type: none"> • The Law: m=42.4 • The Police: m=40.3 • Corrections: m=36.2 • The Court System: m=51.6 • Critical Thinking: m=37.3 	<ul style="list-style-type: none"> • The Law: m=58.2 • The Police: m=52.8 • Corrections: m=47.1 • The Court System: m=59.4 • Critical Thinking: m=48.5 	<ul style="list-style-type: none"> • The Law: m=40 • The Police: m=45 • Corrections: m=35 • The Court System: m=50 • Critical Thinking: m=38 	<ul style="list-style-type: none"> • The Law: m=48) • The Police: m=45 • Corrections: m=39) • The Court System: m=51 • Critical Thinking: m=44
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> •

How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.01. Know the history, development and operation of the criminal justice system</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> Offered a Special Topics Course in Human Trafficking 	<ul style="list-style-type: none"> Offered a Special Topics Course in Women in Correctional Supervision 	<ul style="list-style-type: none"> Offered a Special Topics Course in Law and Society Offered in a Course in Geographical Information Systems 	<ul style="list-style-type: none"> CRJS 4973 Women in CJ added to the curriculum 	

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.02. Know law and legal principles</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> The Law: m=41.1 The Court System: m=46.7 Critical Thinking: m=38.6 	<ul style="list-style-type: none"> The Law: m=42.4 The Court System: m=51.6 Critical Thinking: m=37.3 	<ul style="list-style-type: none"> The Law: m=58.2 The Court System: m=59.4 Critical Thinking: m=48.5 	<ul style="list-style-type: none"> The Law: m=40 The Court System: m=50 Critical Thinking: m=38 	<ul style="list-style-type: none"> The Law: m=48) The Court System: m=51 Critical Thinking: m=44
<ul style="list-style-type: none"> N=20 Scale range for the total score: 120-200 Scale score mean: 140.1 	<ul style="list-style-type: none"> N=16 Scale range for the total score: 120-200 Scale score mean: 140.5 	<ul style="list-style-type: none"> N=11 Scale range for the total score: 120-200 Scale score mean: 150.6 	<ul style="list-style-type: none"> N= 13 	<ul style="list-style-type: none"> n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.02. Know law and legal principles</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Fields Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.03. Know law enforcement system and practices</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • The Police: m=37.8 • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • The Police: m=40.3 • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • The Police: m=52.8 • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • The Police: m=45 • N= 13 	<ul style="list-style-type: none"> • The Police: m=45 • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.03. Know law enforcement system and practices</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.04. Know court and correction systems and practices</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • Corrections: m=39.4 • The Court System: m=46.7 	<ul style="list-style-type: none"> • Corrections: m=36.2 • The Court System: m=51.6 	<ul style="list-style-type: none"> • Corrections: m=47.1 • The Court System: m=59.4 	<ul style="list-style-type: none"> • Corrections: m=35 • The Court System: m=50 	<ul style="list-style-type: none"> • Corrections: m=39) • The Court System: m=51
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.04. Know court and correction systems and practices</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.05. Know criminological theory and policy analysis of prevention and control in service to the community</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • Theory: m=25.8 • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • Theory: m=32 • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • Theory: m=38.4 • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • Theory: m=30 • N= 13 	<ul style="list-style-type: none"> • Theory: m=35 • n/a
CRJS 3313-001Pre-Test and Post-Test				
<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • n/a 	<ul style="list-style-type: none"> • Pre-test: 9 % correctly answered question #11 outcome linked; 69 % correctly answered question #5 outcome linked • Post-test: 38 % correctly answered question #8 outcome linked; 90 % correctly answered question #10 outcome linked

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.05. Know criminological theory and policy analysis of prevention and control in service to the community</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
Improvement in Student Learning and/or Service Delivery Informed by Pre-Test and Post-Test Results				
n/a	n/a	n/a	n/a	<ul style="list-style-type: none"> • Syllabus revision • Increased but shorter assignments during the semester

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.06. Know basic research methods appropriate for the baccalaureate level</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • Research Methodology and Statistics: m=29.9 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=38.2 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=45.6 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=37 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=37
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.06. Know basic research methods appropriate for the baccalaureate level</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	CRJS 2813 Computer Applications in CJ added to the curriculum

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.07. Know basic statistical methods appropriate for the baccalaureate level</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • Research Methodology and Statistics: m=29.9 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=38.2 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=45.6 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=37 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=37
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice				
<i>PLO.07. Know basic statistical methods appropriate for the baccalaureate level</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.01. To articulate the history, development and operation of the juvenile justice system</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • The Law: m=41.1 • The Police: m=37.8 • Corrections: m=39.4 • The Court System: m=46.7 • Critical Thinking: m=38.6 	<ul style="list-style-type: none"> • The Law: m=42.4 • The Police: m=40.3 • Corrections: m=36.2 • The Court System: m=51.6 • Critical Thinking: m=37.3 	<ul style="list-style-type: none"> • The Law: m=58.2 • The Police: m=52.8 • Corrections: m=47.1 • The Court System: m=59.4 • Critical Thinking: m=48.5 	<ul style="list-style-type: none"> • The Law: m=40 • The Police: m=45 • Corrections: m=35 • The Court System: m=50 • Critical Thinking: m=38 	<ul style="list-style-type: none"> • The Law: m=48) • The Police: m=45 • Corrections: m=39) • The Court System: m=51 • Critical Thinking: m=44
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.01. To articulate the history, development and operation of the juvenile justice system</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.02. To examine law and legal principles as applies to juveniles</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • The Law: 2004 m=41.1 • The Court System: 2004 m=46.7 • Critical Thinking: 2004 m=38.6 	<ul style="list-style-type: none"> • The Law: 2005 m=42.4 • The Court System: 2005 m=51.6 • Critical Thinking: 2005 m=37.3 	<ul style="list-style-type: none"> • The Law: 2006 m=58.2 • The Court System: 2006 m=59.4 • Critical Thinking: 2006 m=48.5 	<ul style="list-style-type: none"> • The Law: 2007 m=40 • The Court System: 2007 m=50 • Critical Thinking: 2007 m=38 	<ul style="list-style-type: none"> • The Law: 2008 m=48) • The Court System: 2008 m=51 • Critical Thinking: 2008 m=44
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.02. To examine law and legal principles as applies to juveniles</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.03. To examine law enforcement system and practices as applies to juveniles</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • The Police: m=37.8 • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • The Police: m=40.3 • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • The Police: m=52.8 • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • The Police: m=45 • N= 13 	<ul style="list-style-type: none"> • The Police: m=45 • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO3. To examine law enforcement system and practices as applies to juveniles</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.04. To examine court and corrections system and practices as applies to juveniles</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • Corrections: m=39.4 • The Court System: m=46.7 	<ul style="list-style-type: none"> • Corrections: m=36.2 • The Court System: m=51.6 	<ul style="list-style-type: none"> • Corrections: m=47.1 • The Court System: m=59.4 	<ul style="list-style-type: none"> • Corrections: m=35 • The Court System: m=50 	<ul style="list-style-type: none"> • Corrections: m=39) • The Court System: m=51
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.04. To examine court and corrections system and practices as applies to juveniles</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.05. To examine juvenile justice, policy analysis of prevention and control, and criminological theories</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • Theory: m=25.8 • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • Theory: m=32 • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • Theory: m=38.4 • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • Theory: m=30 • N= 13 	<ul style="list-style-type: none"> • Theory: m=35 • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.05. To examine juvenile justice, policy analysis of prevention and control, and criminological theories</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.06. To increase their knowledge of basic research methods used in juvenile justice</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • Research Methodology and Statistics: m=29.9 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=38.2 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=45.6 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=37 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=37
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.06. To increase their knowledge of basic research methods used in juvenile justice</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.07. To increase their knowledge of basic statistical methods used in juvenile justice</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
<ul style="list-style-type: none"> • Research Methodology and Statistics: m=29.9 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=38.2 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=45.6 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=37 	<ul style="list-style-type: none"> • Research Methodology and Statistics: m=37
<ul style="list-style-type: none"> • N=20 • Scale range for the total score: 120-200 • Scale score mean: 140.1 	<ul style="list-style-type: none"> • N=16 • Scale range for the total score: 120-200 • Scale score mean: 140.5 	<ul style="list-style-type: none"> • N=11 • Scale range for the total score: 120-200 • Scale score mean: 150.6 	<ul style="list-style-type: none"> • N= 13 	<ul style="list-style-type: none"> • n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice				
<i>PLO.07. To increase their knowledge of basic statistical methods used in juvenile justice</i>				
Improvement in Student Learning and/or Service Delivery Informed by Major Field Test Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Criminal Justice
<i>PLO.01. Know the history , development and operation of the criminal justice system</i>
<i>PLO.02. Know law and legal principles</i>
<i>PLO.03. Know law enforcement system and practices</i>
<i>PLO.04. Know court and correction systems and practices</i>
<i>PLO.05. Know criminological theory and policy analysis of prevention and control in service to the community</i>
<i>PLO.06. Know basic research methods appropriate for the baccalaureate level</i>
<i>PLO.07. Know basic statistical methods appropriate for the baccalaureate level</i>
Bachelor of Science Degree in Criminal Justice with Specialization in Juvenile Justice
<i>PLO.01. To articulate the history, development and operation of the juvenile justice system</i>
<i>PLO.02. To examine law and legal principles as applies to juveniles</i>
<i>PLO.03. To examine law enforcement system and practices as applies to juveniles</i>
<i>PLO.04. To examine court and corrections system and practices as applies to juveniles</i>
<i>PLO.05. To examine juvenile justice, policy analysis of prevention and control, and criminological theories</i>
<i>PLO.06. To increase their knowledge of basic research methods used in juvenile justice</i>
<i>PLO.07. To increase their knowledge of basic statistical methods used in juvenile justice</i>
<i>Selected Exit Survey Results</i>
<p>2004-2005 (results from spring 2005 Exit survey). 86% of respondents strongly agree/agree that overall they received quality education and 84% strongly agree/agree the program prepared them for a job in the field. In terms of knowledge and skills, between 86-94% strongly agree/agree they received factual information, understand and can apply concepts, and have developed the ability to solve problems and communicate clearly. In terms of their interests and curiosity, between 88-92% strongly agree/agree the program deepened their interest and enthusiasm in the subject matter, and they were stimulated to do outside readings and to discuss topics outside the classroom. In terms of instruction and teaching methods, between 82-88% strongly agree/agree instructors were knowledgeable, were prepared for class, were accessible, and took their concerns/issues seriously.</p>
<p>2005-2006 (results from summer 2006 Exit Survey). 92% of respondents strongly agree/agree that overall they received quality</p>

education and 93% strongly agree/agree the program prepared them for a job in the field. In terms of knowledge and skills, more than 90% strongly agree/agree they received factual information, understand and can apply concepts, and have developed the ability to solve problems and communicate clearly. In terms of their interests and curiosity, between 93-99% strongly agree/agree the program deepened their interest and enthusiasm in the subject matter, and they were stimulated to do outside readings and to discuss topics outside the classroom. In terms of instruction and teaching methods, between 90-99% strongly agree/agree instructors were knowledgeable, were prepared for class, were accessible, and took their concerns/issues seriously.

2006-2007 (results from spring 2006 Exit Survey). 99% of respondents strongly agree/agree that overall they received quality education and 92% strongly agree/agree the program prepared them for a job in the field. In terms of knowledge and skills, more than 95% strongly agree/agree they received factual information, understand and can apply concepts, and have developed the ability to solve problems and communicate clearly. In terms of their interests and curiosity, more than 95% strongly agree/agree the program deepened their interest and enthusiasm in the subject matter, and they were stimulated to do outside readings and to discuss topics outside the classroom. In terms of instruction and teaching methods, more than 97% strongly agree/agree instructors were knowledgeable, were prepared for class, were accessible, and took their concerns/issues seriously.

2007-2008 (results for summer 2007 Exit Survey). 99% of respondents strongly agree/agree that overall they received quality education and that the program prepared them for a job in the field. In terms of knowledge and skills, 99% strongly agree/agree they received factual information, understand and can apply concepts, and have developed the ability to solve problems and communicate clearly. In terms of their interests and curiosity, 99% strongly agree/agree the program deepened their interest and enthusiasm in the subject matter, and they were stimulated to do outside readings and to discuss topics outside the classroom.

In terms of instruction 99% strongly agree/agree instructors were knowledgeable, were prepared for class, were accessible, and took their concerns/issues seriously, and 86% strongly agree/agree with instructors teaching methods.

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Master's of Science Degree Program in Juvenile Justice
<i>PLO.01. Use statistical tests appropriate for the masters level</i> <i>PLO.02. Use research methodologies appropriate for the masters level</i> <i>PLO.03. Critique theoretical formulations as they apply to juveniles</i> <i>PLO.04. Practice professional standards of the discipline</i> <i>PLO.05. Write professionally</i>
Thesis or comprehensive exam
Comprehensive Exams for MSJJ program
2004-2005: Three students took comprehensive exams, two passed all sections and one failed a section (statistics/research methods). No thesis.
2005-2006: Seven students took comprehensive exams, three passed all sections, five passed two sections (three failed statistics/methods and two failed theory). One student completed thesis.
2006-2007: Four students took compressive exams, two passed all sections, two failed one section (the statistics/methods and theory section, each failed by one student). No thesis.
2007-2008: Four student s took comprehensive exams, three passed all sections, one failed two sections (statistics/methods and theory). No thesis.
2008-2009: Six students took comprehensive exams; four passed all sections, two failed one section each (the statistics/methods and theory section). Three students completed thesis.

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Master's of Science Degree Program in Juvenile Justice				
<i>PLO.01. Use statistical tests appropriate for the masters level</i>				
<i>PLO.02. Use research methodologies appropriate for the masters level</i>				
<i>PLO.03. Critique theoretical formulations as they apply to juveniles</i>				
<i>PLO.04. Practice professional standards of the discipline</i>				
<i>PLO.05. Write professionally</i>				
Improvement in Student Learning and/or Service Delivery Informed by Theses and Dissertation Results				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Ph.D. Program in Juvenile Justice
<i>PLO.01. Use advanced statistical tests appropriate for the doctoral level</i>
<i>PLO.02. Use advanced research methodologies appropriate for the doctoral level</i>
<i>PLO.03. Critique theoretical formulations</i>
<i>PLO.04. Practice professional standards of the discipline</i>
<i>PLO.05. Produce scholarly research</i>
Comprehensive Exam and Dissertation
Comprehensive Exams and Dissertation for Doctoral program
2004-2005 Four students took comprehensive exams, three passed all sections, one failed theory. Two students completed degree
2005-2006 Thirteen took comprehensive exams, eleven passed all sections, two failed one section (statistics/methods). One student completed degree
2006-2007 Ten students took comprehensive exams, five passed all sections. Three passed two sections (failed one section each,

theory, two failed general). Two retake sections and passed. Five students completed degree.

2007-2008 Nine took comprehensive exams , five passed all sections, two passed two sections (failed one section each, the statistics/methods and theory section), two were re-taking sections (theory and general) and passed. Four students completed degree

2008-2009 Five students took comprehensive exams. Four passed all sections, one failed statistics/methods section. Seven students completed degree

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Ph.D. Program in Juvenile Justice

PLO.01. Use advanced statistical tests appropriate for the doctoral level

PLO.02. Use advanced research methodologies appropriate for the doctoral level

PLO.03. Critique theoretical formulations

PLO.04. Practice professional standards of the discipline

PLO.05. Produce scholarly research

n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Bachelor of Science Degree Program in Psychology				
<i>PLO.01.</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Bachelor of Science Degree Program in Psychology				
<i>PLO.01.</i>				
Major Field Test				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Master of Science Degree Program in Juvenile Forensic Psychology				
<i>PLO.01.</i>				
Thesis				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Master of Science Degree Program in Juvenile Forensic Psychology				
<i>PLO.01.</i>				
Thesis				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

1. What do your assessment data (surveys, interviews, focus groups, etc.) tell you about student learning and/or service delivery?

Doctor of Philosophy Degree Program in Clinical Adolescent Psychology				
<i>PLO.01.</i>				
Dissertation				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a

2. How was the assessment data (surveys, interviews, focus groups, etc.) used to improve student learning and/or service delivery?

Doctor of Philosophy Degree Program in Clinical Adolescent Psychology				
<i>PLO.01.</i>				
Dissertation				
2004 – 2005	2005 – 2006	2006 – 2007	2007 – 2008	2008 – 2009
n/a	n/a	n/a	n/a	n/a