

Degree Programs Assessment Progress Report – Alumni Survey
Department of Criminal Justice, UALR

Degree: AA, BA, MS, MA

For Calendar Year: 2010 – 2011

(Date submitted to college committee: April 1, 2011

By: Chang-Hun Lee, Ph.D.

(Date posted on college assessment website:

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Overall Rating: _____

As part of collaborative efforts for assessment of academic programs in the College of Professional Study, the Criminal Justice Assessment Committee carried out an alumni satisfaction survey on December 2, 2010. The following evaluation report was prepared to present the results of the survey.

(1) Goals addressed:

The degree programs (AA, BA, MS, MA) offered in the Criminal Justice department were developed to provide academic foundations to prepare graduates for careers in law enforcement, corrections, and other justice fields, including juvenile programs and services. The educational goals the department emphasizes in the programs are:

Goal 1: Providing quality education

Goal 2: Preparing graduates for jobs in the criminal justice field

(2) Learning outcomes/objectives for those goals addressed:

To measure the educational goals, the following outcomes were addressed. This operationalization procedure was carried out by the departmental assessment committee during the early part of the Fall 2010 semester. The outcomes were measured and investigated for each of the two goals:

Goal 1: Providing quality education

Outcome 1: Overall satisfaction with educational services

Outcome 2: Satisfaction with the quality of the courses

Outcome 3: Satisfaction with the variety of courses

Outcome 4: Satisfaction with personal growth in academic knowledge

Outcome 5: Satisfaction with instructors' knowledge and ability

Outcome 6: Satisfaction with instructors' preparedness for courses

Outcome 7: Satisfaction with instructors' concern for learning

Outcome 8: Satisfaction with academic advising and mentoring

Goal 2: Preparation for jobs in the field

Outcome 1: Satisfaction with preparation for current employment

Outcome 2: Satisfaction with preparation for future employment

Outcome 3: Satisfaction with levels of knowledge possessed by CJ graduates

(3) Courses & activities where assessed:

No particular courses and activities were assessed for this assessment project. However, the entire degree programs offered by the CJ department were evaluated in terms of the educational goals based on alumni's satisfaction with education they received and/or with CJ graduates they hired and supervised.

(4) Methods used:

A. Sampling and data collection

Although it is normally better to use a random sampling method, this assessment project used a purposive sampling method to select CJ alumni. The department assessment committee visited an annual alumni event, which is the Annual Alumni Fish Fry, held by the department on December 2, 2010. Attendees were graduates of the criminal justice department at UALR. The committee briefly explained the purpose of the alumni satisfaction survey and requested participation in the survey. The survey was self-administered, anonymous, and the participation was strictly based on voluntarism of the attendees. Among roughly 40 attendees, 19 alumni responded to the survey. Data obtained from the survey were processed into Excel file afterward.

B. Measurement

On December 2010, the departmental assessment committee developed the alumni satisfaction survey to evaluate overall satisfaction with educational services provided by the criminal justice department. The survey contained 36 items, measuring graduates' demographic information, job description, educational services received, and satisfaction with the services (see Appendix. Alumni Satisfaction Survey).

To measure satisfaction with quality of education provided by the CJ department, three aspects were assessed by 8 items. Those aspects of the educational quality include quality of courses offered, educators (instructors and professors), and academic advising and mentoring. First, to measure the quality of courses, three items were used: "How would you rate the overall quality of your courses?," "I am satisfied with the variety of courses that were offered," and "I

am more intelligent having attended the UALR Criminal Justice program.” Second, to measure quality of educators, three items were used: “Overall, how would you rate your instructor’s knowledge and ability?,” “My instructors were prepared for the classes they taught,” and “My instructors cared about my learning and professional development.” Third, to measure quality of academic advising, one item was used: “Faculty were available for advising and mentoring.” An additional item was used to measure overall quality of the educational services: “Overall, how satisfied are you with the educational services provided by the UALR Criminal Justice Department?”

To measure satisfaction with preparation for jobs in the CJ field, two aspects were assessed: One’s own employment and observation of CJ graduates. First, one’s own employment aspect was measured by two items: “My degree from UALR has prepared me for my current employment,” and “My degree from UALR has prepared me for future employment.” Second, observation of CJ graduates was measured by three items: “If you hired or supervised an employee with a degree from the UALR CJ department, how satisfied were you of their knowledge of the area of employment?” “What are the strongest area of preparation you have observed in this employee?,” and “What are the weakest area of preparation you have observed in this employee?”

(5) How did you analyze them? What are the assessment findings?

The assessment coordinator conducted descriptive univariate analyses. The demographic analyses produce overall demographic characteristics as well as job description of the participants of the survey. Furthermore, univariate analyses of each item were carried out to investigate outcomes of two educational goals that the CJ department strives for. The detailed information and findings are presented in the following sections.

A. Demographic Analysis Results

Table 1 presents demographic characteristics of the survey participants. The youngest alumni was 25-year-old, and the oldest was 65-year-old. The mean age of the alumni participants was 44.8 years old. About 58% of the participants were male and 42% were female graduates. The oldest year of first enrollment was May 1981, and the newest year of first enrollment was August 2007. The oldest graduation year was May 1984, and the newest graduation year was December 2010. About 57% of the participants earned GPA between 2.1 and 3.0, and about 36% of them earned GPA between 3.1 and 4.0. Roughly 65% of them received BA degree in criminal justice, and there were 5 alumni who earned Master’s degree (about 30%). Currently, about 67% of them have a full-time job, and 33% of them have a part-time job in the field of criminal justice.

Table 1. Demographic characteristics of the survey participants (n=19)

	Min.	Max.	Mean	Frequency	Percent
Age	25	65	44.8		
Sex					
Male				11	57.9%
Female				8	42.1%
Year of first enrollment	(Oldest) May 1981	(Newest) August 2007			
Year of graduation	(Oldest) May 1984	(Newest) December 2010			
Cumulative GPA					
0.1 ~ 1.0				0	.0%
1.1 ~ 2.0				1	7.1%
2.1 ~ 3.0				8	57.1%
3.1 ~ 4.0				5	35.7%
Name of degree received					
AA				1	5.9%
BA				11	64.8%
MS				1	5.9%
MA				4	23.5%
Types of Job					
Full time				10	66.7%
Part time				5	33.3%

B. Univariate Analysis Results

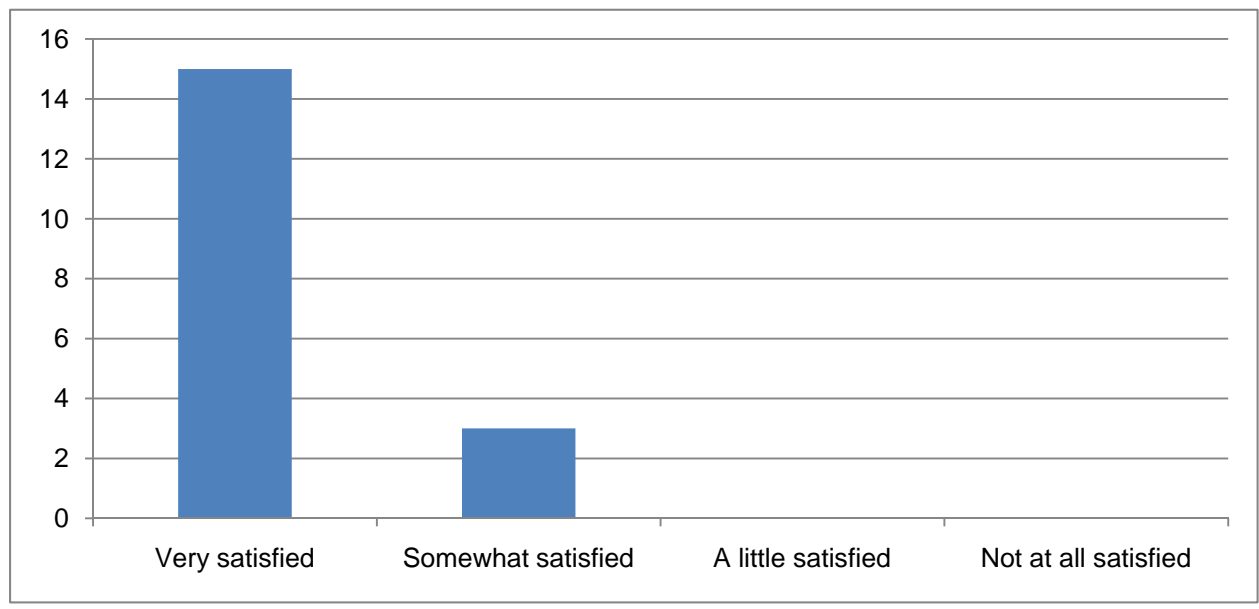
In this section, univariate analysis results for the two educational goals (providing quality education and preparing graduates for jobs) will be presented and discussed.

1) Goal 1: Providing quality education

a) Outcome 1: Overall satisfaction with educational services

Figure 1 presents levels of the overall satisfaction with educational services provided by the CJ department. Participants were asked a question, "Overall, how satisfied are you with the educational services provided by the UALR CJ department?" Among 19 participants, 15 alumni responded that they were very satisfied with the educational services, and two were somewhat satisfied. None of them reported any degree of dissatisfaction with the educational services.

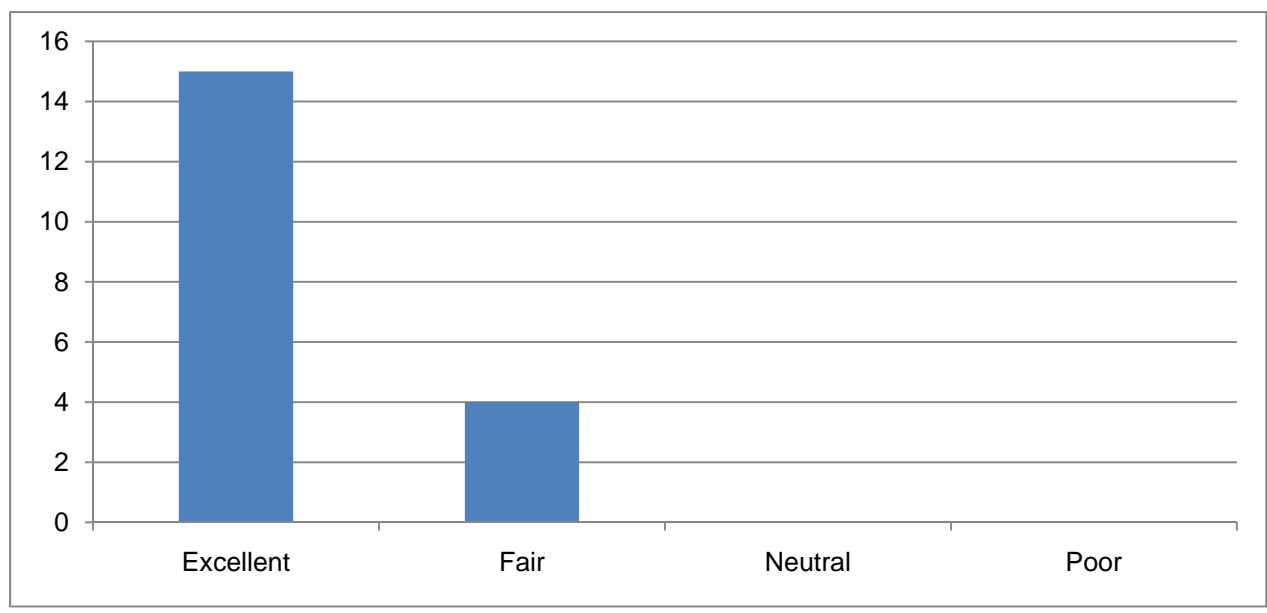
Figure 1. Overall satisfaction with educational services



b) Outcome 2: Satisfaction with the quality of the courses

Figure 2 presents levels of alumni satisfaction with the quality of the courses offered by the CJ department. Again, participants were asked a question, “How would you rate the overall quality of your courses?” 15 respondents reported that they thought the quality of the courses was excellent, and four reported that the quality was fair. Overall, it seems alumni perceived that the quality of the courses offered in the department was good.

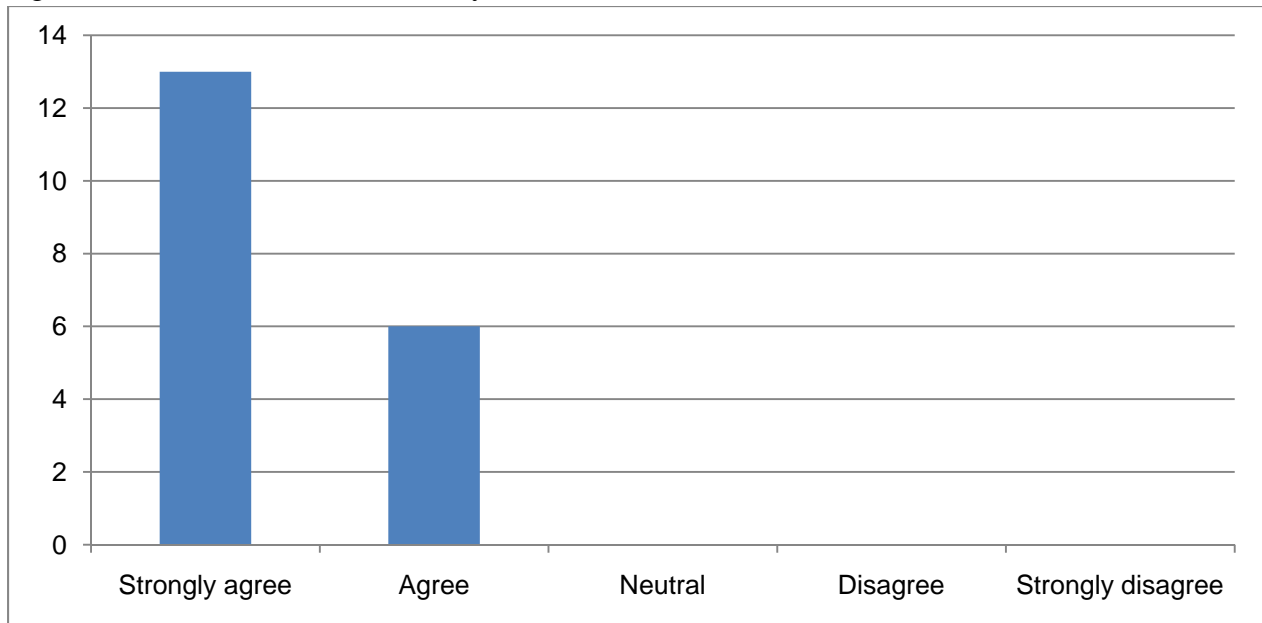
Figure 2. Satisfaction with the quality of the courses



c) Outcome 3: Satisfaction with the variety of courses

Figure 3 shows levels of satisfaction with the variety of courses offered in the CJ department. Survey participants were asked how much they agree with the statement “I am satisfied with the variety of courses that were offered.” 13 participants said they strongly agree with the statement, and 6 said they agree with it. This result shows all survey participants were satisfied with the variety of courses offered by the CJ department.

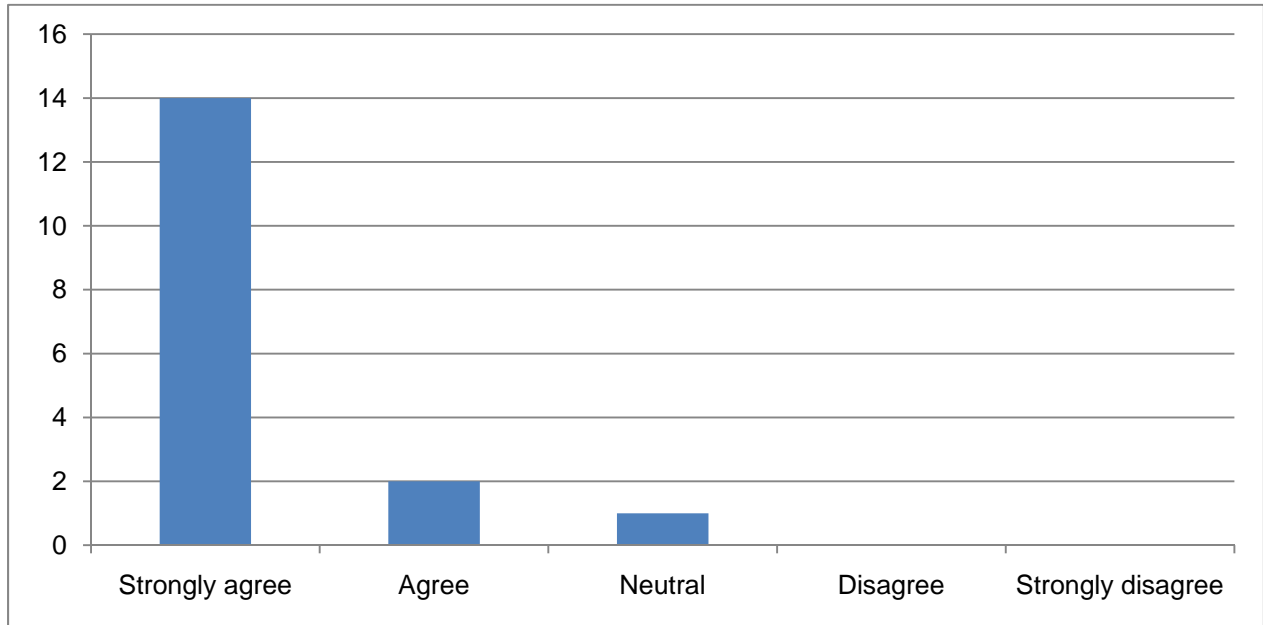
Figure 3. Satisfaction with the variety of courses



d) Satisfaction with personal growth in academic knowledge

Figure 4 presents how much the participants agree with the statement, “I am more intelligent having attended the UALR Criminal Justice program.” Again, almost all participants reported they believed that their academic knowledge had grown since they attended the programs offered by the CJ department. 14 of them said they strongly agree with the statement, and 2 of them said that they agree with the statement. There was one respondent who believe that he/she was not sure about their personal academic growth.

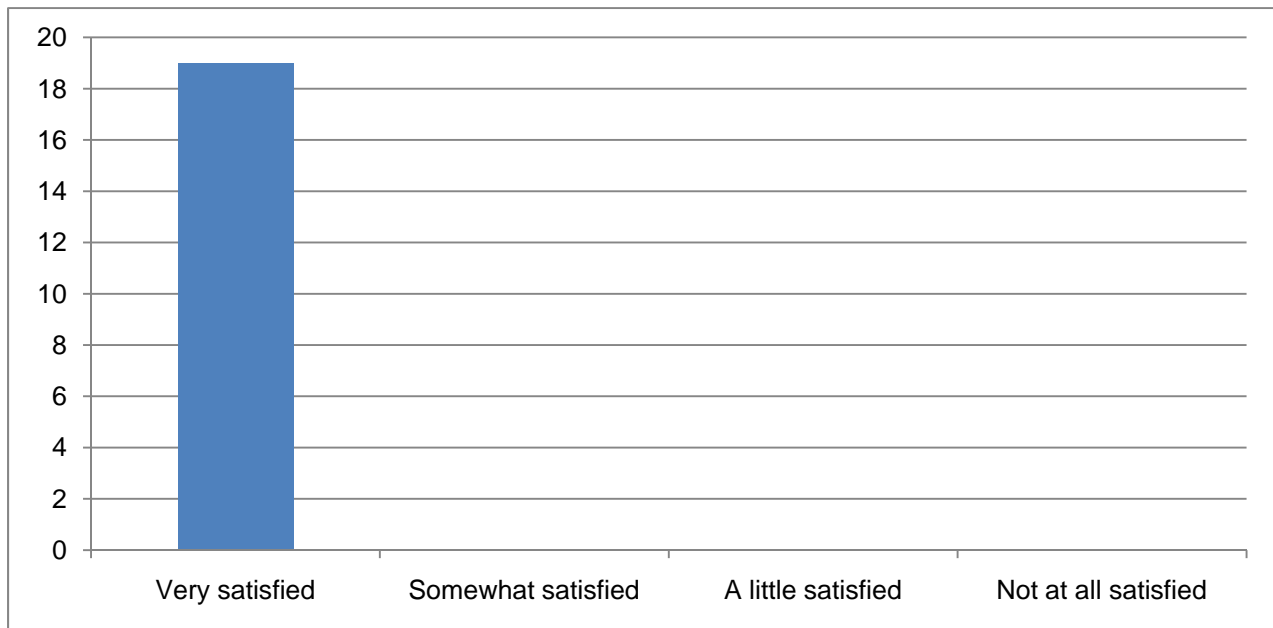
Figure 4. Satisfaction with personal growth in academic knowledge



e) Satisfaction with instructors’ knowledge and ability

Figure 5 shows the result on levels of satisfaction with instructors’ professional skills and knowledge. Participants were asked a question, “Overall, how would you you’re your instructors’ knowledge and ability?” Surprisingly, all participants reported they were very satisfied with instructors’ levels of knowledge and ability in the CJ department.

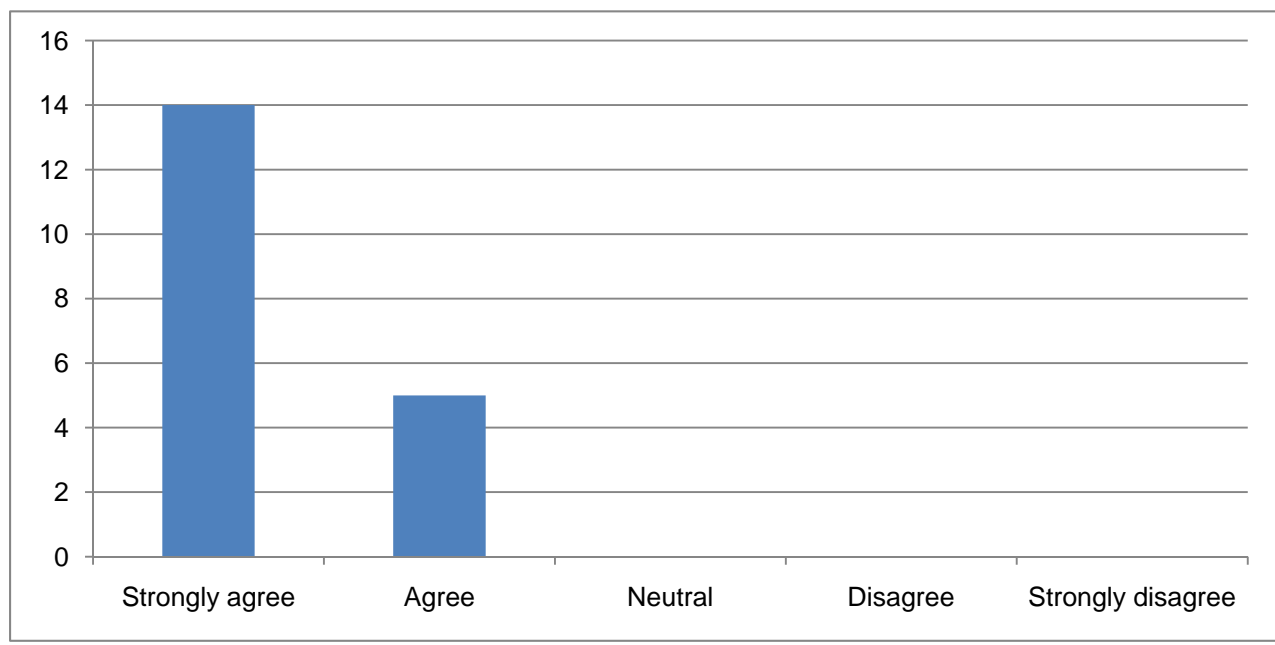
Figure 5. Satisfaction with instructors’ knowledge and ability



f) Outcome 6: Satisfaction with instructors' preparedness for courses

Figure 6 represents levels of alumni satisfaction with instructors' preparedness for courses. To the question, "My instructors were prepared for the classes they taught," all participants showed that they thought CJ instructors were well prepared for the courses they taught.

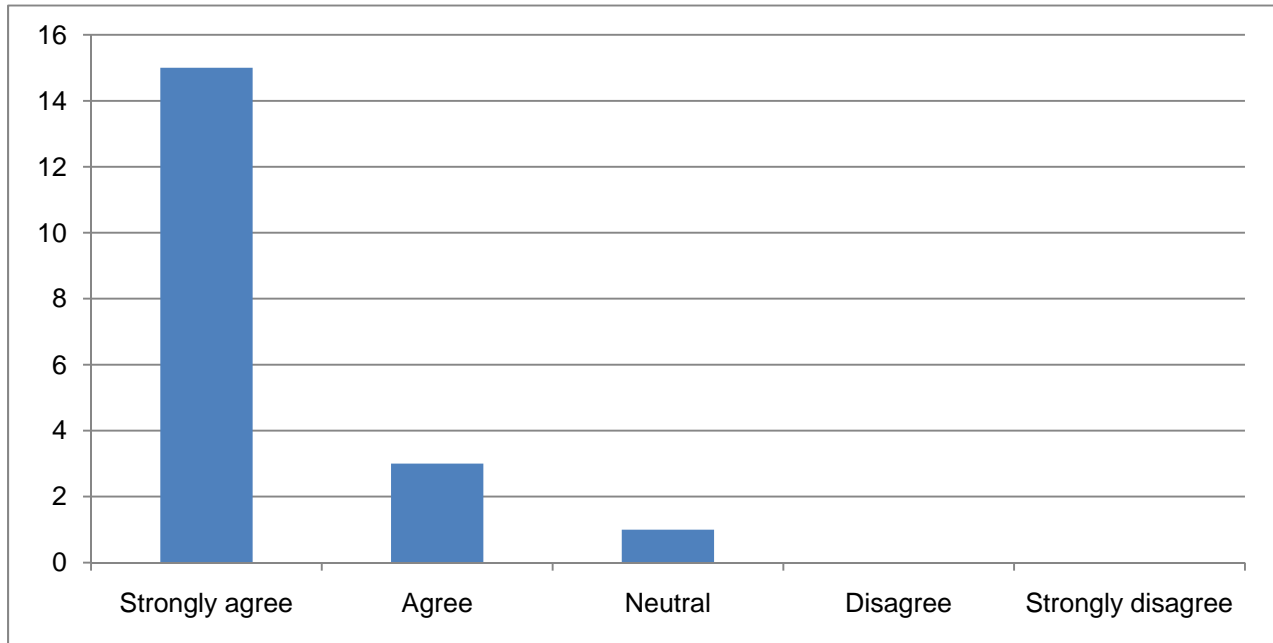
Figure 6. Satisfaction with instructors' preparedness for courses



g) Satisfaction with instructors' concern for student learning

Figure 7 shows levels of satisfaction with instructors' care about students' learning. 15 participants strongly agreed with the statement that "My instructors cared about my learning and professional development." And, 3 participants agreed with the statement. Only one respondent said that he/she were not sure about it.

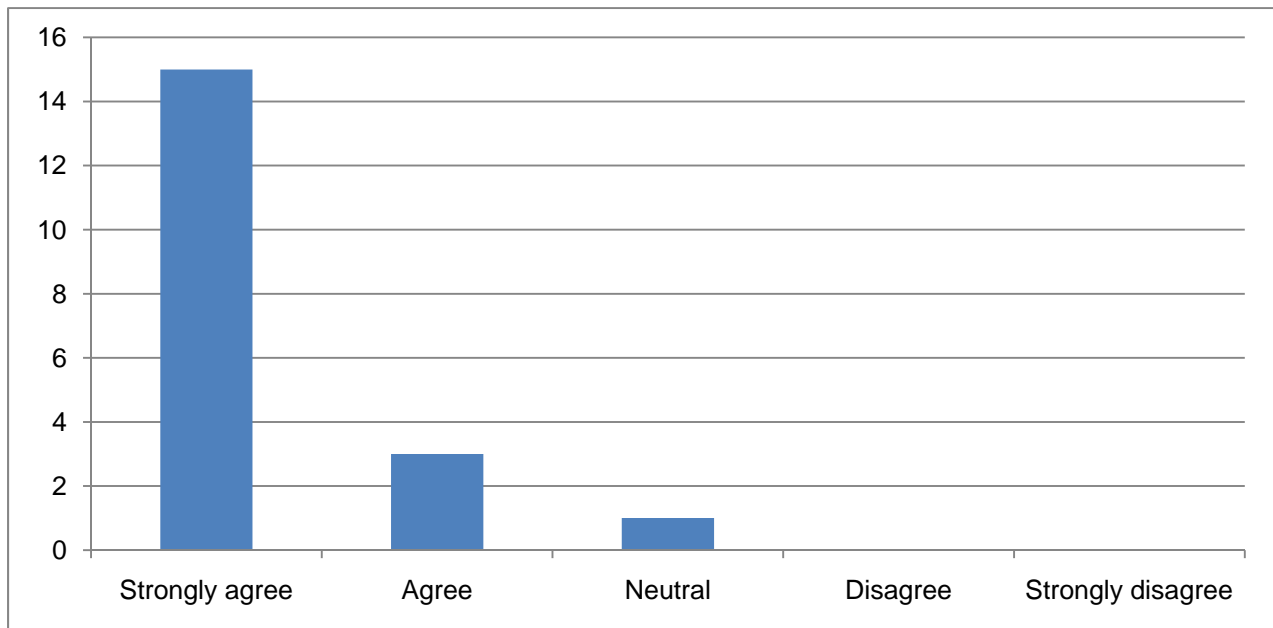
Figure 7. Satisfaction with instructors' concern for student learning



h) Satisfaction with academic advising and mentoring

Figure 8 presents levels of satisfaction with faculty’s availability for academic advising and mentoring. The participants were asked their agreement to a question, “Faculty were available for advising and mentoring.” Again, 15 of them reported they strongly agreed with the statement, and three agreed with it. There was one who was not sure about it.

Figure 8. Satisfaction with academic advising and mentoring

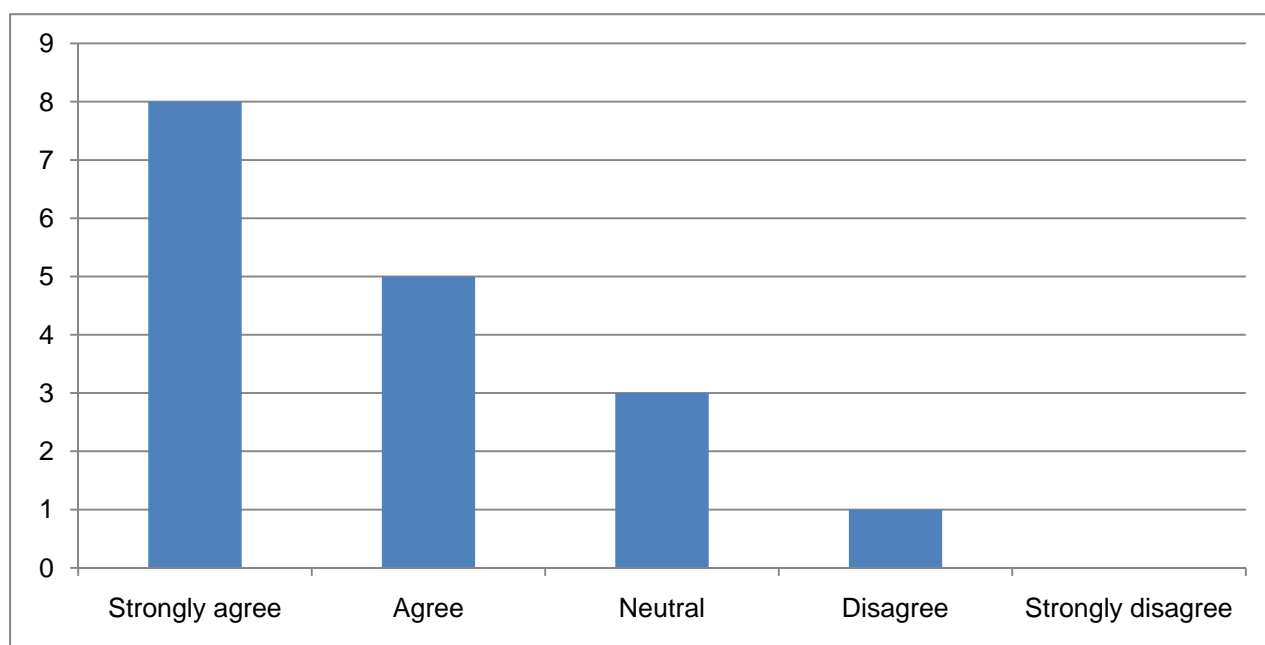


2) Goal 2: Preparation for job in the field

a) Outcome 1: Satisfaction with preparation for current employment

Figure 9 shows levels of alumni satisfaction with how the CJ department prepared its graduates for current employment. Participants were asked about their agreement with a statement, “My degree from UALR has prepared me for my current employment.” 13 participants said they were very satisfied with the department’s efforts to prepare them for the current jobs. There was only one graduate who was not satisfied with the department’s efforts to prepare him/her for the current job.

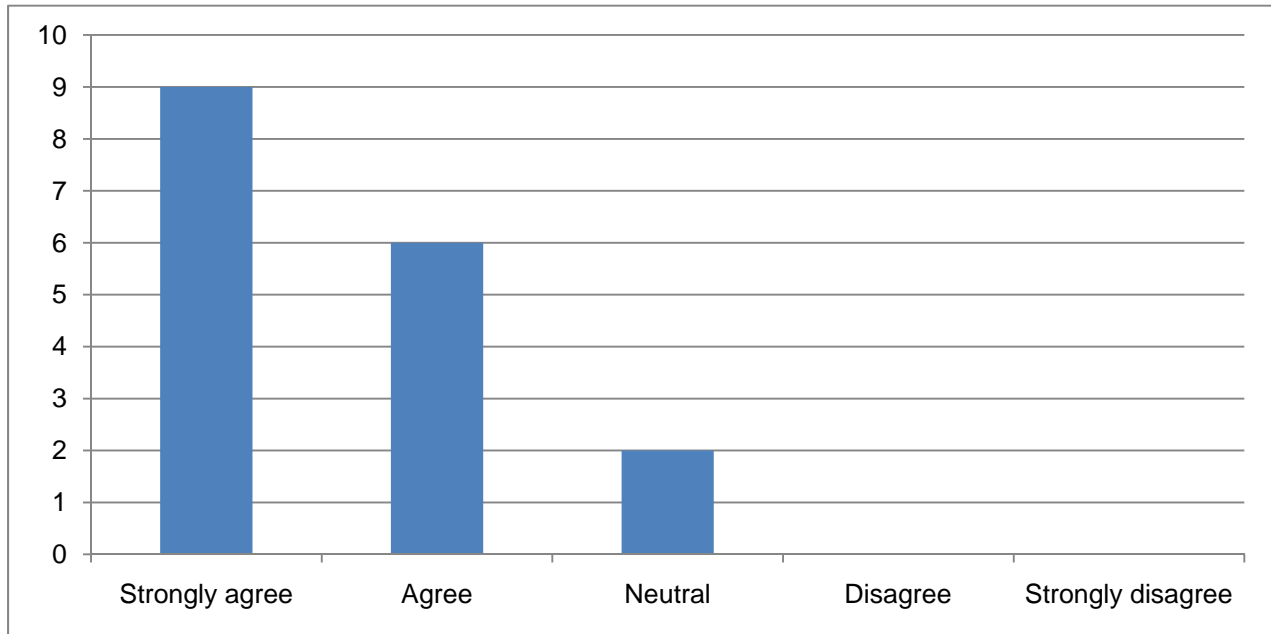
Figure 9. Satisfaction with preparation for current employment



b) Outcome 2: Satisfaction with preparation for future employment

Figure 10 presents results of participants’ agreement with a statement, “My degree from UALR has prepared me for future employment.” Almost all participants (15 out of 19) stated that they strongly agreed with the statement, and only two of them stated that they don’t know.

Figure 10. Satisfaction with preparation for future employment

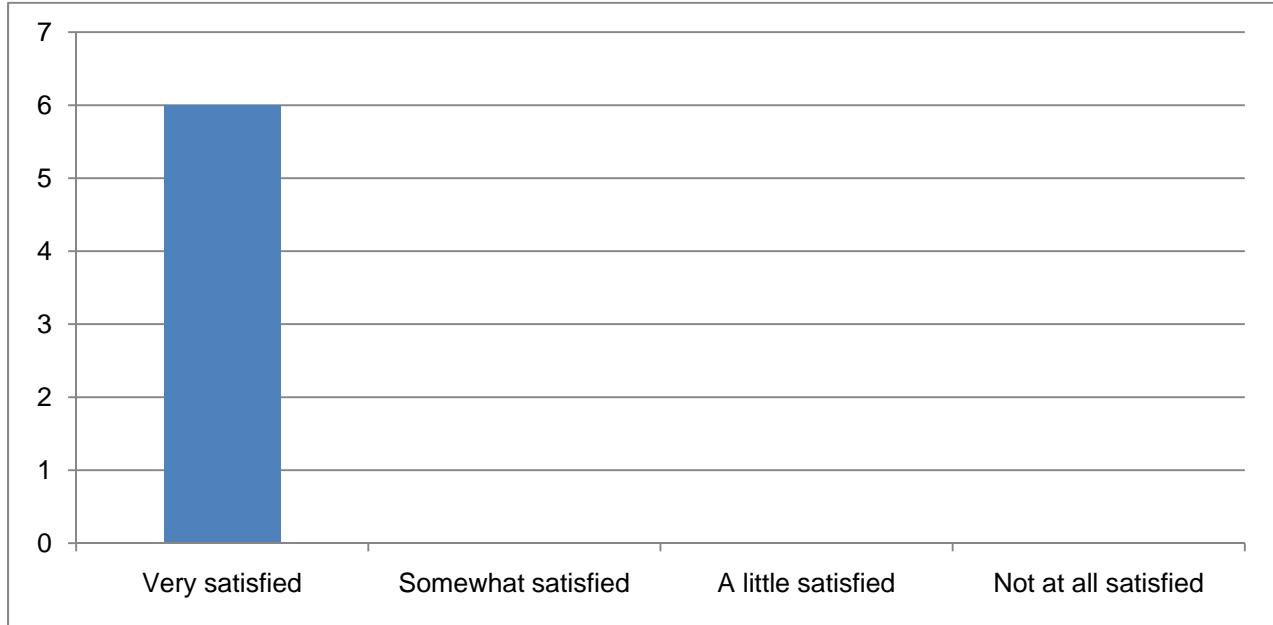


c) Outcome 3: Satisfaction with levels of knowledge possessed by CJ graduates

All survey participants were asked whether they have hired or supervised an employee with a degree from the UALR criminal justice program, and 6 of them reported they had. Those six participants were further asked how much they were satisfied with the employee and his/her knowledge of the area of employment. Surprisingly, all of them reported they were very satisfied with the employees who graduated from the CJ programs and their knowledge in the CJ field.

For more detailed information about the knowledge acquired from the CJ program, they were asked what the strongest areas of preparation they observed in the employee were. They reported writing skills, research skills, oral skills, and knowledge of law were the common aspects of skills obtained during the CJ programs.

Figure 11. Satisfaction with levels of knowledge possessed by CJ graduates



3) Attitudes toward CJ department regarding educational opportunity

To investigate alumni attitudes toward CJ program as potential educational opportunity, participants were asked two more questions: “If I were starting my degree now, I would choose to enroll the UALR criminal justice programs again”, “I would recommend the UALR criminal justice programs to a friend or family member.” Figure 12 shows that 17 participants out of 19 would enroll to CJ programs if they would have started another degree programs. Similarly, Figure 13 shows that 18 out of 19 participants would recommend CJ programs to other friends or family members for future educational opportunity.

Figure 12. Future enrollment

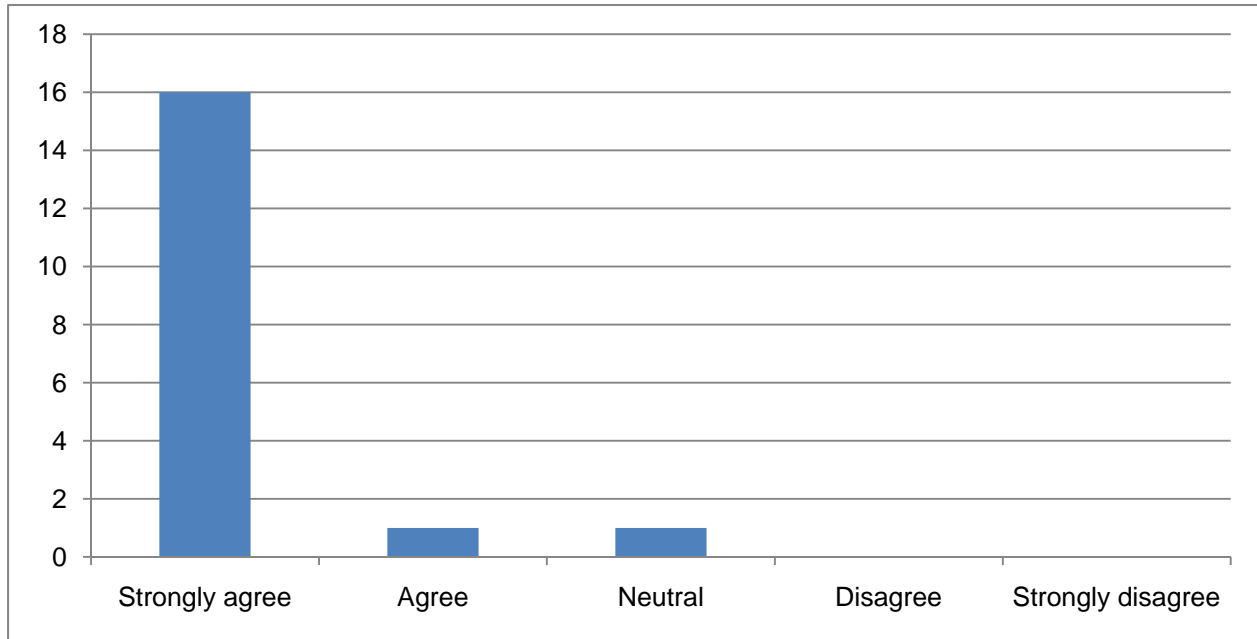
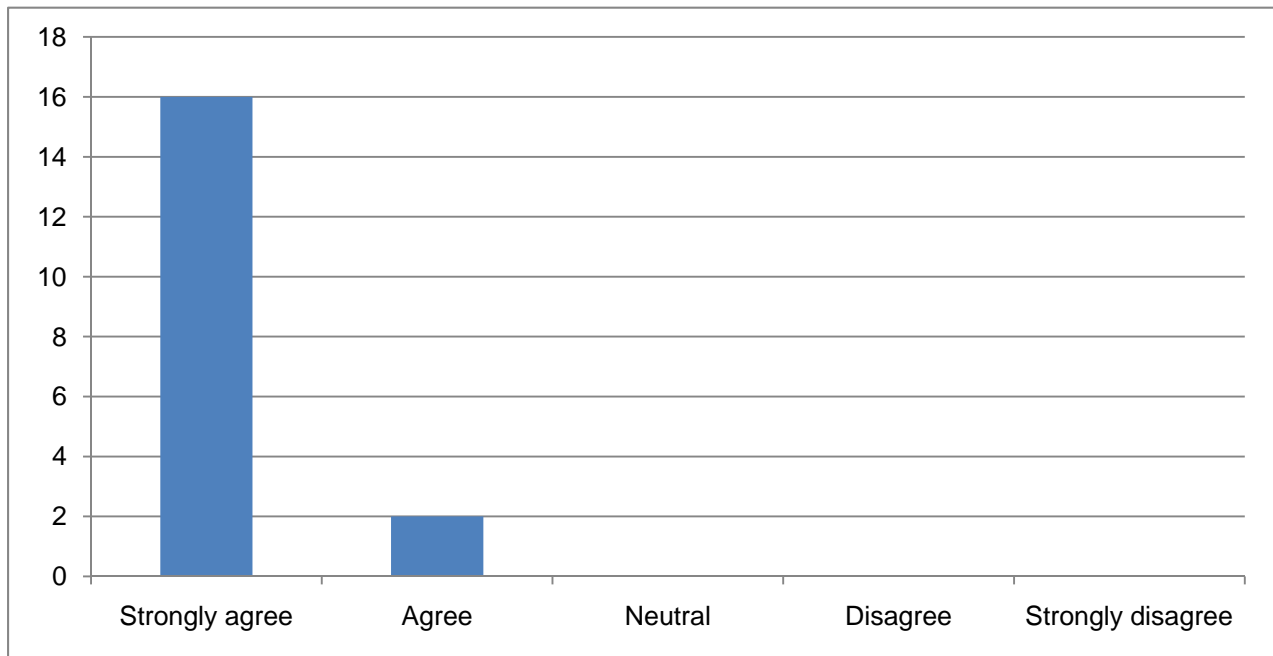


Figure 13. Recommendation of CJ programs to others



To understand reasons, participants were asked a further question, “Please list any areas where you feel you were very well prepared by the UALR criminal justice programs.” The common reasons for recommendation included that the CJ programs prepares students well in statistics, research, communication with others, understanding CJ processes, and critical thinking

and writing skills. One of the respondents said that “I regret that I did not push myself to pursue further degree in the CJ department.” Others said that they would like to have more career training style classes, so that those classes would prepare students for jobs in the CJ field.

(6) What conclusions were drawn and what decisions were made as a result? How were stakeholder groups involved?

The findings from this alumni satisfaction survey in 2011 clearly demonstrate that the department was successful at providing quality education in the field of criminal justice and at preparing its graduates for the current and future employment in the CJ field. Almost all survey participants reported they were satisfied with educational services provided by the CJ department and that they were satisfied with CJ graduates under their supervision. The results also showed that there are potential groups of people who may enroll for another degree programs to further their education. Also, the findings showed some of the alumni wanted to have more job-oriented, career training style courses for better preparation of graduates. However, this aspect of education may not be suitable for the current departmental goals, which include academic growth in the field of criminal justice and criminology since the department strives to flourish among other institutions which have Ph.D. program. This area of conflict may need to be further considered by the faculty of the department as well as other stakeholders.

There are several limitations in this assessment project, which are worth noting. First, the sample size is quite small. Although this project targeted those who graduated from the CJ programs, it would be better to include more recent graduates. Second, data from a cross-sectional survey method may contain some types of biases, such as social desirability. Thus, it is recommended for future assessment project to collect data through multiple methods, such as internet-based survey. Furthermore, with more resources, it is recommended that satisfaction survey shall be conducted in multiple times so that trends of satisfaction can be traced.

APPENDIX. ALUMNI SATISFACTION SURVEY

Alumni Satisfaction Survey
Department of Criminal Justice

Purpose of this Survey

The purpose of this survey is to assess the quality of the education from Criminal Justice Department at UALR. By completing the questionnaire, you will provide important information that will help this program and the University identify ways in which it is succeeding and areas in which it might improve.

Completion of this survey is entirely voluntary. You may be assured of complete anonymity.

Format and Instructions

The following survey consists of fill in the blank, yes/no, and scale/ratio answer choices. Please complete all applicable questions by checking the correct response or filling in the applicable information. For questions with responses SA A N D SD, the following scale was used: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

If you have any further questions regarding this survey, please contact:

Dr. Chang-Hun Lee
Ross Hall 515
2801 S. University
Little Rock, AR, 72204
(501) 569-3195
cxlee1@ualr.edu

Thank you for your participation.

1. Age	_____ years
2. Gender	Male: _____ Female: _____
3. Race	White: _____ African American: _____ Asian: _____ Hispanic: _____ Other: _____
4. Full time or part time	Full time: _____ Part time: _____

5. Semester/Year of first enrollment	: _____/_____
6. Semester/Year of graduation	: _____/_____
7. Cumulative GPA:	0.1-1.0 1.1-2.0 2.1-3.0 3.1-4.0 _____ _____
8. Name of degree received:	
9. Current Job Title	
10. Have you pursued or plan to pursue another degree?	Yes: _____ No: _____
11. If so what kind?	____ Technical or certificate ____ Additional bachelors ____ Master's degree ____ Doctoral degree
12. Did you or will you pursue this degree at UALR?	Yes: _____ No: _____
13. Current salary:	\$ _____
14. What was your primary purpose for enrolling in UALR?	<input type="checkbox"/> Preparation for chosen field of work <input type="checkbox"/> Preparation for scholarly research or teaching <input type="checkbox"/> Requirement for eventual graduate study (i.e. law school, medical school, masters program, doctoral program, etc.) <input type="checkbox"/> Improvement of current professional or technical skills <input type="checkbox"/> Achieve higher pay or job status <input type="checkbox"/> personal reasons
15. Do you currently work in the field of	Yes: _____ No: _____

<p>your degree attained from UALR Criminal Justice Department?</p>	
<p>16. My degree from UALR has prepared me for my current employment.</p>	<p>SA A N D SD</p>
<p>17. My degree from UALR has prepared me for future employment.</p>	<p>SA A N D SD</p>
<p>18. Have you hired or supervised an employee with a degree from the UALR Criminal Justice Department?</p>	<p>Yes: _____ No: _____</p>
<p>19. If so, how satisfied were you of their knowledge of the area of employment?</p>	<p>_____ Very Satisfied _____ Somewhat Satisfied _____ A Little Satisfied _____ Not at all Satisfied</p>
<p>20. What are the STRONGEST areas of preparation you have observed in this employee?</p>	
<p>21. What are the WEAKEST areas of preparation you have observed in this employee?</p>	
<p>22. I received a scholarship while attending UALR?</p>	<p>Yes: _____ No: _____</p>
<p>23. Overall, how satisfied are you with the educational services provided by the UALR Criminal Justice Department?</p>	<p>_____ Very Satisfied _____ Somewhat Satisfied _____ A Little Satisfied _____ Not at all Satisfied</p>

24. How would you rate the overall quality of your courses?	<input type="checkbox"/> Excellent <input type="checkbox"/> Fair <input type="checkbox"/> Neutral <input type="checkbox"/> Poor
25. I am satisfied with the variety of courses that were offered.	SA A N D SD
26. The course materials were challenging.	SA A N D SD
27. I am more intelligent having attended the UALR Criminal Justice program.	SA A N D SD
28. Overall, how would you rate your instructor's knowledge and ability?	<input type="checkbox"/> Very Satisfied <input type="checkbox"/> Somewhat Satisfied <input type="checkbox"/> A Little Satisfied <input type="checkbox"/> Not at all Satisfied
29. My instructors were prepared for the classes they taught.	SA A N D SD
30. My instructors cared about my learning and professional development.	SA A N D SD
31. Students were treated respectfully.	SA A N D SD
32. Faculty were available for advising and mentoring.	SA A N D SD
33. If I were starting my degree now, I would choose to enroll the UALR Criminal Justice program again.	SA A N D SD
34. I would recommend the UALR Criminal Justice Program to a friend or family member.	SA A N D SD

35. Please list any areas where you feel you were VERY WELL prepared by the UALR Criminal Justice Program.

36. Please list any areas where you wish your Criminal Justice preparation had been better.