This is an Instrument which our Department uses to assess our academic programs. It is designed to give the criminal justice faculty an idea as to student attitudes about the program. We consider these responses as we prepare curriculum, schedules, and activities for future terms.

Please respond as thoroughly as you can to each of the questions on the following pages.
PROGRAM: CURRICULUM

As you have now had an opportunity to review the program requirements for this degree, please provide your impressions of the courses offered in the MSCJ curriculum and try to address these areas:

1. Were the MSCJ foundational courses appropriate? Explain.

Student A; Yes, I felt they offered the basics of what criminal justice is and laid the groundwork for the rest of the classes.

Student B; Yes, I feel the foundational courses offered students a wide variety of knowledge in the field of criminal justice. While most of the courses fit right in with this degree, a few courses seemed to stray from the main topic.

Student C; Yes.

Student D; I think the foundational courses were appropriate because they better prepared me for what was in store as far as completing the overall program. Fortunately, I (tried my best) followed the program, completing the courses in the order of which the classes were planned.

Student E; I do not feel as though I can answer this. I have not finished these yet.

Student F; Yes. They were appropriate. However, unless the foundational courses are offered every 8 weeks, it is impossible to complete the core courses prior to other classes. It doesn’t make much sense to allow a student to take the foundational courses late in the coursework. However depending on when the student entered the program, it is inevitable that this will occur.

Student G; Yes. I feel that I learned a lot information to help in the field.

Student H; Yes, I believe they all sought to accomplish a specific goal w/ the program and were designed well to do that. However I do believe that there should be more of an emphasis on research and development w/ the program’s foundation.

Student I; Yes. I learned a lot by doing hands on and research. Some of the classes were very demanding and not enough time to do a thorough job.
2. **Were the MSCJ courses taught at the appropriate academic rigor for graduate studies?**

Student A: I believe so. They moved really quickly because of the eight week format so you had to stay on top of assignments and required a lot of reading but this is appropriate for grad students.

Student B: Yes, students had to work hard for good grades. It was known that everyone would not get A's in the class.

Student C: Yes, very well prepared and course met academic rigor.

Student D: Yes.

Student E: Yes, a majority of them.

Student F: The courses were definitely taught at the graduate level. The coursework was demanding and challenging throughout the program that demanded a graduate level of performance.

Student G: Yes, the MSCJ courses were challenging.

Student H: For the most part yes. However, overall I believe that as a general good program it lacked a lot of academic toughness. It is a great program emphasizing practical application for professionals but as a purely academic program in relation to other graduate programs it is as demanding.

Student I: Yes, but time was hard. Good learning for time management.

3. **Should any courses be deleted or modified? Explain.**

Student A: Research design does not do a good job preparing students for capstone. It does not show any statistics software or programs to prepare for capstone.

Student B: Reading was a course that seemed to be a time-filler I did learn information on new topics from that class, although it didn't seem to be at a graduate level. Comparative Criminal Justice was a class with much information to learn. The minor details in that
class, which were needed for test time were not appropriate for learning about U.S. criminal justice system.

Student C; Capstone should be replaced with Amstar course.

Student D; I truly believe the Ethics and Research design courses need to be modified or taught by a different professor. The ethics course could have been an excellent one had the professor allowed the students different or variety of views/opinions in the class discussions. All class discussions were one-sided! The research design course (to me) was a flop! I can honestly state that I learned nothing in that course. I earned a B but this is only because I conducted my research exactly how the professor wanted it. My ideas were not good enough. My ideas were not good enough. It was his way or no way.

Student E; Human Resources- should be modified or taught by another individual. The class had very little to do with human resources.

Capstone should just focus on the overall lenity project, not how to write. We should already know how by now. Very little of the class was actually on the project.

Student F; I think that the Human Resources class should be replaced or at least modified. The book was not particularly as relevant as it could be. Also, while the class was interesting, I didn’t feel that I left the class with a great deal of additional knowledge of the subject like I did other classes.

Student G; no

Student H; I think the research class should be more statistics based. The human resource mangt. Course needs a lot of help, while useful it just isn’t structured for a CJ application.

Student I; Carrier’s classes!! Maybe not delete the classes, but him instead. He didn’t allow for questions or interaction. His class was so boring that I didn’t learn a thing.
4. Should any courses be added? Explain

Student A; A criminal law class that focuses on important cases in CJ.

Student B; A class on the forensics side of criminal justice might be appreciated by some students.

Student C; I don’t think so far now but in the near future yes and it would be Capstone.

Student D; No, I believe the flow of the classes for this program is perfect.

Student E; not sure

Student F; Many of the classes seem geared toward law enforcement. While many students in this program are in police work- many are not. I think it would be an awesome benefit to the program and students if 3-6 hours of "electives" were offered that the student could choose.

Student G; Maybe a course on leadership, to better aid MSCJ students in better grasping the leadership role in the work place

Student H; I would like to see a great writing class, it would be beneficent for the professionals. A constitutional theory class would be a great addition.

Student I; I would like to see more juvenile classes. Also, I would like more of the policy developing classes. Capstone was tough, but learned a lot, along w/ Lyman’s classes.

5. Any other comments, observations or recommendations:
Student A;

Student B; I enjoyed my experience at Columbia College, the small classes were very nice and relaxing.

Student C; no

Student D; I experienced some classes with several students who didn’t seem as though they were “Graduate material.” If there is some way to detect these particular students and/or not allow people who don’t “fit in” the MSCJ program, this program will be that much better.

Student E; I feel that the MS program should have one/two GTAs that could be utilized to teach undergrad classes. Then you could utilize professors such as Dr. Abbott and Dr. Abermathy to teach more graduate level classes who. . . . .of individuals who do not need PhDs. These individuals have experience they have little in teaching.

Student F; This would allow students not in police work to specialize the focus of the degree (beyond a Focused Academic Sequence) to make further use of the program. Possible electives could be offered in areas such as Administration Las, Investigation, Juvenile Justice, ect. This would benefit law enforcement as well and would provide additional courses beyond the basic 3 hours in these areas.

Student G;

Student H; I love the program and truly think it is an amazing one.

Student I; Mr. Carrier was the worse professor I have ever came across. He is very unprofessional and tells the students that his job is to weed out the students that slipped through the cracks. The admissions office does a good enough job.
Please rate the overall quality of the program courses:

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PROGRAM: DELIVERY

Please address the delivery mechanisms for the Criminal Justice Program.


Student A; Yes they were large enough and always clean.

Student B; Yes, the smart boards were very nice for power point presentations.

Student C; The classrooms were adequate because it contains what it takes to teach.

Student D; Yes- all classes that was in were fully equipped w/ computers and all mechanisms needed for presentations, lectures ect.

Student E; yes

Student F; Yes the classrooms were mostly adequate. If the size was not adequate accommodate the # of students-appropriate changes were usually made by the professor.

Student G; yes, the classrooms were fine.

Student H; They are great- I love all the emphasis on technology in the classroom.

Student I; yes, although many of the classes require power point, but no cd burners, (too many problems with floppy disks). Time to upgrade!!!!!!
7. Were you appropriately challenged in your MSCJ graduate courses? Explain.

Student A; Yes, the program offers quality education and hard work and moves quickly.

Student B; Yes, the style of learning was very different than undergraduate classes. We had to apply what we learned into classroom discussions.

Student C; Yes. Columbia College has good professors with sound knowledge.

Student D; Yes, definitely. Every eight-week course had my undivided attention throughout the duration of the course. I was challenged because not only does conducting research help me learn—but writing a paper on my findings and presenting it to my peers helped my anxiety issues a lot!

Student E; yes overall

Student F; Absolutely. I felt challenged in each every class in the program. Some more than others though. I left most- if not all classes with the feeling that I had gained valuable knowledge and put in the amount of work necessary to gain such knowledge. Though some classes seemed "grueling" I felt a great sense of accomplishment after I had completed the same.

Student G; I love this program the instructions were proactive in these teachings.

Student H; I believe so... some professor more than others were able to bring out challenge

Student I; Yes. The professor's pushed everyone to do a good job. Required the same workload as a 16 week course.

8. What is your preferred delivery mechanism (straight lecture, PowerPoint, seminar style, etc.)? Explain.

Student A; lecture and open format where the students talk amongst each other (small groups)
Student B; Power point; it involves visual as well as the main lecture. This form of speaking captures the audience's attention better.

Student C; Power point makes issues clearer.

Student D; I prefer straight lecture along with a power point presentation. I learn by taking notes from a lecture but watching a presentation adds interest.

Student E; combination of all

Student F; My preferred delivery mechanisms is a combination of the above. Since classes are 4 hours long, I would not want 4 hours of any one of these! I feel I learn better when the professor mixes things up throughout the class and I feel that all professors did this throughout the program.

Student G; Power point. Because the visual aids. That I can put onto the power point presentation can help me “paint a picture” of what I am presenting.

Student H; For graduate classes, this seminar style is the most effective for interest and keeping the class engaged and learning.

Student I; Interaction and seminar. I’m a hands on learner so when I’m involved with a topic, I learn much more.

9. Other comments, observations, recommendations:
Student A; exams seem irrelevant for graduate status. It seems pointless to memorize info for a test at grad level. We should just show how to apply material.

Student B;

Student C; Columbia College keep the good work you are doing well.

Student D; no

Student E;

Student F; Overall I have enjoyed my time in the program at Columbia College and have recommended the MSCJ program to many people. I was actually referred by a former student and graduate of the program. The professors were very knowledgeable I feel it is a privilege to have had a wonderful experience to have made it through the program. I have gained an abundance of knowledge that I will use as I continue my education.

Student G;
Student H: On a general note I really think there are some great professors in the program who do amazing jobs. Dr. Carrier was my favorite; he always challenged me and gave me something to think about. I learned so much from him.

Student I: More hands on

Please rate the overall quality of the program delivery:

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<tr>
<th>Poor</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Very Good</th>
<th>Excellent</th>
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Summary and Analysis of Quantitative Data Trends, Conclusions and Projected Actions

Change has been the order of operations for the Education Department of Columbia College during the 2004-2005 academic year. These changes were dictated by student input, and by the Education Advisory Board input and assisted with the smooth operation of the financial aids department and the education programs at the extended site campuses.

BEACON
These changes included:
1. moving the Beacon program to an undergraduate program, while reducing the general education courses to those suggested by the new certification requirements. Entrance to the Teacher Education Program has moved to the 300 course level where students must produce a 2.5 gpa, three letters of reference, and an ACT score equal to the national average score or a CBASE score of 300. The course EDUC 400 was reinstated to help prepare students for portfolio assessment. EDUC 250 was changed to EDUC 101, an introduction class which will describe all necessary procedures for certification. This course will not carry field experience as it has in the past.
2. changing the Elementary Beacon degree from a Bachelor of Arts of Interdisciplinary Studies to a content area degree with a minor in education. This change was made to answer the federal guidelines of No Child Left Behind, which requires Highly Qualified Teachers who have a strong background in the liberal arts and science with a thorough preparation in pedagogy.
3. adding an initial certification of Mild to Moderate Cross-Categorical Special Education at the undergraduate level.
4. adding a secondary science certification and reinstating the K-12 art certification

DAYSTAR
The Daystar Program remains stable. A few changes reflecting certification requirements were made to the program.

GRADUATE
New assessment rubrics were added to the EDUC 508 portfolio course. These rubrics evaluated the oral and written assessments separately by giving the written assessment more weight.

The changes described were a result of the following program assessments:

Analysis of Program Completers Assessment
Portfolio Completion Fall '04: The Assessment in the Culminating Experience Report from the December, 2004 graduating class of 14 students shows indicates that all or almost all student exceeded the expected level of performance on all of the following Quality Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 All prongs of the
conceptual frameworks were met by these students. There was a 100% pass rate on the 14 portfolio assessments.

- The average overall score on the portfolio was 83%. The average score for the 8 Day program completers was 84% and the average score for the 6 Evening program completers was 85%. The lowest score was 71% and the high score was 99%. Total possible points were 112, with 92.4 being the average. Average points for the Quality Indicators are provided in the chart under Section 1 - Learning Goals.

- **Praxis II exam:** Of the 14 program completers, all 14 took the Praxis II exam. There was an 85% overall first time pass rate for these completers – 75% (6/8) for the Day program completers and 100% (6/6) for the Evening. 12/14 successfully passed the Praxis II exam on the first attempt. There were 10 Elementary, 2 Secondary Social Studies, 1 Secondary Business, and 1 Secondary English. Of the 10 elementary program completers, 8 passed on the first attempt. The two completers that failed on the first attempt successfully passed the exam on the second attempt. The two Secondary Social Studies, one Secondary English, and one Secondary Business program completers all passed the Praxis II exam on the first attempt.

**Portfolio Completion Spring '05** The Assessment in the Culminating Experience Report from the May, 2005 indicates that all or almost all student exceeded the expected level of performance on all of the following Quality Indicators: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. All prongs of the conceptual frameworks were met by these 14 students.

- There was an 81% pass rate on the 16 portfolio assessments. The average overall score on the portfolio was 80%. The average score for the 4 Day program completers was 90% and the average score for the 12 Evening program completers was 79%. The lowest score was 59% and the high score was 96%. Total possible points were 112, with 90 being the average. Average points for the Quality Indicators are provided in the chart under Section 1 - Learning Goals.

- **Praxis II exam:** Of the 16 program completers, 14 have taken the Praxis II exam. There were 9 Elementary, 3 Secondary Business, 1 Middle School Science/Social Studies, 1 Secondary Mathematics, and 1 Secondary Social Studies program completers. There was a 92% first time pass rate for these completers – 100% (4/4) for the Day program completers and 92% (11/12) for the Evening. All Elementary and Secondary Business completers successfully passed the Praxis II exam on the first attempt. The Secondary Mathematics completer and the Middle School Science/Social Studies completer, both Evening, have not taken the Praxis II exam. Of the two Secondary Social Studies completers, 1 passed on the first attempt and the other has not made a second attempt to take the exam.
Analysis of Graduating Senior Surveys: Despite the many changes in the Beacon programs, the student satisfaction of the education department remains high. The thirteen students surveyed produced these responses:

- **Fall '04 Graduating Teacher Survey:** Thirteen (13) students completed the graduating teacher survey. Seven (7) were elementary majors, one (1) was dual elementary/middle school, and five (5) were secondary. On a scale of 1 to 8, the average rating by students for the Teacher Education Program’s contribution to their ability to meet MOSTEP Standards was 7. The lowest rating was 1 and the highest rating was 8. Summary results: **Strengths:** Smaller class size and one-on-one help. Professors are very knowledgeable and show they care by getting to know students. The program prepares students well and gives them the chance to get in the classroom and use the skills they are learning. **Weaknesses:** More technology so that students are prepared when they enter classrooms with that technology. There is miscommunication and a lack of good communication and between educators and students. Lake campus feels disconnected. Program changes too much and students do not get enough direction through the program. Not enough assistance/preparation with the portfolio requirement throughout the program. **Other Comments:** Extend the amount of student teaching. Improve communication between teachers and students. Provide more awareness and preparation for the portfolio. Provide more guidance for students throughout their program, especially if they are transitioning between programs.

- **Spring '05 Graduating Teacher Survey:** Seven (7) students completed the graduating teacher survey. Six (6) were elementary majors and one (1) was a secondary major. On a scale of 1 to 8, the average rating by students for the Teacher Education Program’s contribution to their ability to meet MOSTEP Standards was 6.9. The lowest rating was 1 and the highest rating was 8. Summary Results: **Strengths:** Reading and classroom management help with the Praxis. The length and number of field experiences. Professors are very knowledgeable about the education field. Faculty and staff are friendly and always willing to help. Small program, professors are approachable. **Weaknesses:** Need more instruction on using technology. Lack of communication between professors, the education office, and students. Explanation and help with portfolio very weak. Lake program feels disconnected from main campus. Need more/longer time for student teaching. **Other Comments:** Faculty does not operate as a team. Lots of confusion due to so many changes. Misadvising is a problem. Keep the Senior Seminar class to help with portfolio. Evening and day students not getting the same level of education. Gained valuable information from Columbia College professors and staff.
Analysis of 1st and 2nd year Teacher Survey Spring '05: Thirteen (13) students completed the survey. Seven (7) were elementary majors, one (1) was special education, and three (3) were secondary. On a scale of 1 to 8, the average rating by students for the Teacher Education Program's contribution to their ability to meet MOSTEP Standards was 7. The lowest rating was 1 and the highest rating was 8. Summary results are included in this report.

- **Elem. 1st Year Strengths:** Instructors present practical application. Online: peer interaction via discussion board. Ability to teach the realities of the teaching world. Instructors emphasize hands on, useful, real world instruction Feedback on portfolios Schedule Observations Quality of instructors Flexibility of instructors and administration at Osage Beach. **Weaknesses:** Need projects for curriculum to align to current GLE's and more strategies to individualize lessons. Need instruction on adapting to the gifted population needs. Need parallel program plan with evening dept. Communication about student teaching requirements, etc. Availability of courses Different answers from different people

- **Spec. Ed. 1st Year:** Strengths: Understanding professors Evening professors are current on practical aspects Weaknesses: Classes offered at the same time. It is possible to take a BAIS degree and continue as a post bach rather than as a graduate student in order to become certified.

- **Sec. Eng. 1st Year:** Strengths: Material taught and observations were helpful Experience and qualification of the staff and genuine concern for the students Weaknesses: Cohesiveness of the department. Process to accomplish degree and certification is not consistent. Theory is good, but most real world examples were for elementary rather than secondary.

- **Business 1st Year:** Strengths: Great preparation for traditional business classes Weaknesses: Need more preparation to teach desktop publishing, webpage design, and business technology.

- **Elem. 2nd Year:** Strengths: Professors are helpful and understanding. Program is very thorough and field experiences are especially useful in preparing for real world. Caring environment where students' success is foremost Weaknesses: Need more classroom management, discipline, time management and lesson planning techniques. Need more tools to help new teachers stay organized and efficient.

Analysis of Principal Evaluations of 1st, 2nd, and 5th year Teachers Spring '05
Performance Based Teacher Evaluations of Columbia College graduates were returned by eighteen principals throughout the state. The average performance of each group (based on a scale from one to eight) is presented. The teachers scored lowest in the area of Instructional Process: uses time effectively and presents a variety of effective techniques that meet individual differences. The teachers scored highest in the area of Interpersonal Relationships and Professional Responsibilities.
<table>
<thead>
<tr>
<th>Category</th>
<th>Year</th>
<th>n</th>
<th>Instructional process</th>
<th>Classroom Management</th>
<th>Interpersonal Relationships</th>
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<tr>
<td>Elem. 1st year teachers</td>
<td>7</td>
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<td>6.7</td>
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<td>1</td>
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<td>6.8</td>
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Elem. 5th year teachers  n=1
I. Instructional process  6.2
II. Classroom Management  8
III Interpersonal Relationships  8
IV. Professional Responsibilities  8

Soc St. 5th year teachers  n=1
I. Instructional process  7.2
II. Classroom Management  7.75
III Interpersonal Relationships  7.75
IV. Professional Responsibilities  8

Three extended campus sites: Rolla, the Lake, and Kansas City, have been authorized to accept education students. This has doubled the number of education students applying for certification and added multicultural and minority students to the program. Five graduates of the Lake program finished in May 2005 and were immediately employed as first year teachers. The Praxis II scores and the portfolio assessment results of these five students validated the rigor of the Lake program.

The role of the Educational Advisory Council has become vital to the success of these new program locations. During its quarterly meetings, the Council has helped to enforce program requirements, and provided communication with site directors. The Council encourages appropriate field placements and portfolio development. To ensure the success of the Council, meeting attendance has become mandatory for all day education faculty. Evening adjuncts are required to attend one meeting per school year.

Distance education classes offered on-line support to the day, evening, and extended campuses. The challenge for the department is to oversee course syllabi and delivery and to keep these courses consistent with face-to-face classes. The technology changes yearly and requires training with each change. The tremendous growth (400%) of the on-line education program since its inception in October 2000 attests to its quality. Students enrolled in on-line courses compete positively in program exit assessments.

Plans for adding graduate classes to those offered on-line have been discussed in Graduate Council Meetings. The graduate program continues to supply teachers in high need areas such as special education teachers. The special education reimbursement from the state has significantly impacted this certification endorsement.

The Education Department plans to prepare a Handbook for Advising that will include checklist and certification requirements along with degree requirement. This should help explain the many changes in the program. Sample Four-Year Plans from the following degree programs will be added to the handbook: BA in Math, B.A. in American Studies, B.A. in Psychology, BA in Secondary English: Creative Writing, BA in Secondary English: Literature and a B.A in Environmental Science.