2018 – 2019
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:
Please use the "Guidelines" and "Examples for Answering Open-Ended Questions" to answer each question in the template as you complete the report. Please provide and attach the following information:
1. PLO Assessed **(Q1.1, Q2.1)**
2. Definition of the PLO(s) **(Q2.1.1)**
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
4. Direct Measures **(Q3.3.2)**
5. Data Table(s) **(Q4.1)**
6. Curriculum Map **(Q21.1)**
7. Most Updated Assessment Plan **(Q20.2)**

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.
If the program name is not listed, please enter it below:

BS Criminal Justice

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.
Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs)or emboldened Graduate Learning Goals (GLGs) **did you assess?** [**Check all that apply**]

- ☐ 1. **Critical Thinking**
- ☑ 2. **Information Literacy**
- ☐ 3. **Written Communication**
- ☐ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work

☐ 10. Problem Solving
☐ 11. Civic Knowledge and Engagement
☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
☐ 13. Ethical Reasoning
☐ 14. Foundations and Skills for Lifelong Learning
☐ 15. **Global Learning and Perspectives**
☐ 16. Integrative and Applied Learning
☐ 17. Overall Competencies for GE Knowledge
☑ 18. **Overall Disciplinary Knowledge**
☐ 19. **Professionalism**
☐ 20. **Research**
☑ 21A. Other, specify any assessed PLOs not included above:

a. | We assessed how our seniors felt about multiple aspects of our program in a survey administered bef... |

b. | |

c. | |

☐ 21B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.
Are your PLOs closely aligned with the mission and/or the strategic plan of the university?
◉ 1. Yes
○ 2. No
○ 3. Don't know
[Undo]

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information for the Selected PLO

Q2.1.
Select **OR** type in **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the **correct box*** for this PLO in Q1.1):

| **Information Literacy** |

If your PLO is **not listed, please enter it here**:

| |

Q2.1.1.
Please provide the definition for this PLO (**See Appendix 15 Sample Answer to Q2.1.1**).

Information literacy is essential to being a lifelong learner. We want our students to know the main theories and research behind the Criminal Justice major.

Q2.2.

Has the program developed or adopted *explicit program standards of performance/expectations* for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

○ 1. Yes
◉ 2. No
○ 3. Don't know
○ 4. N/A

Undo

Q2.2.a.
Please provide the standards of performance/expectations for this PLO:

> We are using a new standardized test of Criminal Justice knowledge that should be learned in a four-year progra...

Q2.3.
Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment**(
See Appendix 15 Sample Answer to Q2.3):**

> There is no rubric. We utilized the Peregrine Assessment for Criminal Justice. Each student was given 100 questions that were given to them randomly in 10 subject areas. We compared incoming and outgoing students to the same instrument, and our seniors were then compared to seniors in other similar programs. The results are standardized, and thus we are giving you standardized assessment scores.

🔗 Click here to attach a file   🔗 Click here to attach a file

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard (stdrd)** of performance, and the **rubric** that was used to measure the PLO:
☑	☐	☐	1. In **SOME** course syllabi/assignments in the program that address the PLO
☑	☐	☐	2. In **ALL** course syllabi/assignments in the program that address the PLO
☐	☐	☐	3. In the student handbook/advising handbook
☐	☐	☐	4. In the university catalogue
☐	☐	☐	5. On the academic unit website or in newsletters
☑	☐	☐	6. In the assessment or program review reports, plans, resources, or activities
☑	☐	☐	7. In new course proposal forms in the department/college/university
☑	☐	☐	8. In the department/college/university's strategic plans and other planning documents
☐	☐	☐	9. In the department/college/university's budget plans and other resource allocation documents
☐	☐	☐	10. Other, specify:

<div style="border:1px solid">

Question 3: Data Collection Methods and
Evaluation of Data Quality for the Selected PLO

</div>

Q3.1.
Was assessment data/evidence **collected** for the selected PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Undo

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.
Was the data **scored/evaluated** for this PLO?

◉ 1. Yes

○ 2. No (skip to **Q6**)

○ 3. Don't know (skip to **Q6**)

○ 4. N/A (skip to **Q6**)

Undo

Q3.2.1.
Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

See Attached Report.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

<div style="border:1px solid">

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

</div>

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.7**)

○ 3. Don't know (skip to **Q3.7**)

Undo

Q3.3.1.
Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) were used? [**Check all that apply**]

☐ 1. Capstone project (e.g. theses, senior theses), courses, or experiences

☐ 2. Key assignments from required classes in the program

☐ 3. Key assignments from elective classes

☑ 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques

☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify:

Q3.3.2.
Please **attach the assignment instructions that the students received to complete the assignment (**
See Appendix 1 Sample Answer to Q3.3.2):

See Attached Report.

📎 **Click here to attach a file**   📎 **Click here to attach a file**

Q3.4.
What tool was used to evaluate the data?
- ○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- ○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- ○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- ○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- ○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- ○ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- ◉ 7. Used other means (Answer **Q3.4.1.**)

Undo

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]
- ☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- ☑ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- ☑ 4. Other, specify:

Feedback survey regarding the Criminal Justice
Divison.

(skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Undo

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know
- ○ 4. N/A

Undo

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

⦿ 1. Yes
○ 2. No
○ 3. Don't know
○ 4. N/A

Undo

Q3.5.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

7

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

6

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes
○ 2. No
○ 3. Don't know
⦿ 4. N/A

Undo

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

See Attached Report.

Q3.6.1.
How did you **decide** how many samples of student work to review?

See Attached Report.

Q3.6.2a.
Please enter the number (#) of students *__from ONLY your program__* that were assessed for this program learning outcome (not all students in the class).

144

Q3.6.3a.
Please enter the number (#) of samples of student work *__from ONLY your program__* that were evaluated for this

program learning outcome.

144

Q3.6.4.
Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

⦿ 1. Yes

◯ 2. No

◯ 3. Don't know

Undo

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

⦿ 1. Yes

◯ 2. No (skip to **Q3.8**)

◯ 3. Don't Know (skip to **Q3.8**)

Undo

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☑ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☐ 7. Other, specify:

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

We asked our seniors questions about how they feel about the criminal justice program. See attached report.

📎 **Survey instrument for Peregrine.xlsx 14.37 KB**   📎 **Click here to attach a file**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

We sampled all of the students who were seniors and getting the assessment.

Q3.7.3.
If surveys were used, how did you **select** your sample:

We used the same capstone course students from two professors.

Q3.7.4.
If surveys were used, please enter the response rate:

100%

Question 3C: Other Measures
(external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- ◉ 1. Yes
- ○ 2. No (skip to **Q3.8.2**)
- ○ 3. Don't Know (skip to **Q3.8.2**)

Undo

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]
- ☐ 1. National disciplinary exams or state/professional licensure exams
- ☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- ☑ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- ☐ 4. Other, specify:

Q3.8.2.
Were other measures used to assess the PLO?

- ○ 1. Yes
- ◉ 2. No (skip to **Q4.1**)
- ○ 3. Don't know (skip to **Q4.1**)

Undo

Q3.8.3.
If other measures were used, please specify:

📎 Click here to attach a file	📎 Click here to attach a file

(Remember: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.****)**

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example.) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

See attachments (internal and external reports provided here):

1. Criminal Justice Assessment Report

2. Internal Analyses Report

3. External Analyses Report

4. Response Distractor Report

5. Student Survey Report

6. OnBoarding Packet for Peregrine

📎 CaliforniaStateUniversitySacramento_20190423_ExternalComparison.pdf
1.41 MB

📎 CaliforniaStateUniversitySacramento_20190423_InternalAnalysis.pdf
3.71 MB

Q4.2.
Are students doing well and meeting the program standard? **If not**, how will the program work to improve student performance of the selected PLO **(See Appendix 15 Sample Answers to Q4.1-Q4.3)**?

Most students who took the standardized exam had average scores as scored by Peregrine Assessment. We will work to raise the scores as we identify areas that we want to increase student learning.

Attached here is the Resonse Distractor Report and the Criminal Justice Assessment Report. The Student Survey report is too large to attach, and so will be sent to Amy Lieu as an email attachment. The OnBoarding Packet is also too large to attach and will also be emailed.

📎 CaliforniaStateUniversitySacramento_20190423_ResponseDistractor.pdf
477.6 KB

📎 Annual Assessment Report for Criminal Justice Division.docx
23.78 KB

Q4.3.
For the selected PLO, the student performance:
- ○ 1. **Exceeded** expectation/standard
- ◉ 2. **Met** expectation/standard
- ○ 3. **Partially** met expectation/standard
- ○ 4. Did not meet expectation/standard
- ○ 5. No expectation/standard has been specified
- ○ 6. Don't know

Undo

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Undo

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?
- ◉ 1. Yes
- ○ 2. No
- ○ 3. Don't know

Undo

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.
As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?
- ◉ 1. Yes
- ○ 2. No (skip to **Q5.2**)
- ○ 3. Don't know (skip to **Q5.2**)

Undo

Q5.1.1.
Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO.

Please see attached annual assessment report.

Q5.1.2.

Do you have a plan to assess the **impact of the changes** that you anticipate making?

◉ 1. Yes, describe your plan:

We will use the same assessment in the coming year to see if there has been improvement.

○ 2. No
○ 3. Don't know

Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
Undo 1-12 Undo 12-23					
1. Improved specific courses	○	○	◉	○	○
2. Modified curriculum	○	○	◉	○	○
3. Improved advising and mentoring	○	○	◉	○	○
4. Revised learning outcomes/goals	◉	○	○	○	○
5. Revised rubrics and/or expectations	○	○	◉	○	○
6. Developed/updated assessment plan	◉	○	○	○	○
7. Annual assessment reports	◉	○	○	○	○
8. Program review	◉	○	○	○	○
9. Prospective student and family information	○	○	◉	○	○
10. Alumni communication	○	○	◉	○	○
11. WSCUC accreditation (regional accreditation)	○	○	◉	○	○
12. Program accreditation	○	○	◉	○	○
13. External accountability reporting requirement	○	○	◉	○	○
14. Trustee/Governing Board deliberations	○	○	○	○	◉
15. Strategic planning	○	○	◉	○	○
16. Institutional benchmarking	○	○	◉	○	○
17. Academic policy development or modifications	○	○	◉	○	○
18. Institutional improvement	○	◉	○	○	○
19. Resource allocation and budgeting	○	◉	○	○	○
20. New faculty hiring	○	◉	○	○	○
21. Professional development for faculty and staff	○	◉	○	○	○
22. Recruitment of new students	○	◉	○	○	○
23. Other, specify:	○	○	○	○	○

Q5.2.1.
Please provide a detailed example of how you used the assessment data above:

In the past we have used our assessment data to change learning goals, courses offered, and faculty strategies. We want to make bigger changes to our program as we review the curriculum we are using and see what changes need to be made.

Q5.3. To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
Undo 1-9					
1. Program Learning Outcomes	○	◉	○	○	○
2. Standards of Performance	○	◉	○	○	○
3. Measures	○	◉	○	○	○
4. Rubrics	○	◉	○	○	○
5. Alignment	○	◉	○	○	○
6. Data Collection	○	◉	○	○	○
7. Data Analysis and Presentation	○	◉	○	○	○
8. Use of Assessment Data	○	◉	○	○	○
9. Other, please specify:	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

Q5.3.1. Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

We have decided to use a longitudinal design where we can measure the same PLO for a few years to track if changes are being implemented and if they are increasing our students' scores. Our previous feedback has been focused on having us close the loop and use our results to make needed changes or adjustments to the program. We see using a standardized test over a few years as being a great way to focus on making needed changes and on closing the feedback loop for our division.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

See attached report. The students thought very highly of our program on all aspects surveyed.

📎 Click here to attach a file   📎 Click here to attach a file

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

We are taking the student surveys as a positive measure that what we are doing is working. See attached report for more information.

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

- ☐ 1. **Critical Thinking**
- ☑ 2. **Information Literacy**
- ☐ 3. **Written Communication**
- ☐ 4. **Oral Communication**
- ☐ 5. Quantitative Literacy
- ☐ 6. **Inquiry and Analysis**
- ☐ 7. Creative Thinking
- ☐ 8. Reading
- ☐ 9. Team Work
- ☐ 10. Problem Solving
- ☐ 11. Civic Knowledge and Engagement
- ☐ 12. **Intercultural Knowledge, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☑ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. **Research**
- ☐ 21. Other, specify any PLOs not included above:

a. _____

b. _____

c. _____

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

We needed to do more so that we could close the loop of information. We wanted a longitudinal design so that we could see how our students did over time, giving us more information and more time to figure out how to improve our program. We wanted to use a standardized content exam so that we could have standardized information on the content being taught in the Criminal Justice major.

Q9. Please attach any additional files here:

📎 Click here to attach a file   📎 Click here to attach a file

📎 Click here to attach a file   📎 Click here to attach a file

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

1.   Assessment Report Narrative

2.   On-Boarding Packet from Peregrine*

3.   Internal Analysis Report

4.   External Analysis Report

5.   Response Distractor Report

6.   Student Survey Results*

7.   Curriculum Map and History of Assessment results

*= too big to attach to the webpage

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

BS Criminal Justice

Q11.
Report Author(s):

Jennie Singer

Q11.1.
Department Chair/Program Director:

Ernest Uwazie

Q11.2.
Assessment Coordinator:

Donna Vasiliou

Q12.
Department/Division/Program of Academic Unit (select):

Criminal Justice

Q13.
College:

College of Health & Human Services

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

1694

Q15.
Program Type:

◉ 1. Undergraduate baccalaureate major

○ 2. Credential

○ 3. Master's Degree

○ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

○ 5. Other, specify:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?

2

Q16.1. List all the names:

Traditional B.S. program

Online CCE B.S. program

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

N/A

Q17. Number of **master's degree programs** the academic unit has?

1

Q17.1. List all the names:

Master's program in Criminal Justice

Q17.2. How many concentrations appear on the diploma for this master's program?

N/A

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Undo								
Q20. Developed?	◉	○	○	○	○	○	○	○
Q20.1. Last updated?	○	○	○	○	○	◉	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

📎 **Annual Assessment Report for Criminal Justice Division.docx 23.78 KB**

Q21.
Has your program developed a **curriculum map? Please note: A curriculum map is not a roadmap. A roadmap is a graphical representation of the courses students must take to graduate. A curriculum map is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.**

◉ 1. Yes
○ 2. No
○ 3. Don't know
Undo

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

📎 Curriculum Map and History of Assessment.docx
18.26 KB

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?
○ 1. Yes
○ 2. No
◉ 3. Don't know
Undo

Q23.
Does your program have a capstone class?
◉ 1. Yes, specify:

CRJ 190 Current Issues in Criminal Justice

○ 2. No

○ 3. Don't know
[Undo]

Q23.1.
Does your program have a capstone project(s)?
○ 1. Yes
◉ 2. No
○ 3. Don't know
[Undo]

Q24.
BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:
☑ 1. PLO Assessed **(Q1.1, Q2.1)**
☑ 2. Definition of the PLO(s) **(Q2.1.1)**
☑ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
☑ 4. Direct Measures **(Q3.3.2)**
☑ 5. Data Table(s) **(Q4.1)**
☑ 6. Curriculum Map **(Q21.1)**
☑ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!
(**Remember**: **Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.**)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.**11**.19

raduation

Q1

a

b

c

d

e

f

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Q2

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h

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Q3

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Q4
Q5
Q6
Q7

Q8
Q9
Q10
Q11
Q12
Q13
Q14
Q15
Q16
Q17
Q18
Q19
Q20

Sacramento State Division of Criminal Justice Undergraduate Exit Survey

application process, please complete the following questions and click on the "Submit the Exit Survey"

QUESTIONS ABOUT YOUR ACADEMIC EXPERIENCE

Would you say that you are very dissatisfied, dissatisfied, satisfied, or very satisfied with each of the f

Availability of classes

Overall quality of instruction

Usefulness of texts and course materials

Access to faculty

Content and structure of the major

Quality of advising about course work in your major

Overall quality of instruction

Please indicate whether you strongly disagree, disagree, agree, or strongly agree with each of the follo

My major program was too difficult academically

Required courses were offered with reasonable frequency

Class sizes were appropriate

Faculty members were genuinely interested in my welfare

Faculty members were genuinely interested in my academic progress

There were opportunities to participate in independent projects, internships, or community service

Course content reflected current trends in my field

Degree requirements were relevant to my professional goals

I would recommend this program to others who are interested in this field of study

The courses offered in the Division were challenging.

The courses offered in the Division were stimulating.

On a scale of 1 to 4 (with 1 being "not at all" and 4 being "a great deal), please rate the degree to whic

Gave me a sense of competence in my knowledge of criminal justice issues.

Provided the foundation for study at the graduate level.

Helped me understand current issues.

Helped me understand the connection between the policy making process and the criminal justice conti

Involved the integration of theoretical knowledge with practical situations.

Helped me understand issues related to human diversity.

Helped generate an awareness of social problems and their relationship to the crime phenomenon.

Helped me learn how to access information from various electronic and print sources.

Helped me to distinguish the difference between credible information and non-credible information.

My studies in the Division of Criminal Justice developed or ehanced my critical thinking skills.

My studies in the Division of Criminal Justice developed or ehanced my quantitative reasoning skills.

My studies in the Division of Criminal Justice developed or ehanced my written communication skills.

My studies in the Division of Criminal Justice developed or ehanced my oral communication skills.

My studies in the Division of Criminal Justice developed or ehanced my leadership skills.

QUESTIONS ABOUT YOUR OVERALL EXPERIENCE

How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing

How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing

How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing

How satisfied are you with your overall experience in the Division of Criminal Justice at Sacramento Stat

UNIVERSITY STUDENT SERVICES

So that we can compare your experience with that of other graduating seniors, we would like to ask for so

What was your class standing when you entered Sacramento State?

How many TOTAL SEMESTERS (at Sacramento State and other colleges/universities) did it take for you to

Do you consider yourself a full-time (12 or more units per semester) or a part-time student (less than 12

While attending Sacramento State, did you work mostly full-time, mostly part-time, intermittently, or di

How much difficulty would you say you experienced financing your study at Sacramento State?

Which of the following best describes your post-graduate plans?

On a scale of 1 to 4 (with 1 being "not at all confident" and 4 being "very confident"), please rate how co

If you plan to seeking employment in criminal justice, in which area are you most interested in applying?

If you are already employed in the criminal justice field, please indicate your job title in the space provid

What was your GPA at the end of the last semester?

What is your age?

What is your birth gender?

Please identify the ethnic group you most strongly identify with.

button at the bottom of this survey.

Very Dissatisfied	Dissatisfied	Satisfied	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
Strongly Disagree	Disagree	Agree	
1-Not at all	2-Somewhat	3-More than I expected	
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3
	1	2	3
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	1	2	3
	1	2	3
	1	2	3
	1	2	3
1-Not at all useful	2-Slightly useful	3-Moderately useful	
1-Not at all useful	2-Slightly useful	3-Moderately useful	
1-Not at all useful	2-Slightly useful	3-Moderately useful	
1-Very Dissatisfied	2-Dissatisfied	3Satisfied	

ome additional information. Remember, your responses are completely confidential.

Freshman (First-Time)   Freshman (Transfer)   Sophomore

) complete your degree?

2-Full-Time	1-Part-Time	
4-Mostly full-time	3-Mostly part-time	2-Intermittently
1-No difficuly	2-Some difficulty	3-A great deal of difficult
1-Job related to major	2-Job not related to major	3-Military service
1-Not at all confident	2-Somewhat confident	3-Confident
1-Corrections	2-Local law enforcement	3-Federal law enforcement

ed.

| 0-Female | 1-Male | |
| 1-Native American | 2-Black/African American | 3-Chicano/Mexican-American |

Very Satisfied

Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
Strongly Agree
4-A great deal

4
4
4
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4
4
4
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4
4
4

4-Very useful
4-Very useful
4-Very useful
4-Very Satisfied

Junior

1-Not at all

4-Volunteer service (peace corps, community organizing, advocacy)
4-Very confident
4-Victim advocacy

4-Asian

0-No opinion

0
0
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0
0

0-No opinion
0-No opinion
0-No opinion
0-No opinion

Senior

5-Graduate Education	6-Teaching credential/teaching
0-Not applicable
5-Legal studies	6-Investigations

5-Asia Pacific Islander	6-Southeast Asian

0-Other (please indicate in the space provided)

0-Other (please indicate in the space provided)

7-Latino/Other Hispanic   8-White, Non-Hispanic

0-Other (please identify in the space provided)

Internal Analysis Report

California State University, Sacramento

1/1/2019 - 6/1/2019

Total Tests = 125

Inbound = 29

Outbound = 96

Academic Level: Bachelors

Aggregate: Traditional/Campus-based Delivery Mode

Courses

Inbound: CRJ 101 Introduction to Criminal Justice Research Methods

Outbound: CRJ 190 Contemporary Issues in Criminal Justice

Table of Contents

Comparison of Inbound Exam Results with Outbound Exam Results

■ Inbound   ■ Outbound
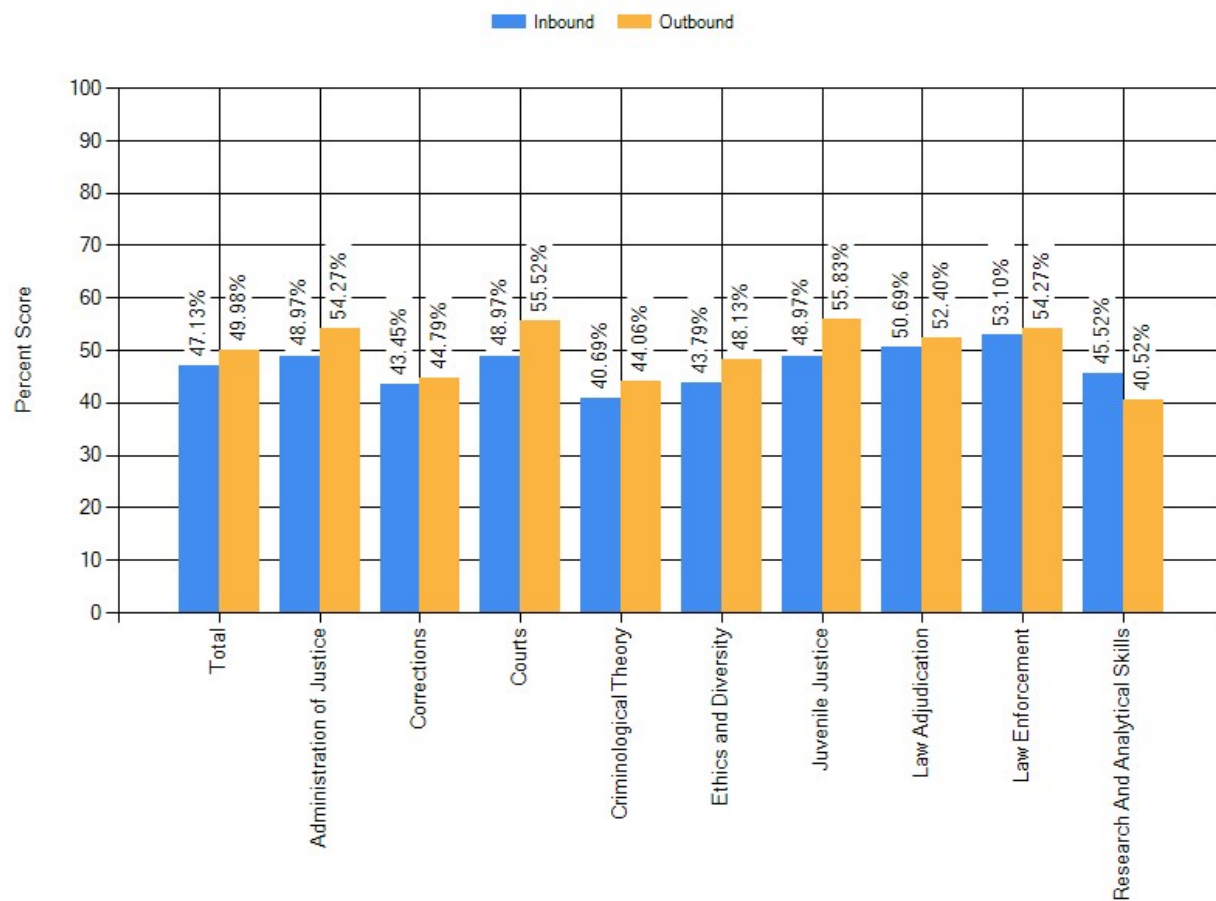
Total Score Comparison
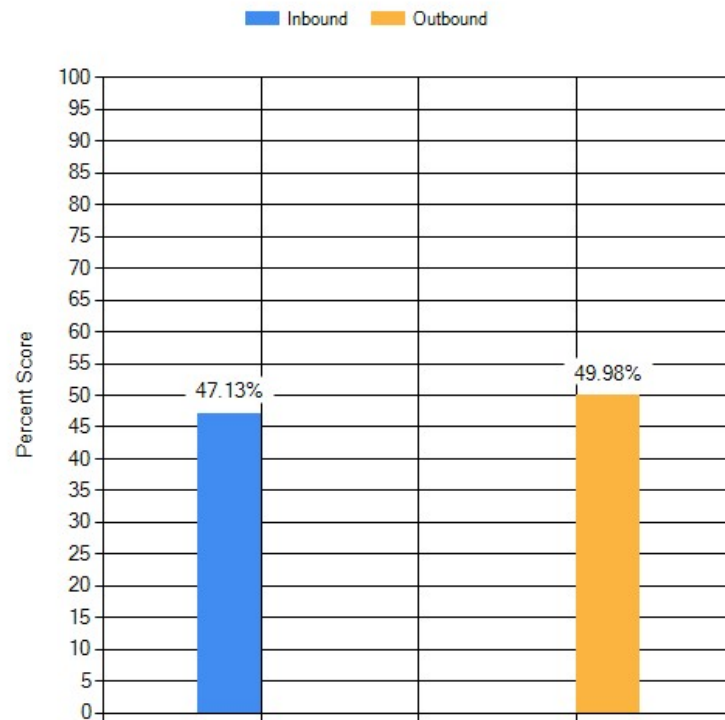
Inbound   Outbound

6.05% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 45.1, Outbound = 46.3

Inbound Exam

California State University, Sacramento   Traditional/Campus-based Delivery Mode
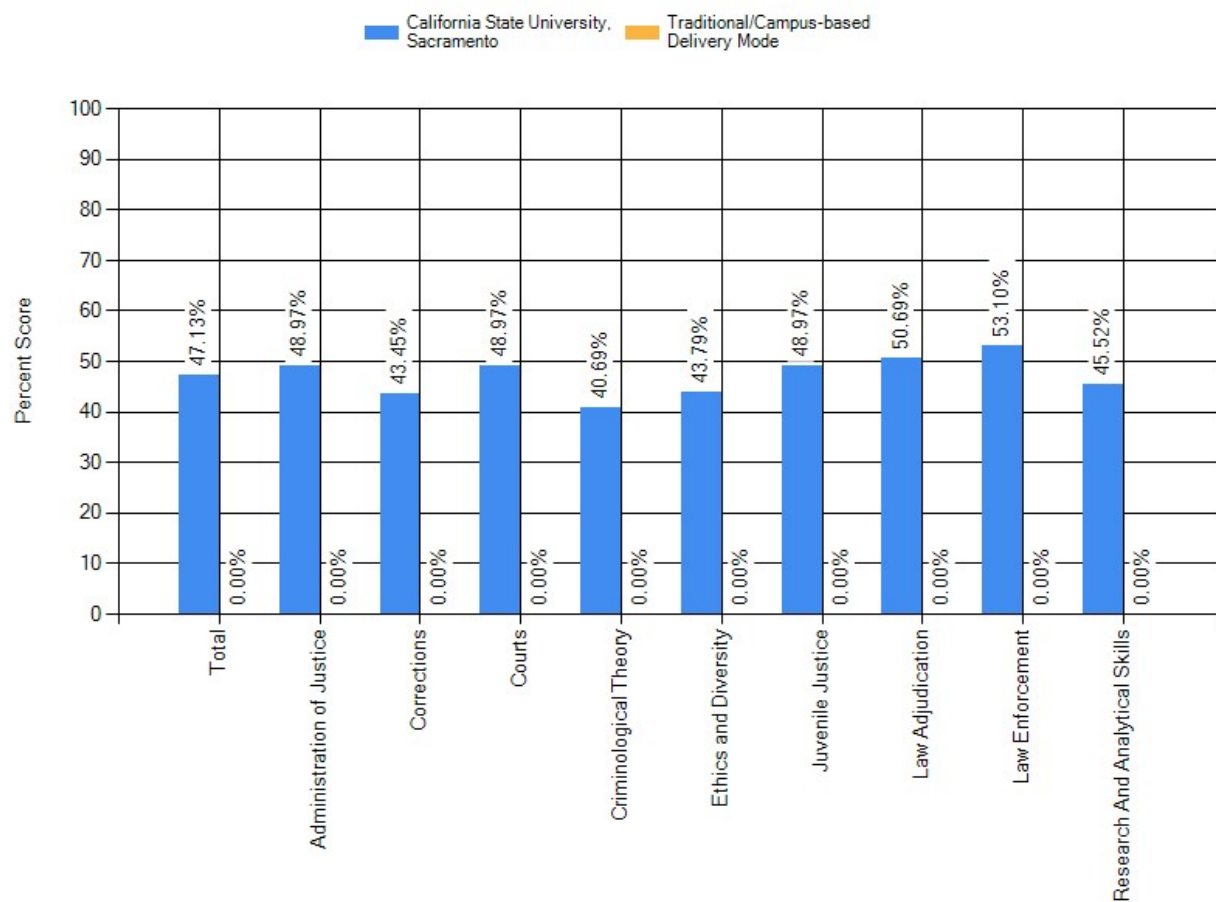
Inbound Exam Summary

Inbound	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Administration of Justice	290	48.97%	170	120	0	-			*1	0.00%	0.00%	0.00%	0.00%
Corrections	290	43.45%	130	160	0	-			*1	0.00%	0.00%	0.00%	0.00%
Courts	290	48.97%	140	150	0	-			*1	0.00%	0.00%	0.00%	0.00%
Criminological Theory	290	40.69%	270	20	0	-			*1	0.00%	0.00%	0.00%	0.00%
Ethics and Diversity	290	43.79%	180	110	0	-			*1	0.00%	0.00%	0.00%	0.00%
Juvenile Justice	290	48.97%	0	290	0	-			*1	0.00%	0.00%	0.00%	0.00%
Law Adjudication	290	50.69%	210	80	0	-			*1	0.00%	0.00%	0.00%	0.00%
Law Enforcement	290	53.10%	100	190	0	-			*1	0.00%	0.00%	0.00%	0.00%
Research And Analytical Skills	290	45.52%	280	10	0	-			*1	0.00%	0.00%	0.00%	0.00%
Summary	2610	47.13%	1480	1130	0	0.00%			1	0.00%	0.00%	0.00%	0.00%

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.
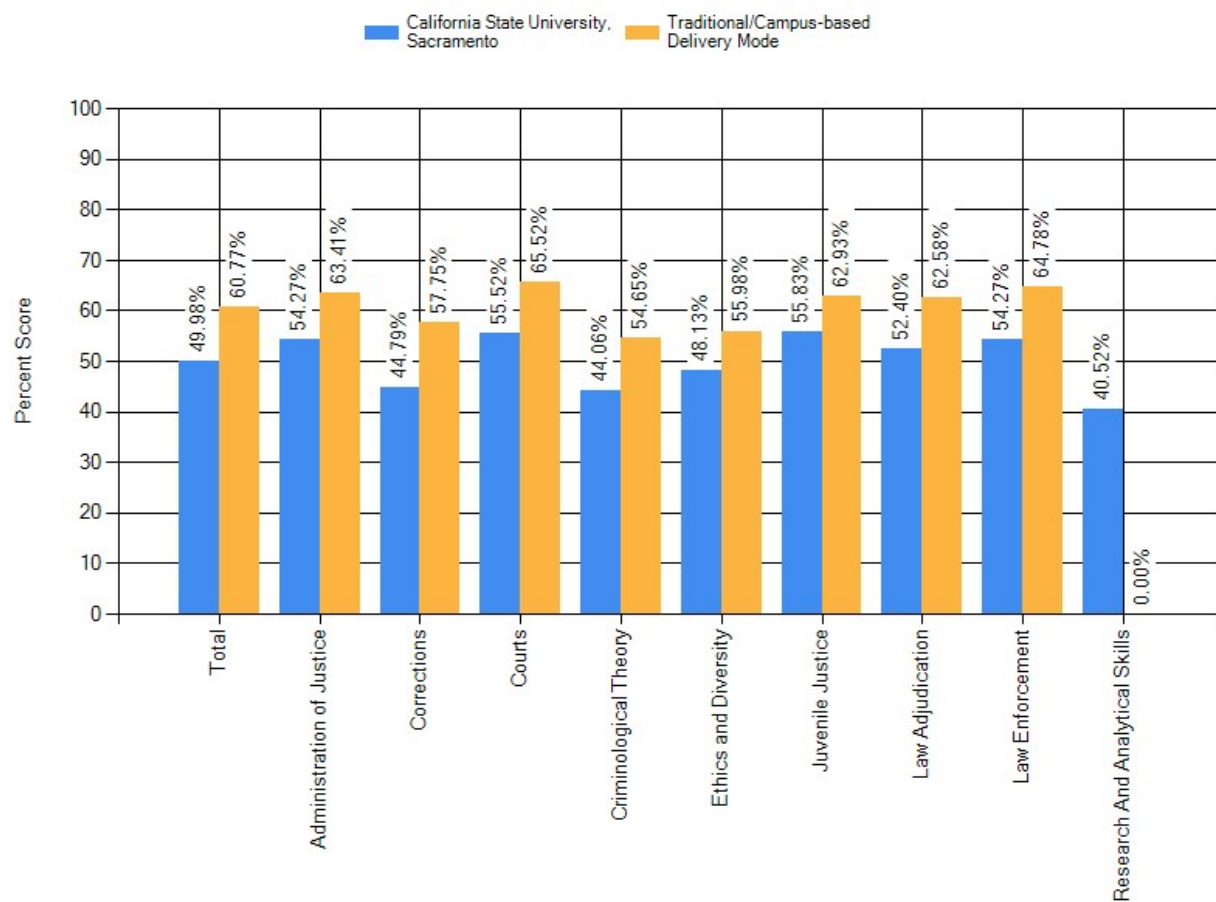
Outbound Exam

Outbound Exam Summary

Outbound	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Administration of Justice	960	54.27%	470	490	4224	63.41%			10	61.83%	65.13%	67.34%	69.63%
Corrections	960	44.79%	480	480	3903	57.75%			3	53.02%	56.26%	61.35%	65.40%
Courts	960	55.52%	310	650	4292	65.52%			12	62.99%	65.12%	68.49%	71.60%
Criminological Theory	960	44.06%	790	170	3956	54.65%			15	48.25%	54.36%	59.00%	63.92%
Ethics and Diversity	960	48.13%	670	290	3850	55.98%			10	52.75%	57.16%	58.79%	63.35%
Juvenile Justice	960	55.83%	0	960	3954	62.93%			11	58.67%	61.54%	66.20%	71.33%
Law Adjudication	960	52.40%	790	170	3977	62.58%			6	58.75%	63.00%	65.79%	69.27%
Law Enforcement	960	54.27%	340	620	4374	64.78%			18	61.72%	66.57%	69.41%	73.59%
Research And Analytical Skills	960	40.52%	950	10	0	-			1	0.00%	0.00%	0.00%	0.00%
Summary	**8640**	**49.98%**	**4800**	**3840**	**32530**	**60.77%**			14	58.30%	62.72%	64.94%	67.66%

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

Inbound Exam Total Result
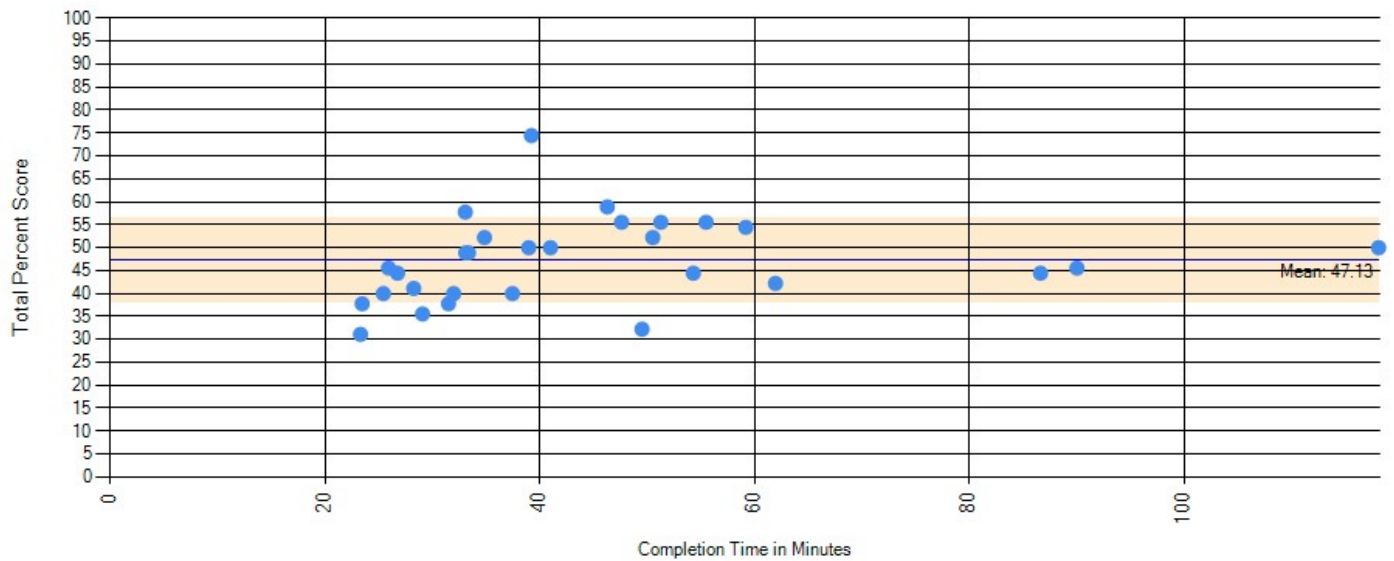
Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 45.07

Mean Score: 47.13%, Max Score: 74.44%, Min Score: 31.11%

Standard Deviation: 9.21

* Results are sorted by number of minutes taken to complete the exam.

Outbound Exam Total Result

Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 46.32

Mean Score: 49.98%, Max Score: 74.44%, Min Score: 24.44%

Standard Deviation: 10.25

* Results are sorted by number of minutes taken to complete the exam.

Administration of Justice Score Comparison

10.82% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 5.2, Outbound = 4.8

Administration of Justice Assessment Summary

Assessment Summary Statistics

Administration of Justice	Inbound	Outbound
Sample Size	29	96
Mean Score	48.97%	54.27%
Standard Deviation	19.15	17.58
Min Score	20%	20%
Max Score	90%	100%
Median Score	50%	50%
Mode	40%	70%

Inbound Exam Administration of Justice Result
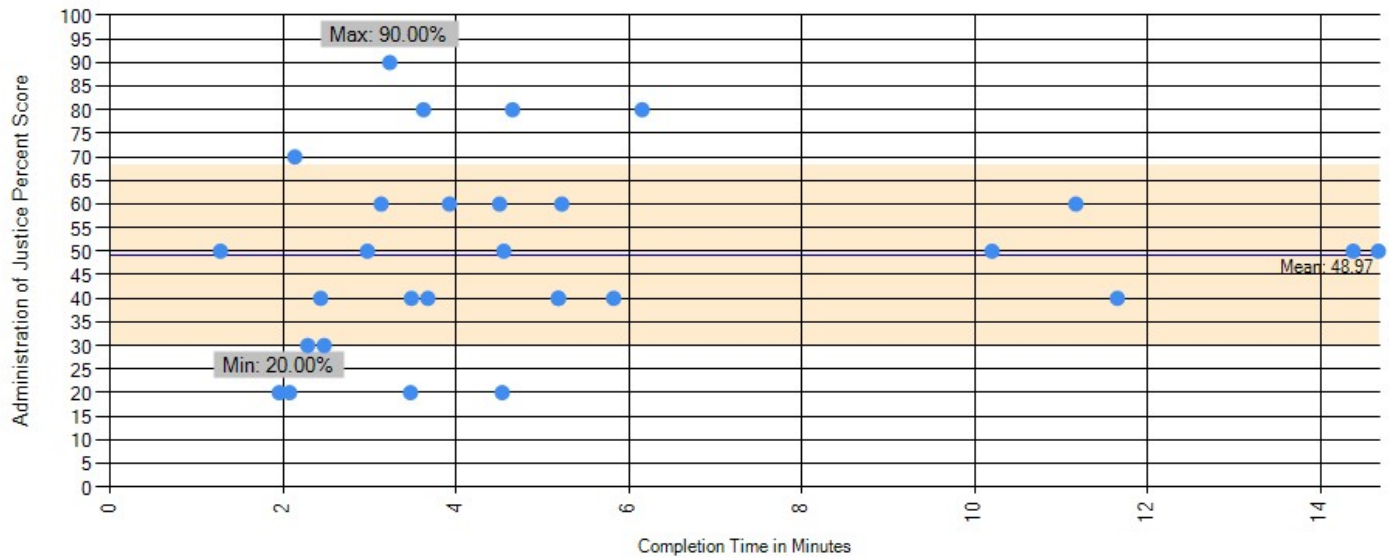
Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 5.17

Mean Score: 48.97%, Max Score: 90.00%, Min Score: 20.00%

Standard Deviation: 19.15

* Results are sorted by number of minutes taken to complete the topic.

Administration of Justice Subject Score Comparison *Inbound Exam*

Frequency of Questions Offered on *Inbound* Exams

Administration of Justice	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Comparative Criminal Justice	54	50.00%	0	54	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Contemporary Criminal Justice System	78	55.13%	78	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Major Systems of Social Control	62	48.39%	62	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Personnel Management	96	43.75%	96	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**290**	**48.97%**	**236**	**54**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Outbound Exam Administration of Justice Result

Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 4.82

Mean Score: 54.27%, Max Score: 100.00%, Min Score: 20.00%

Standard Deviation: 17.58

* Results are sorted by number of minutes taken to complete the topic.

Administration of Justice **Subject Score Comparison** *Outbound Exam*

Frequency of Questions Offered on *Outbound* Exams

Administration of Justice	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Comparative Criminal Justice	184	57.07%	0	184	814	59.68%	0	814	*44	52.00%	58.00%	66.08%	68.82%
Contemporary Criminal Justice System	285	58.60%	285	0	1149	64.49%	112	1037	*16	64.29%	68.01%	68.55%	71.04%
Major Systems of Social Control	220	52.73%	220	0	848	72.20%	50	798	*3	69.43%	71.93%	75.66%	81.94%
Personnel Management	271	49.08%	271	0	1315	60.56%	121	1194	*18	55.65%	62.92%	65.59%	67.76%
Summary	**960**	**54.27%**	**776**	**184**	**4126**	**63.41%**	**283**	**3843**	**10**	**61.83%**	**65.13%**	**67.34%**	**69.63%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Corrections Score Comparison
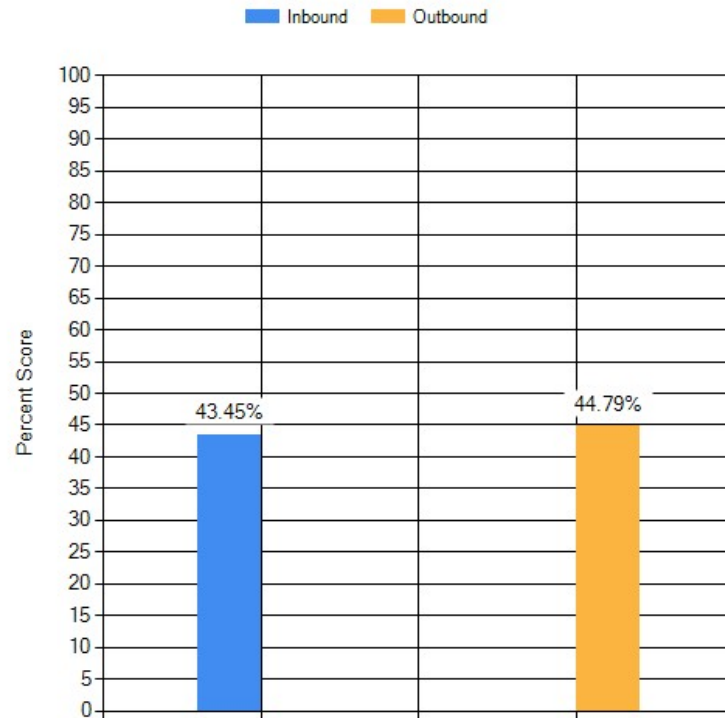
Inbound ☐   Outbound ☐

3.08% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 5.4, Outbound = 4.9

Corrections Assessment Summary

Assessment Summary Statistics

Corrections	Inbound	Outbound
Sample Size	29	96
Mean Score	43.45%	44.79%
Standard Deviation	17.38	17.77
Min Score	10%	0%
Max Score	80%	90%
Median Score	40%	40%
Mode	40%	40%

Inbound Exam Corrections Result
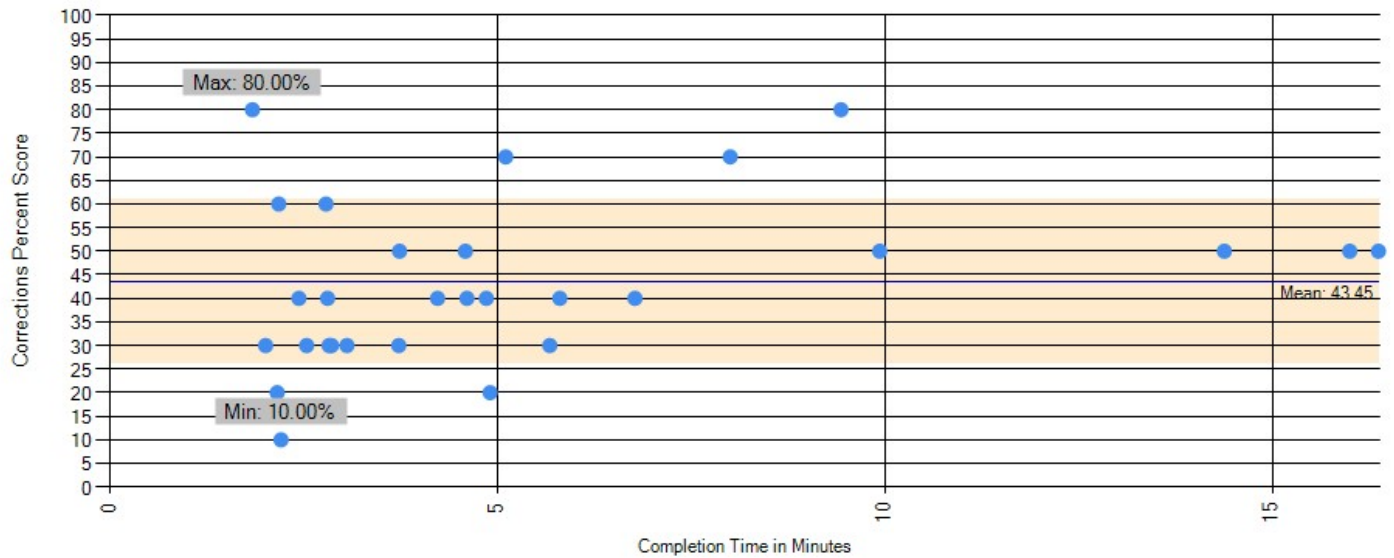
Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 5.43

Mean Score: 43.45%, Max Score: 80.00%, Min Score: 10.00%

Standard Deviation: 17.38

* Results are sorted by number of minutes taken to complete the topic.

Corrections Subject Score Comparison *Inbound Exam*

Frequency of Questions Offered on *Inbound* Exams

Corrections	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Carceral Facilities (Jails/Prisons)	71	33.80%	71	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Community-based Corrections	77	45.45%	0	77	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
History and Correctional Philosophies	83	50.60%	83	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Practice and Legal Environment	59	42.37%	59	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**290**	**43.45%**	**213**	**77**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Outbound Exam Corrections Result
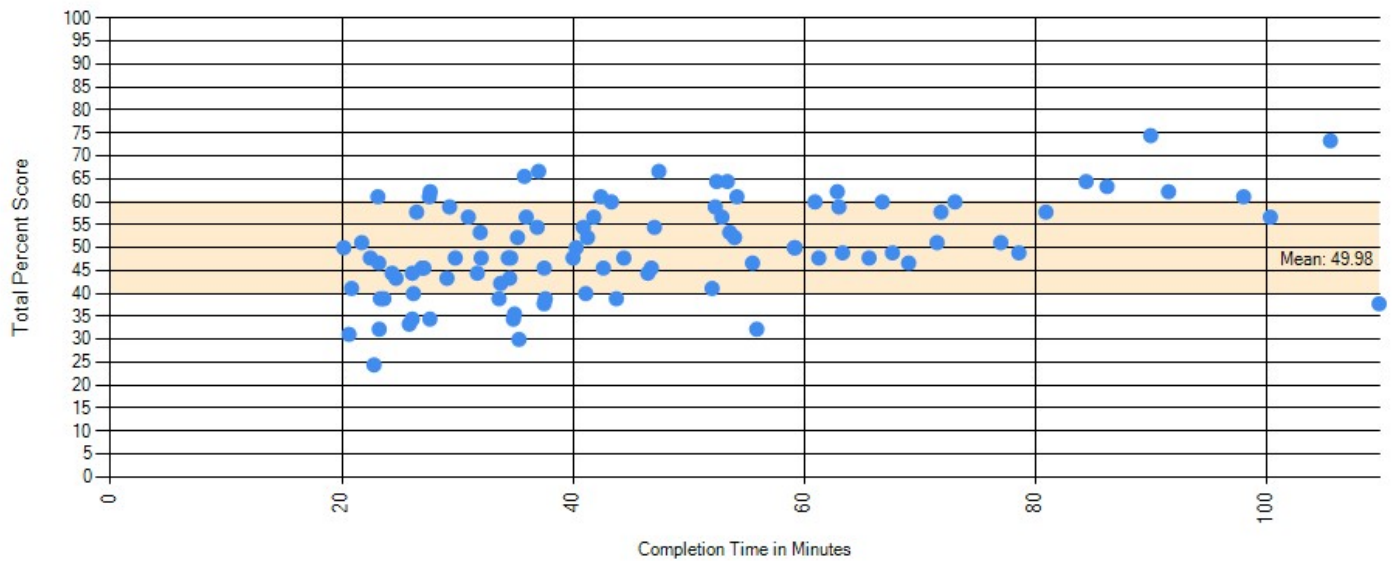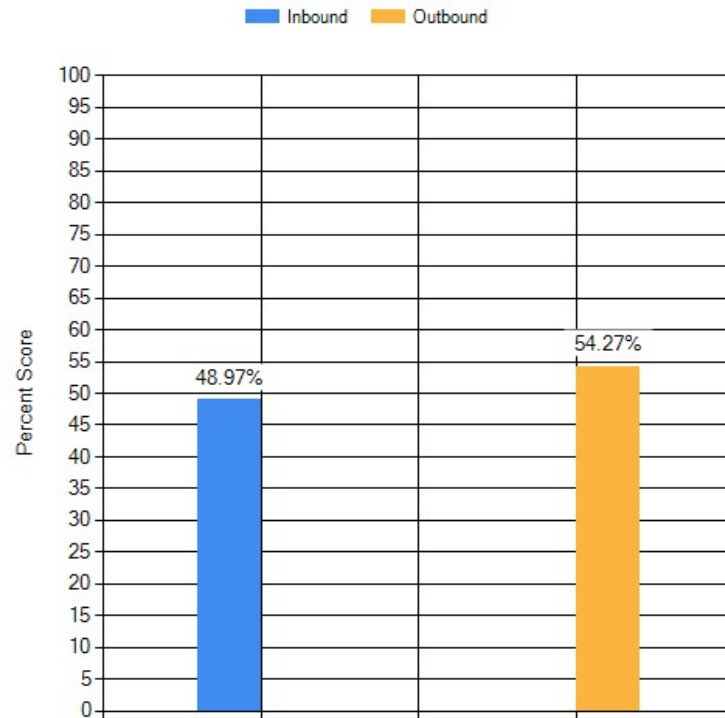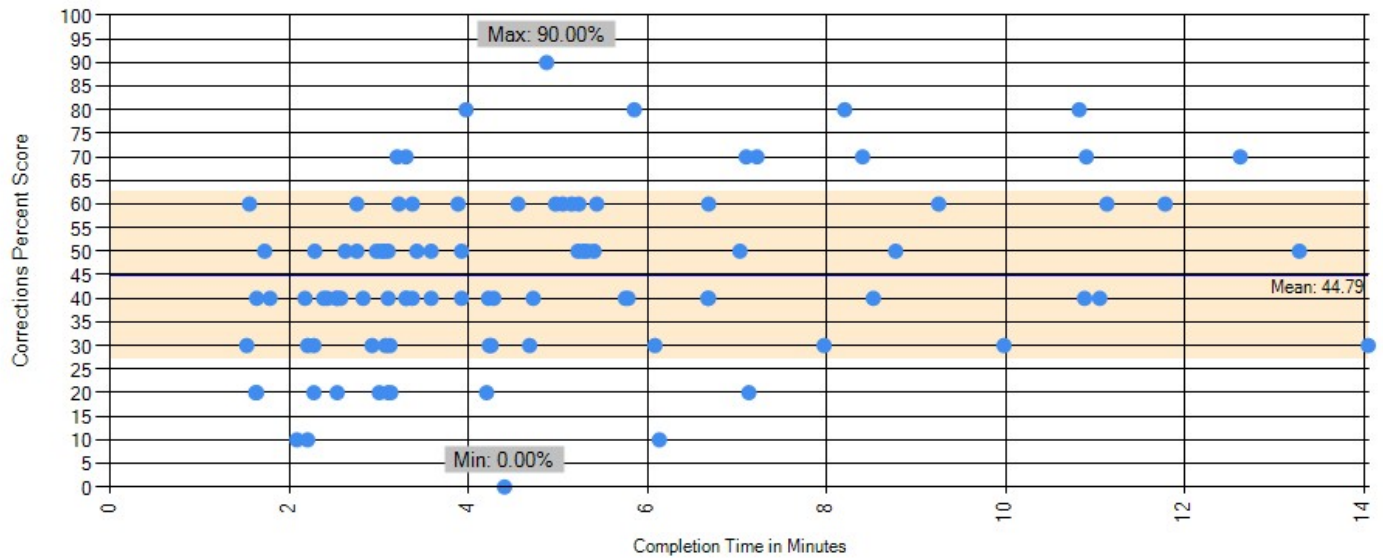

Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 4.93

Mean Score: 44.79%, Max Score: 90.00%, Min Score: 0.00%

Standard Deviation: 17.77

* Results are sorted by number of minutes taken to complete the topic.

Corrections Subject Score Comparison *Outbound Exam*

Legend: ■ California State University, Sacramento   ■ Traditional/Campus-based Delivery Mode

Frequency of Questions Offered on *Outbound* Exams

Corrections	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Carceral Facilities (Jails/Prisons)	211	46.45%	211	0	754	55.93%	105	434	*13	52.05%	55.67%	61.20%	63.54%
Community-based Corrections	226	34.51%	0	226	864	50.27%	0	675	*1	45.57%	48.09%	50.72%	58.56%
History and Correctional Philosophies	300	49.67%	300	0	1168	63.11%	49	1119	8	55.64%	64.57%	66.59%	72.96%
Practice and Legal Environment	223	47.09%	223	0	970	60.70%	63	907	*5	57.92%	60.40%	63.13%	70.15%
Summary	960	44.79%	734	226	3756	57.75%	217	3135	3	53.02%	56.26%	61.35%	65.40%

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Courts Score Comparison
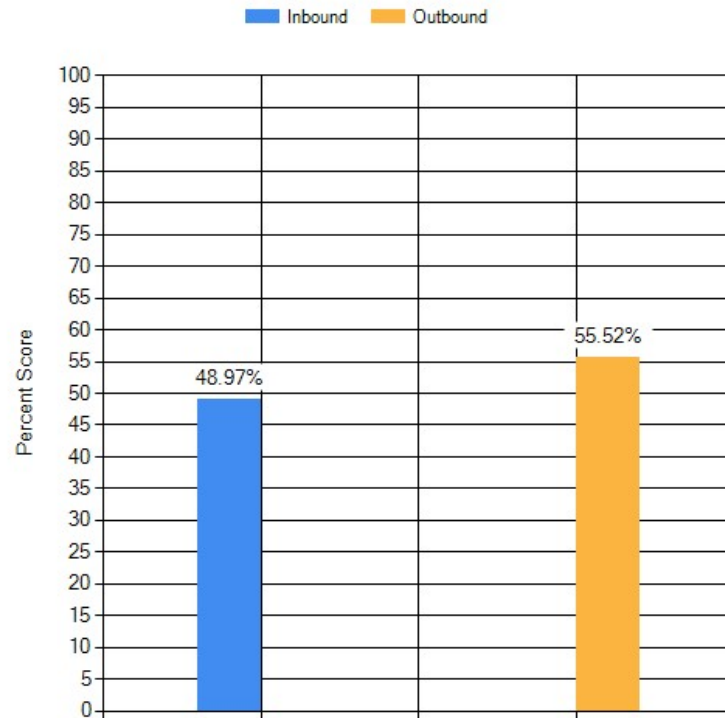
■ Inbound   ■ Outbound

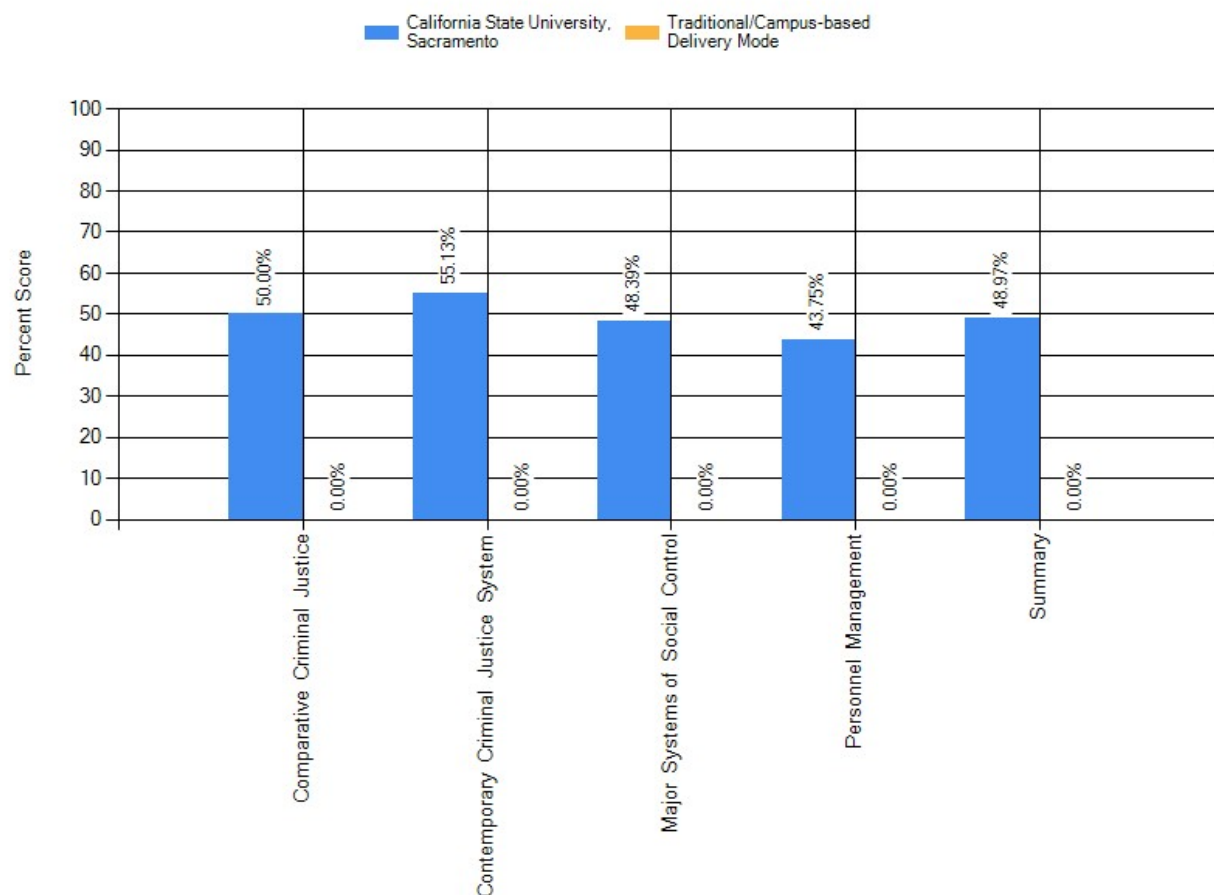13.38% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 5.1, Outbound = 4.8

Courts Assessment Summary

Assessment Summary Statistics

Courts	Inbound	Outbound
Sample Size	29	96
Mean Score	48.97%	55.52%
Standard Deviation	16.98	17.10
Min Score	20%	10%
Max Score	90%	90%
Median Score	50%	50%
Mode	40%	50%

Inbound Exam Courts Result
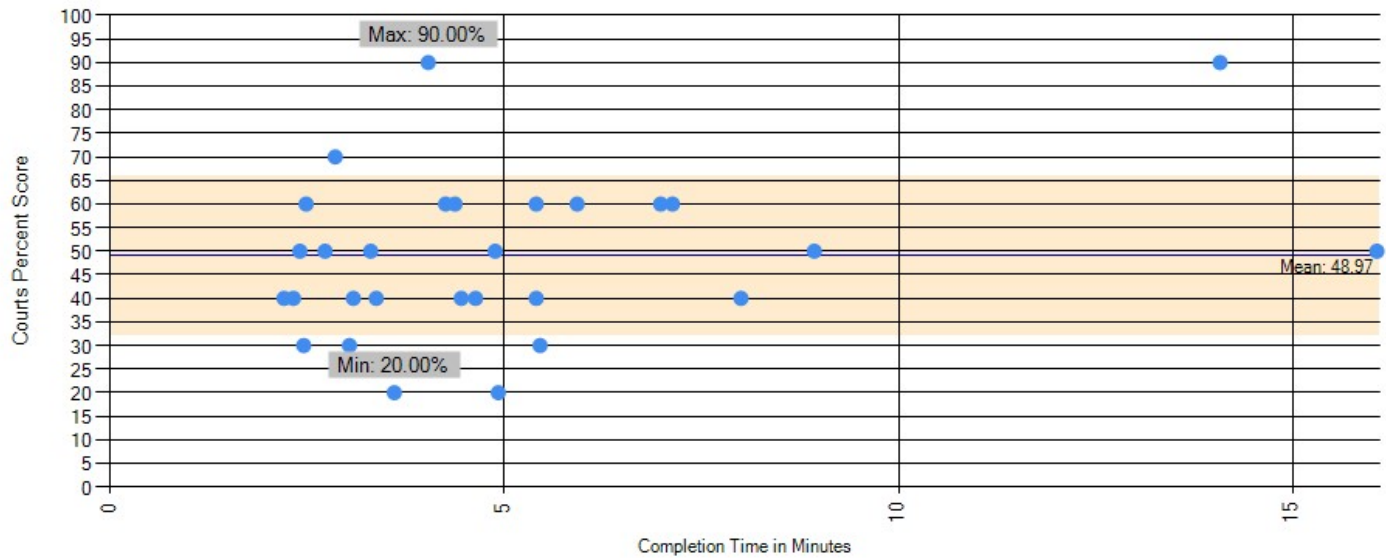
Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 5.13

Mean Score: 48.97%, Max Score: 90.00%, Min Score: 20.00%

Standard Deviation: 16.98

* Results are sorted by number of minutes taken to complete the topic.
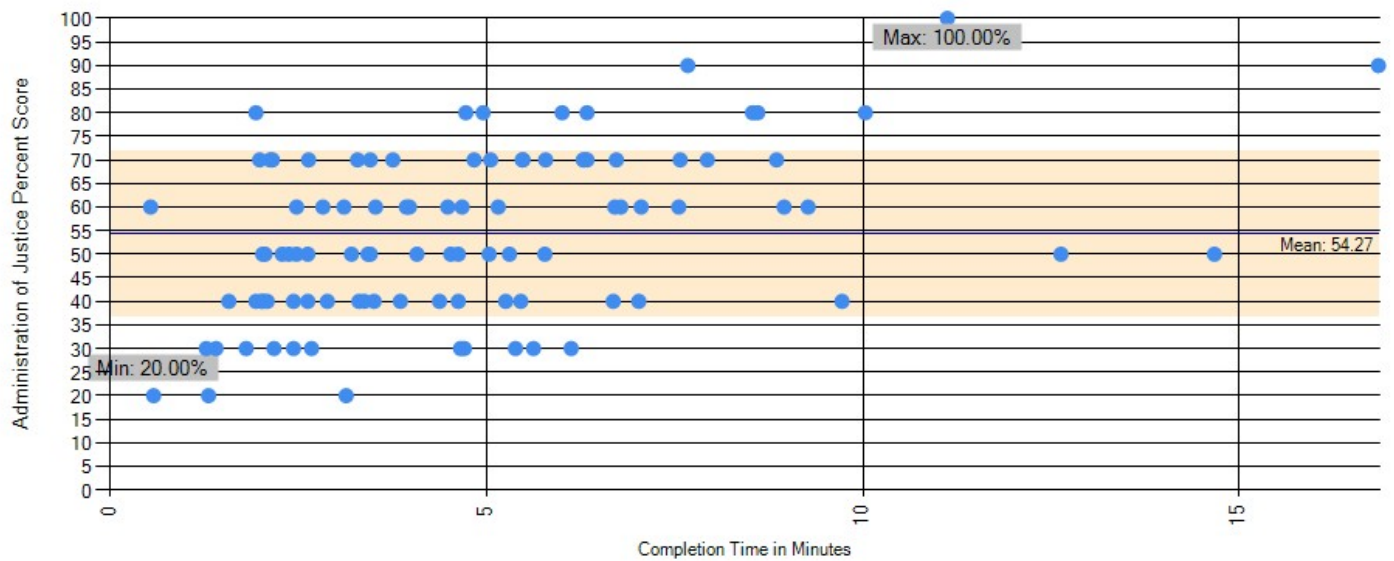
Courts Subject Score Comparison *Inbound Exam*

Frequency of Questions Offered on *Inbound* Exams

Courts	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Federal and State	63	47.62%	63	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
History	63	58.73%	0	63	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Lower Courts	77	42.86%	0	77	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
US Supreme Court	87	48.28%	87	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**290**	**48.97%**	**150**	**140**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.
* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Outbound Exam Courts Result

Sample Size: 96

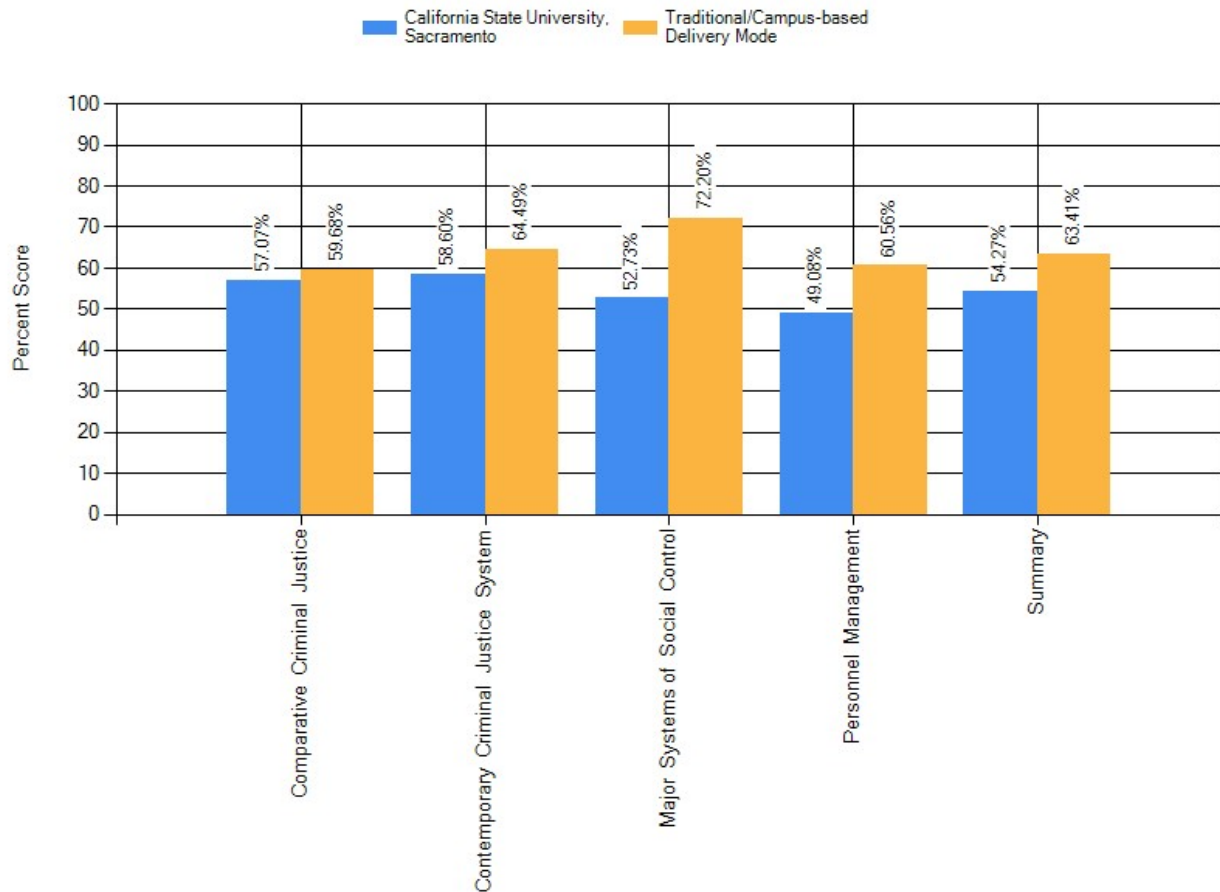Mean Completion Time for this Topic (mins): Outbound = 4.83

Mean Score: 55.52%, Max Score: 90.00%, Min Score: 10.00%

Standard Deviation: 17.10

* Results are sorted by number of minutes taken to complete the topic.

Courts Subject Score Comparison *Outbound Exam*

Frequency of Questions Offered on *Outbound* Exams

Courts	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Federal and State	230	54.78%	230	0	985	65.32%	50	935	*6	61.27%	66.14%	69.39%	73.26%
History	203	66.01%	0	203	903	67.27%	0	903	*54	59.51%	64.86%	72.70%	80.92%
Lower Courts	254	47.64%	0	254	1139	66.08%	0	1139	*3	60.93%	66.51%	72.80%	75.05%
US Supreme Court	273	55.68%	273	0	1235	64.42%	101	1134	*16	58.82%	65.04%	68.88%	75.87%
Summary	**960**	**55.52%**	**503**	**457**	**4262**	**65.52%**	**151**	**4111**	**12**	**62.99%**	**65.12%**	**68.49%**	**71.60%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Criminological Theory Score Comparison
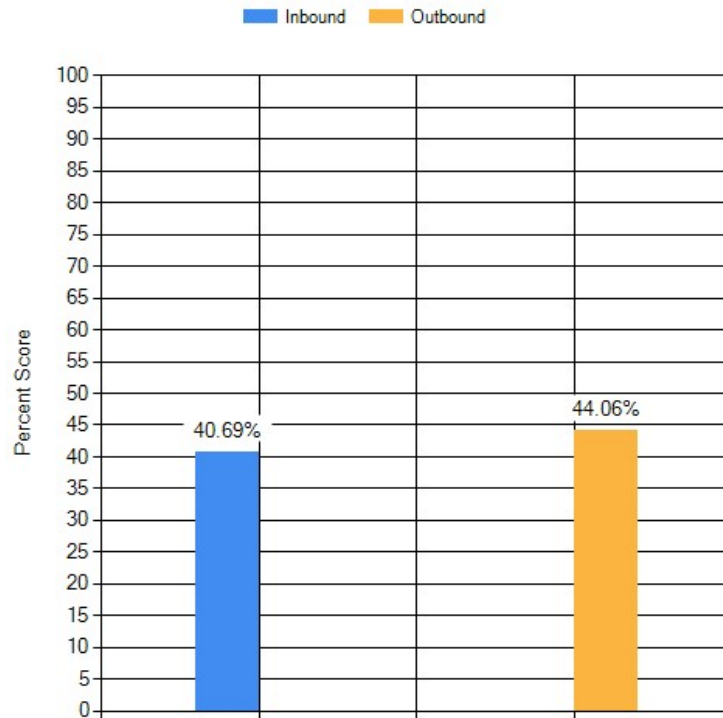
8.28% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 4.6, Outbound = 5

Criminological Theory Assessment Summary

Assessment Summary Statistics

Criminological Theory	Inbound	Outbound
Sample Size	29	96
Mean Score	40.69%	44.06%
Standard Deviation	17.31	18.16
Min Score	10%	0%
Max Score	90%	80%
Median Score	40%	50%
Mode	30%	50%

Inbound Exam Criminological Theory Result
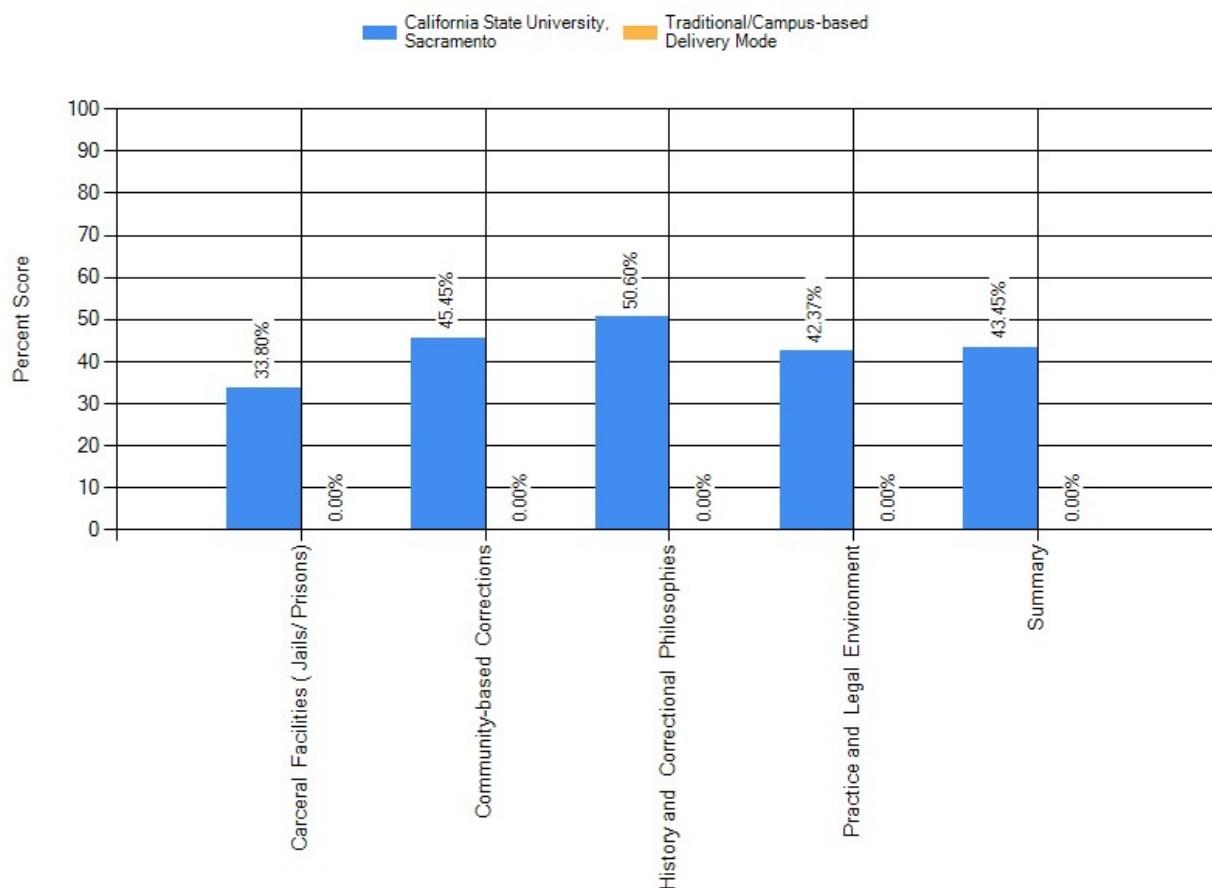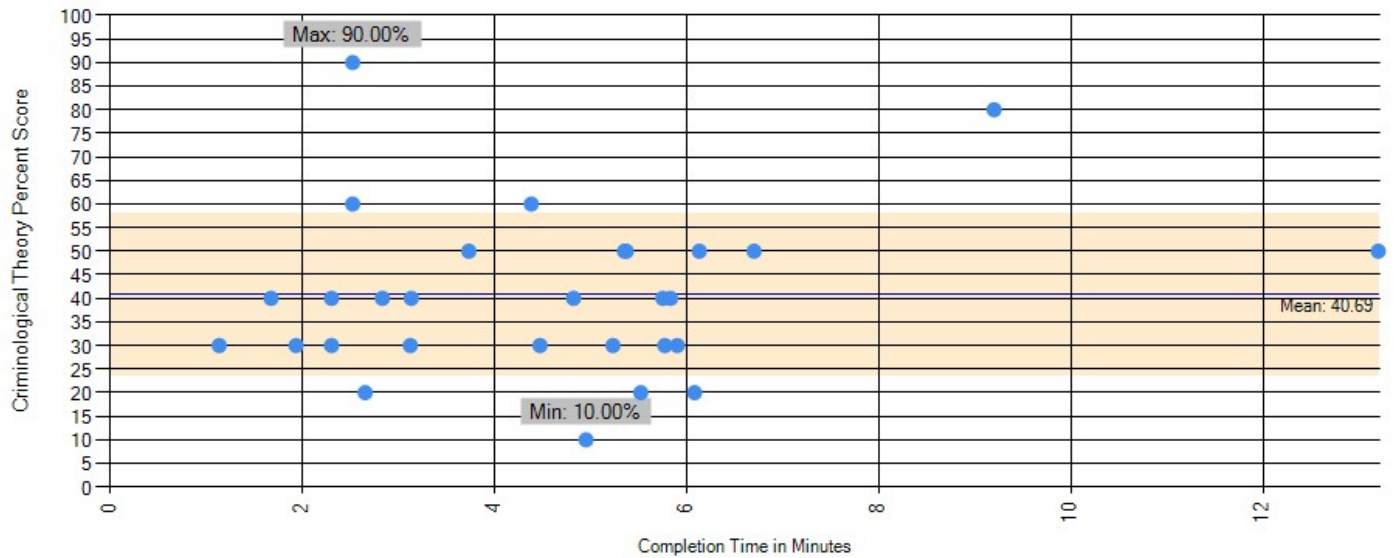

Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 4.63

Mean Score: 40.69%, Max Score: 90.00%, Min Score: 10.00%

Standard Deviation: 17.31

* Results are sorted by number of minutes taken to complete the topic.

Criminological Theory Subject Score Comparison *Inbound Exam*

Legend:
- California State University, Sacramento (blue)
- Traditional/Campus-based Delivery Mode (orange)

Chart data (Percent Score):
- Nature and Causes of Crime: 41.77% / 0.00%
- Offenders: 43.84% / 0.00%
- Typologies: 36.23% / 0.00%
- Victims: 40.58% / 0.00%
- Summary: 40.69% / 0.00%

Frequency of Questions Offered on *Inbound* Exams

Criminological Theory	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Nature and Causes of Crime	79	41.77%	79	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Offenders	73	43.84%	73	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Typologies	69	36.23%	69	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Victims	69	40.58%	0	69	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**290**	**40.69%**	**221**	**69**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Outbound Exam Criminological Theory Result
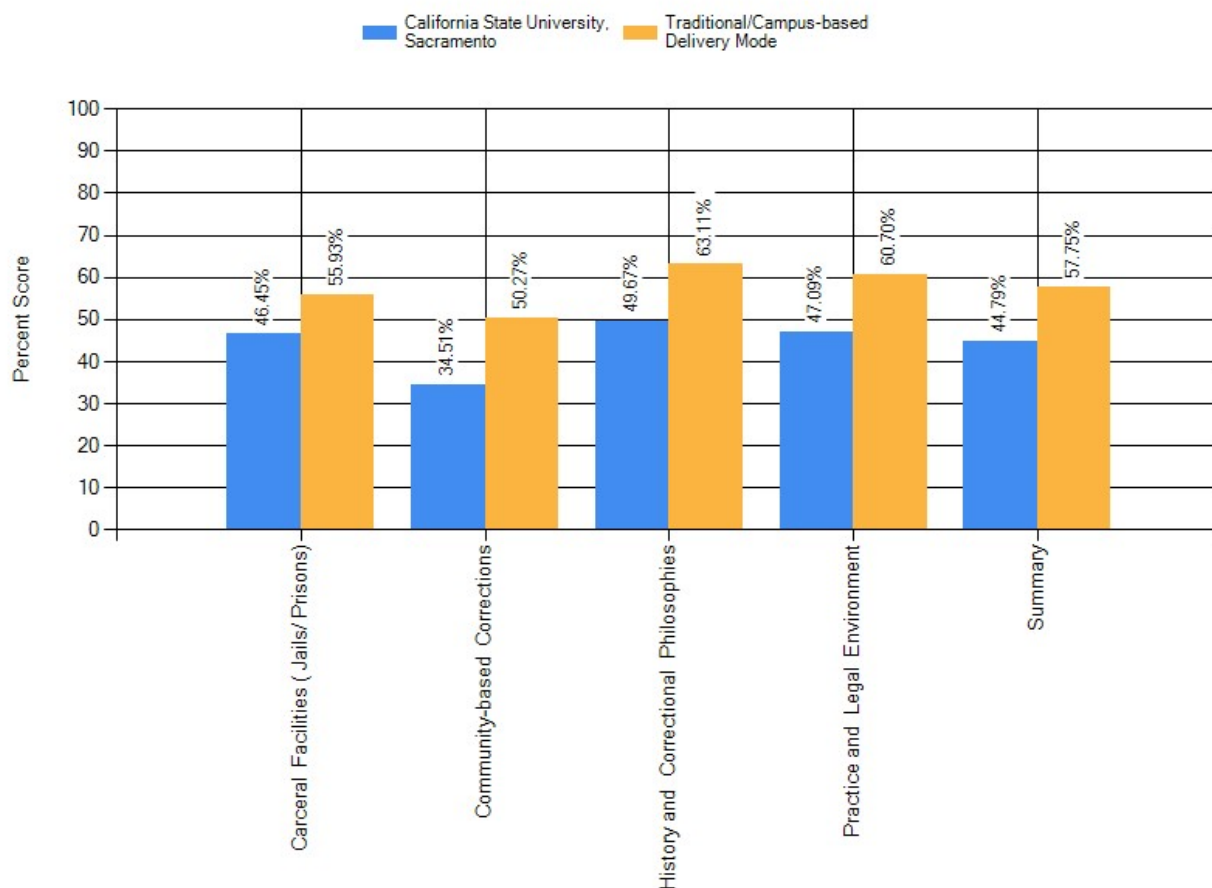

Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 5.00

Mean Score: 44.06%, Max Score: 80.00%, Min Score: 0.00%

Standard Deviation: 18.16

* Results are sorted by number of minutes taken to complete the topic.

Criminological Theory Subject Score Comparison *Outbound Exam*

Frequency of Questions Offered on *Outbound* Exams

Criminological Theory	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Nature and Causes of Crime	258	41.09%	258	0	1149	58.81%	205	944	*1	50.00%	57.60%	61.25%	69.20%
Offenders	232	44.83%	232	0	864	53.03%	120	744	*30	42.64%	52.23%	58.78%	66.40%
Typologies	268	41.79%	268	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Victims	202	50.00%	0	202	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**960**	**44.06%**	**758**	**202**	**2013**	**54.65%**	**325**	**1688**	**15**	**48.25%**	**54.36%**	**59.00%**	**63.92%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Ethics and Diversity Score Comparison
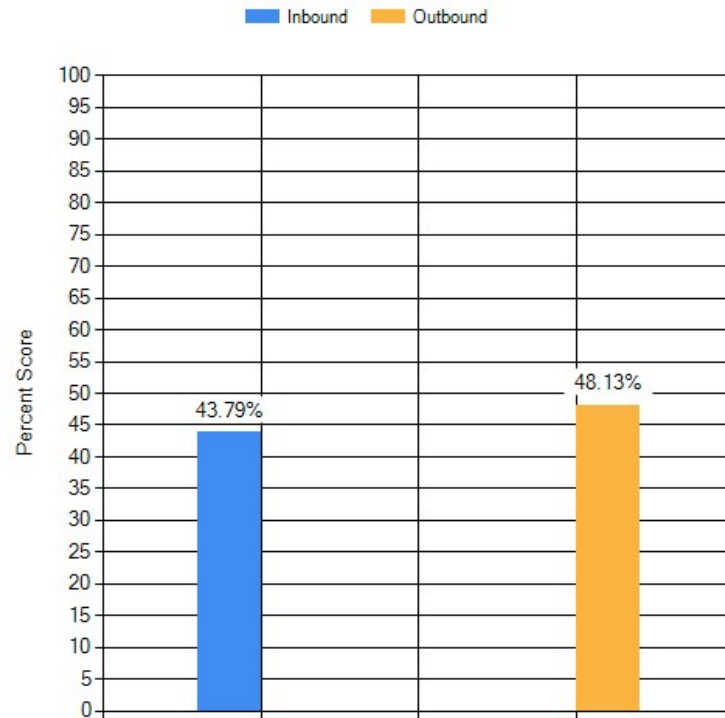
Inbound   Outbound

9.91% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 5.4, Outbound = 5.3

Ethics and Diversity Assessment Summary

Assessment Summary Statistics

Ethics and Diversity	Inbound	Outbound
Sample Size	29	96
Mean Score	43.79%	48.13%
Standard Deviation	18.01	18.60
Min Score	10%	10%
Max Score	80%	90%
Median Score	40%	50%
Mode	30%	40%

Inbound Exam Ethics and Diversity Result
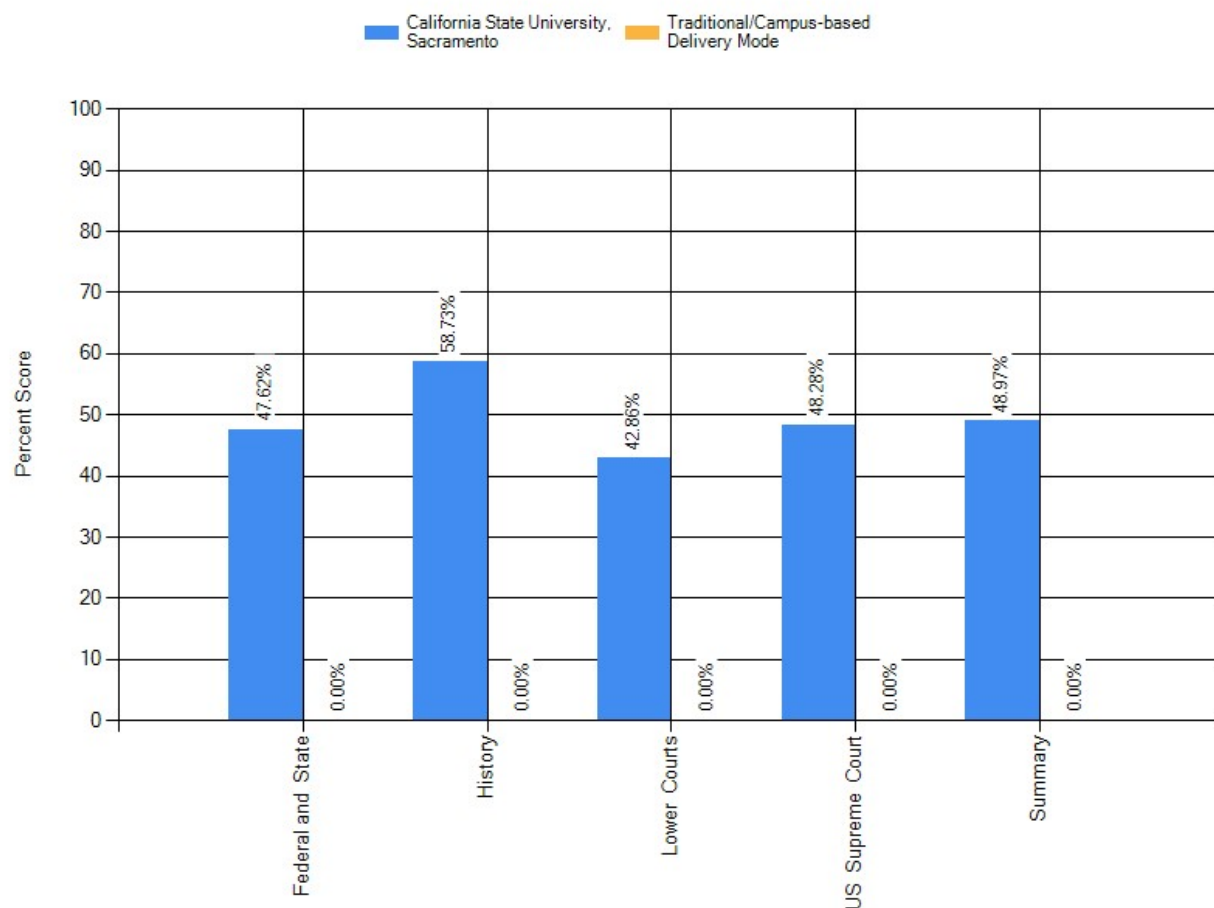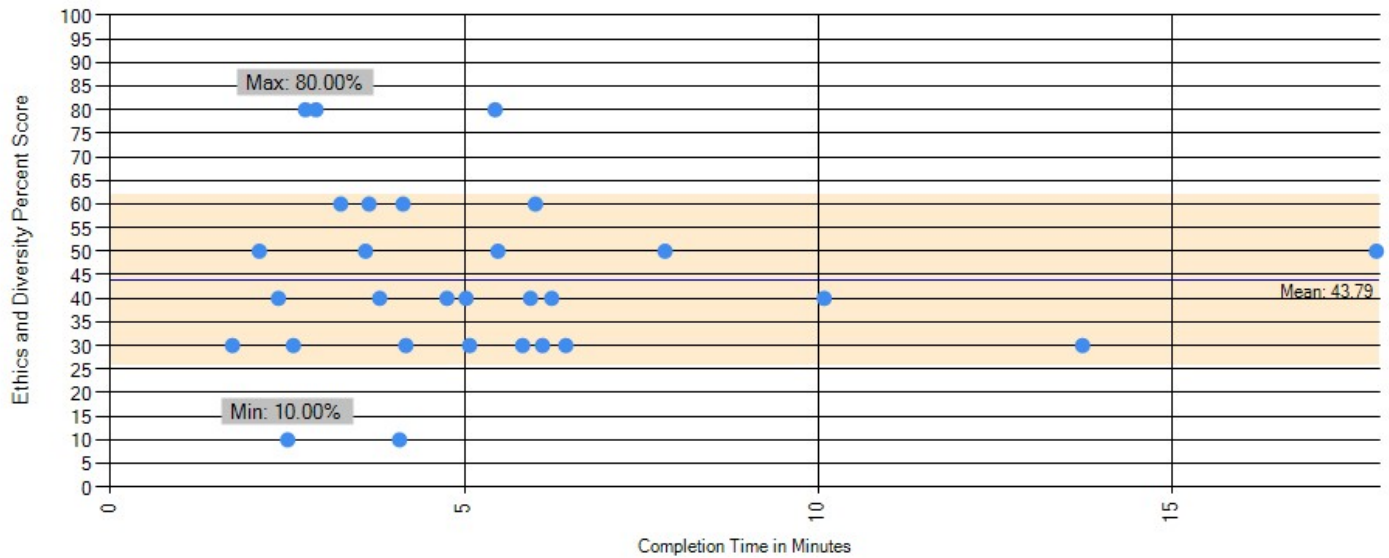

Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 5.35

Mean Score: 43.79%, Max Score: 80.00%, Min Score: 10.00%

Standard Deviation: 18.01

* Results are sorted by number of minutes taken to complete the topic.
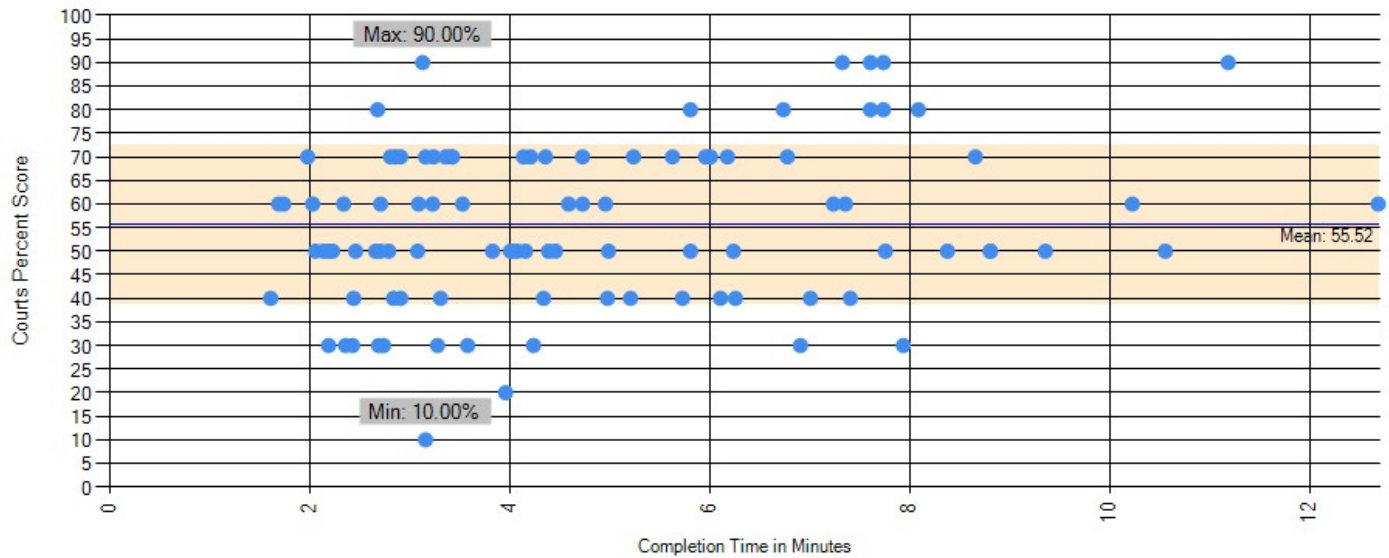
Ethics and Diversity Subject Score Comparison *Inbound Exam*

Frequency of Questions Offered on *Inbound* Exams

Ethics and Diversity	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Deontological and Teleological Ethics	89	38.20%	89	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Diversity Issues in Criminal Justice	77	45.45%	77	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Ethical Decision-Making and Problem Solving	71	43.66%	71	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Ethics in Criminal Justice (Personal, Situation, Professional)	53	50.94%	53	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	290	43.79%	290	0	0		0	0	1	0.00%	0.00%	0.00%	0.00%

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

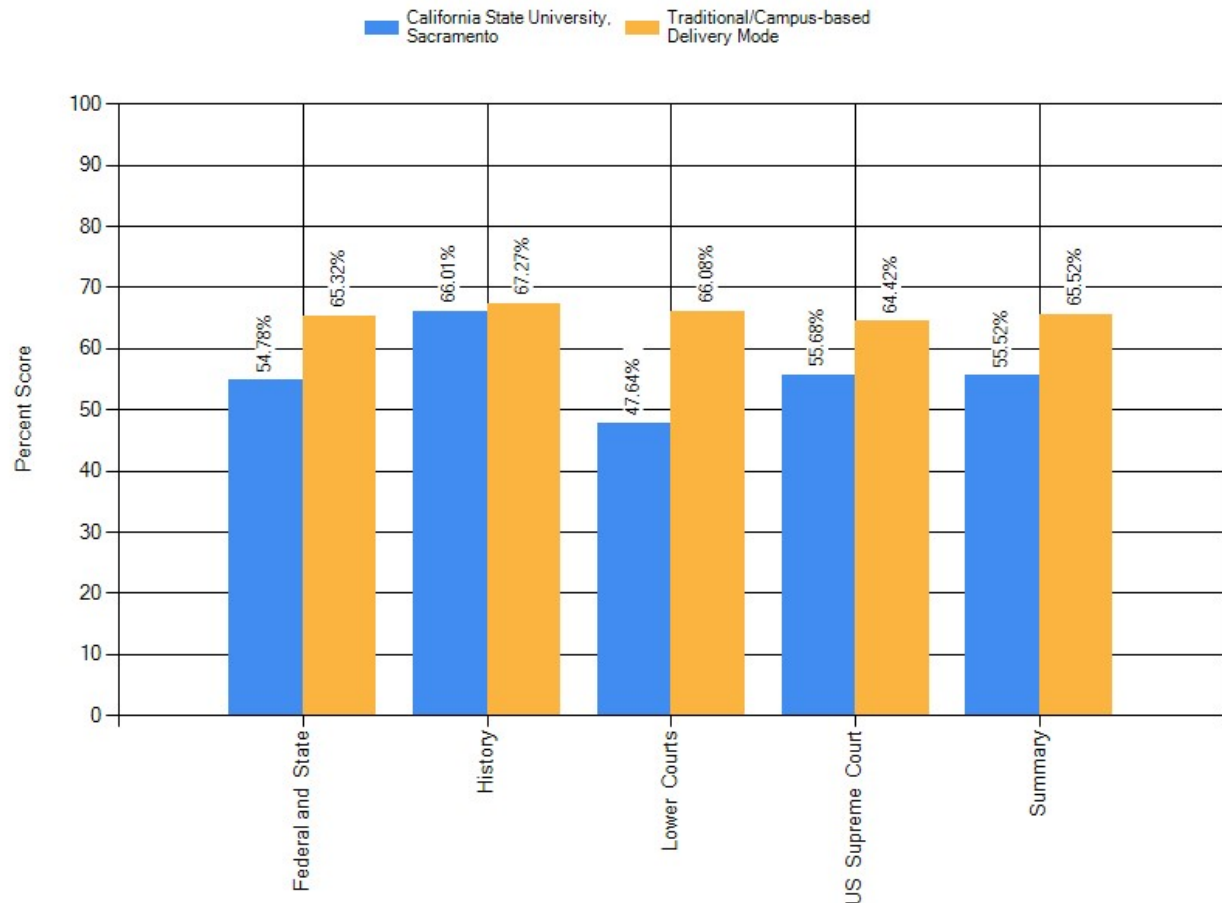# Outbound Exam Ethics and Diversity Result

Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 5.33

Mean Score: 48.13%, Max Score: 90.00%, Min Score: 10.00%

Standard Deviation: 18.60

* Results are sorted by number of minutes taken to complete the topic.

Ethics and Diversity Subject Score Comparison *Outbound Exam*

Legend: California State University, Sacramento / Traditional/Campus-based Delivery Mode

Frequency of Questions Offered on *Outbound* Exams

Ethics and Diversity	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Deontological and Teleological Ethics	221	53.85%	221	0	800	57.82%	66	637	*21	56.25%	61.75%	63.32%	65.62%
Diversity Issues in Criminal Justice	222	39.19%	222	0	852	55.11%	48	775	*1	46.94%	52.13%	58.82%	67.21%
Ethical Decision-Making and Problem Solving	253	53.36%	253	0	922	61.15%	58	785	*16	58.63%	61.26%	64.66%	69.33%
Ethics in Criminal Justice (Personal, Situation, Professional)	264	45.83%	264	0	971	53.99%	221	750	*7	50.32%	53.54%	55.94%	58.74%
Summary	**960**	**48.13%**	**960**	**0**	**3545**	**55.98%**	**393**	**2947**	**10**	**52.75%**	**57.16%**	**58.79%**	**63.35%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Juvenile Justice Score Comparison
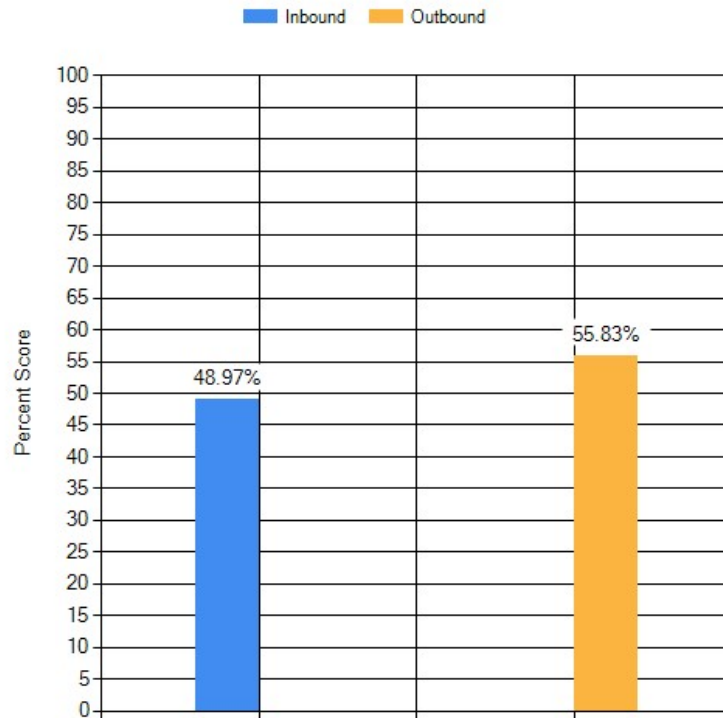
14.01% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 4.3, Outbound = 5.2

Juvenile Justice Assessment Summary

Assessment Summary Statistics

Juvenile Justice	Inbound	Outbound
Sample Size	29	96
Mean Score	48.97%	55.83%
Standard Deviation	18.00	16.71
Min Score	20%	20%
Max Score	90%	90%
Median Score	40%	60%
Mode	40%	60%

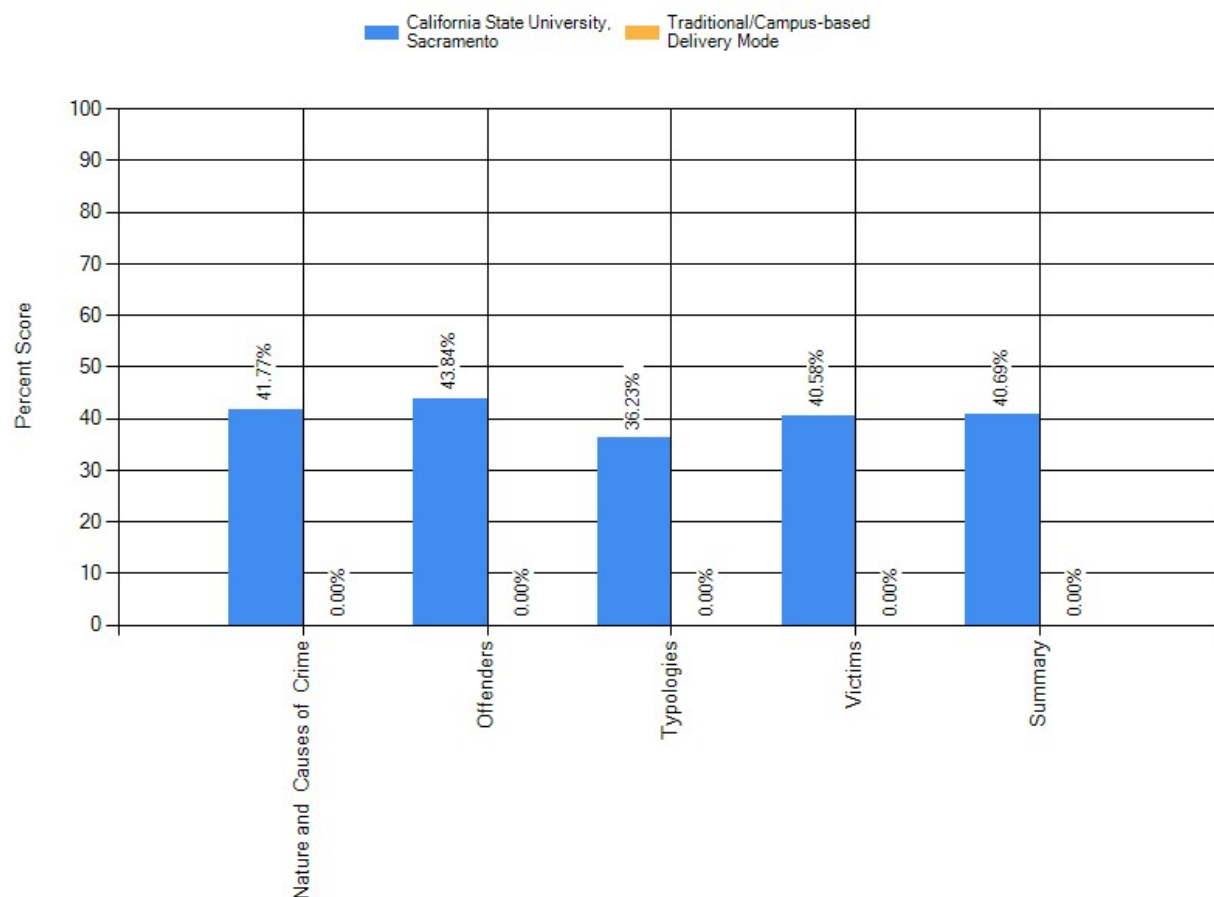# Inbound Exam Juvenile Justice Result
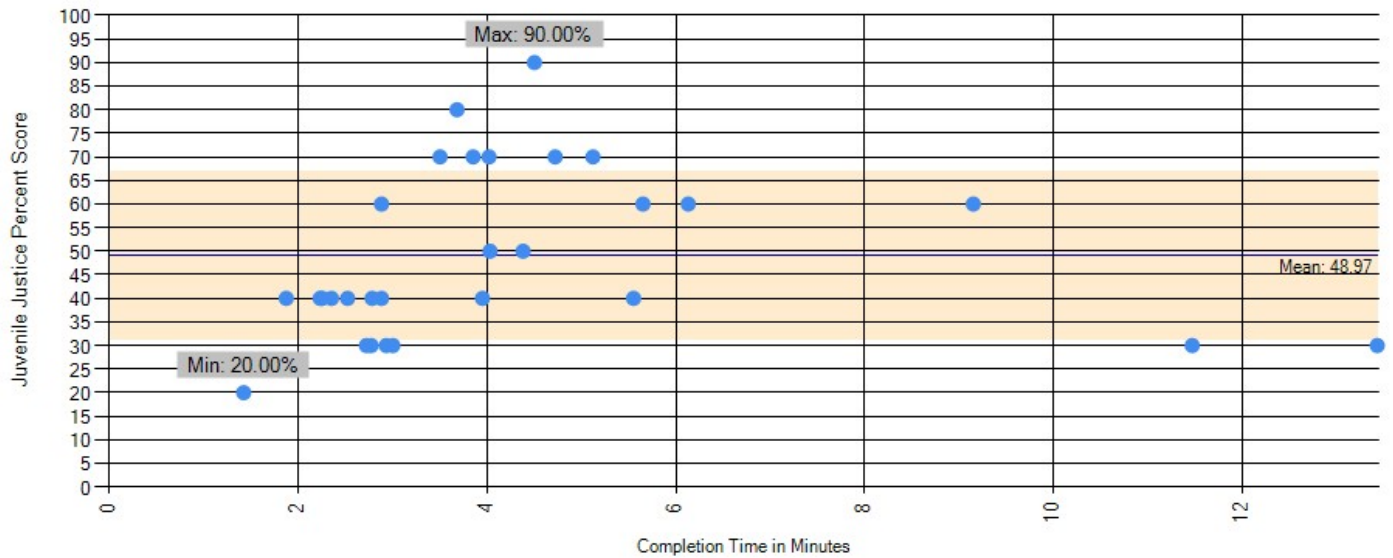
Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 4.33

Mean Score: 48.97%, Max Score: 90.00%, Min Score: 20.00%

Standard Deviation: 18.00

* Results are sorted by number of minutes taken to complete the topic.
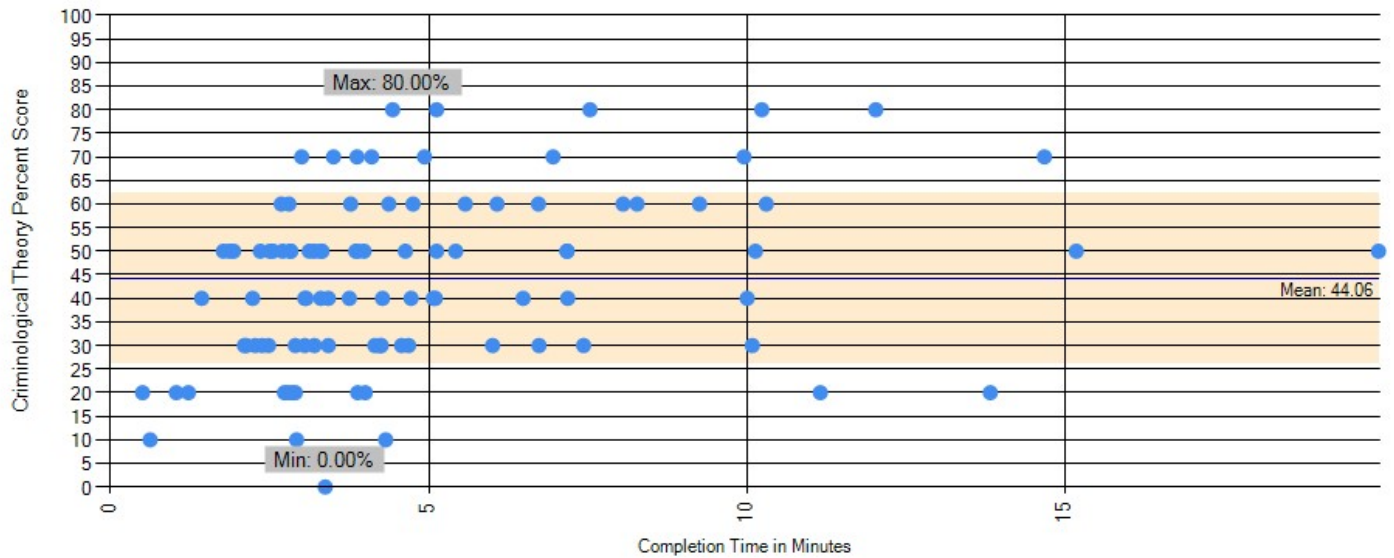
Juvenile Justice Subject Score Comparison *Inbound Exam*

Frequency of Questions Offered on *Inbound* Exams

Juvenile Justice	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Case Law	98	48.98%	0	98	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Corrections	70	50.00%	0	70	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Family Violence	52	46.15%	0	52	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
History	70	50.00%	0	70	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**290**	**48.97%**	**0**	**290**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Outbound Exam Juvenile Justice Result
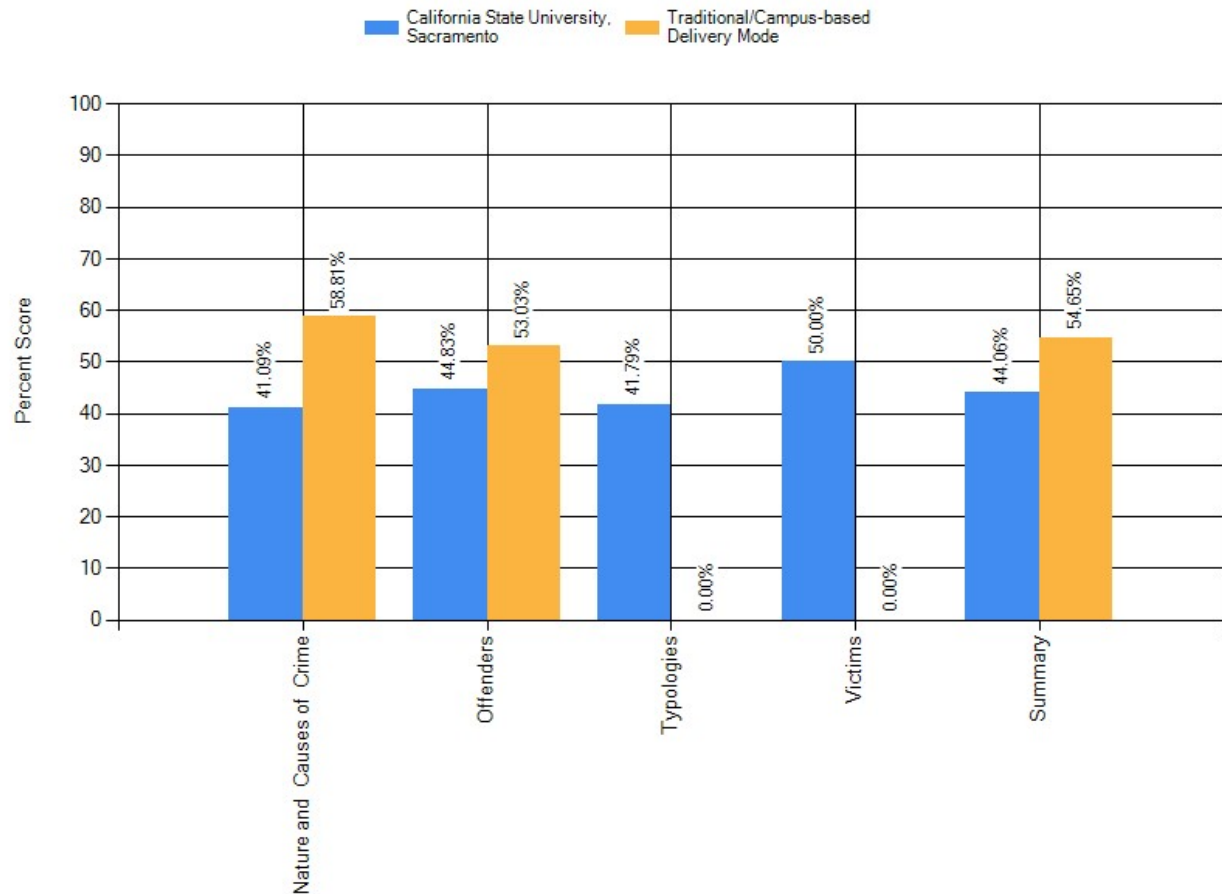

Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 5.17

Mean Score: 55.83%, Max Score: 90.00%, Min Score: 20.00%

Standard Deviation: 16.71

* Results are sorted by number of minutes taken to complete the topic.

# Juvenile Justice Subject Score Comparison *Outbound Exam*

Frequency of Questions Offered on *Outbound* Exams

Juvenile Justice	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Case Law	286	60.49%	0	286	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Corrections	212	48.11%	0	212	926	59.87%	0	926	*10	54.48%	60.13%	61.09%	69.01%
Family Violence	207	59.42%	0	207	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
History	255	54.12%	0	255	993	61.81%	0	993	*12	57.55%	61.54%	65.02%	67.73%
Summary	**960**	**55.83%**	**0**	**960**	**1919**	**62.93%**	**0**	**1919**	**11**	**58.67%**	**61.54%**	**66.20%**	**71.33%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Law Adjudication Score Comparison
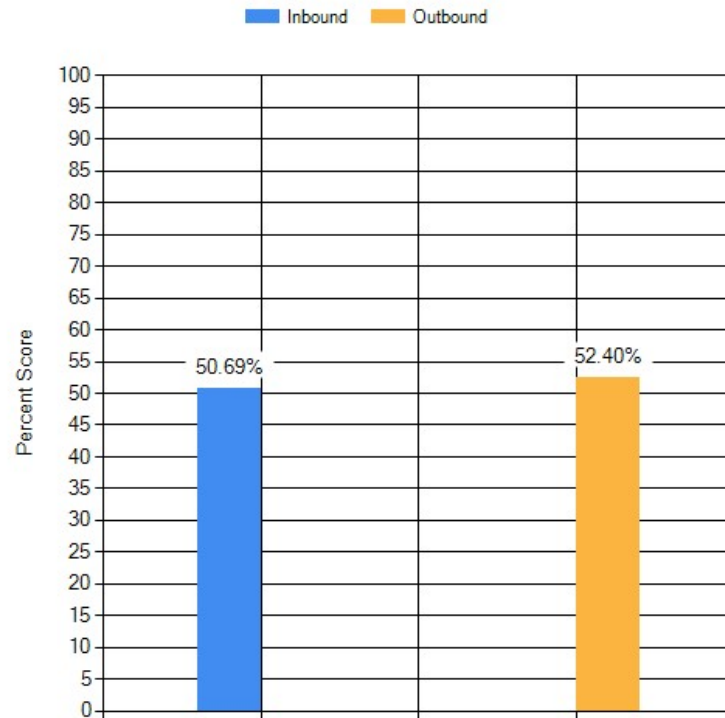
Inbound ▬ Outbound ▬

3.37% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 5.2, Outbound = 5.6

Law Adjudication Assessment Summary

Assessment Summary Statistics

Law Adjudication	Inbound	Outbound
Sample Size	29	96
Mean Score	50.69%	52.40%
Standard Deviation	21.70	18.62
Min Score	10%	10%
Max Score	90%	90%
Median Score	50%	50%
Mode	60%	50%

Inbound Exam Law Adjudication Result
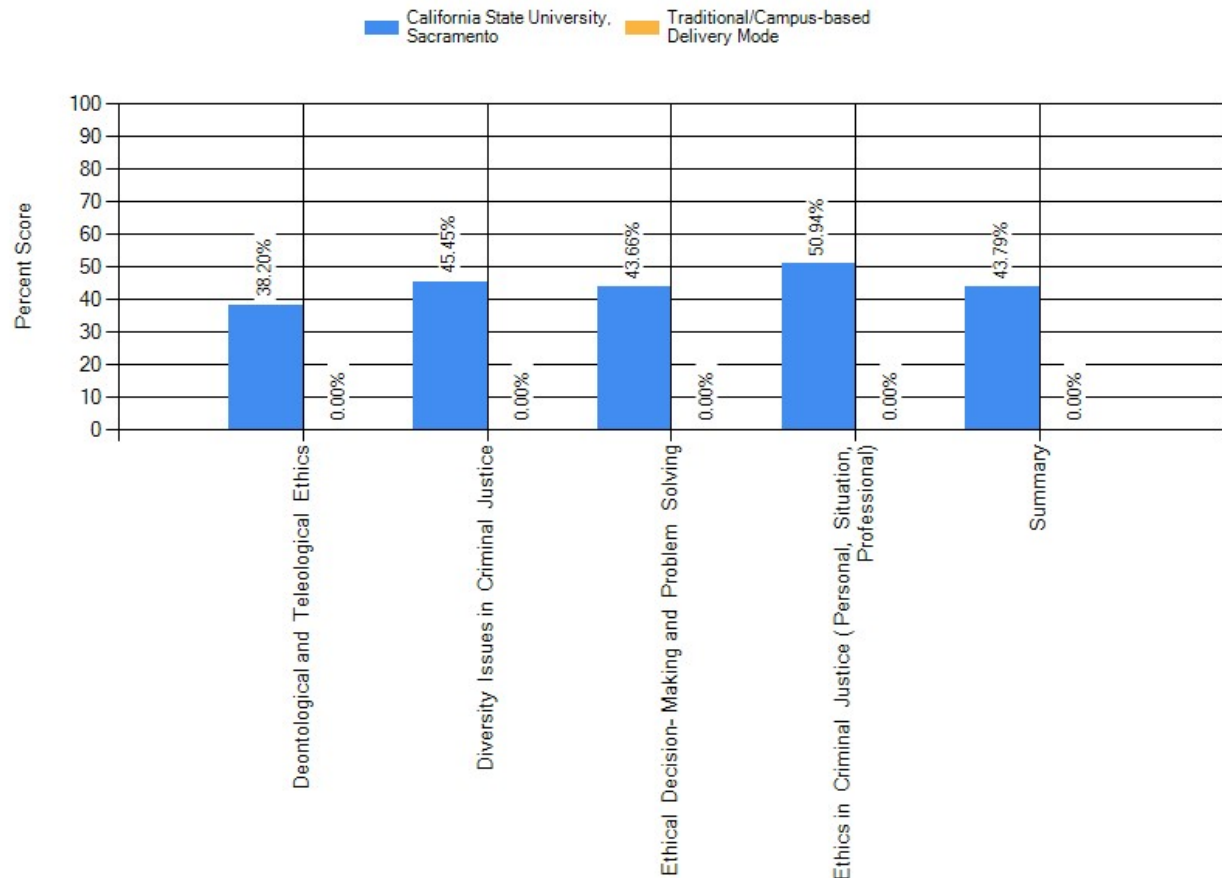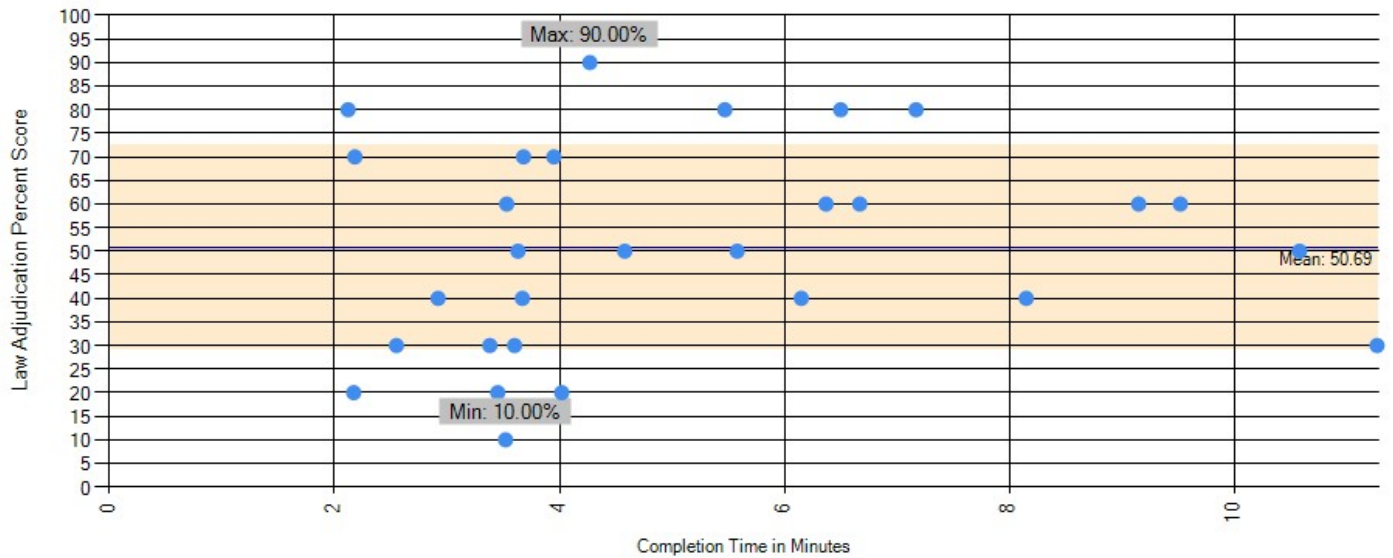

Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 5.17

Mean Score: 50.69%, Max Score: 90.00%, Min Score: 10.00%

Standard Deviation: 21.70

* Results are sorted by number of minutes taken to complete the topic.
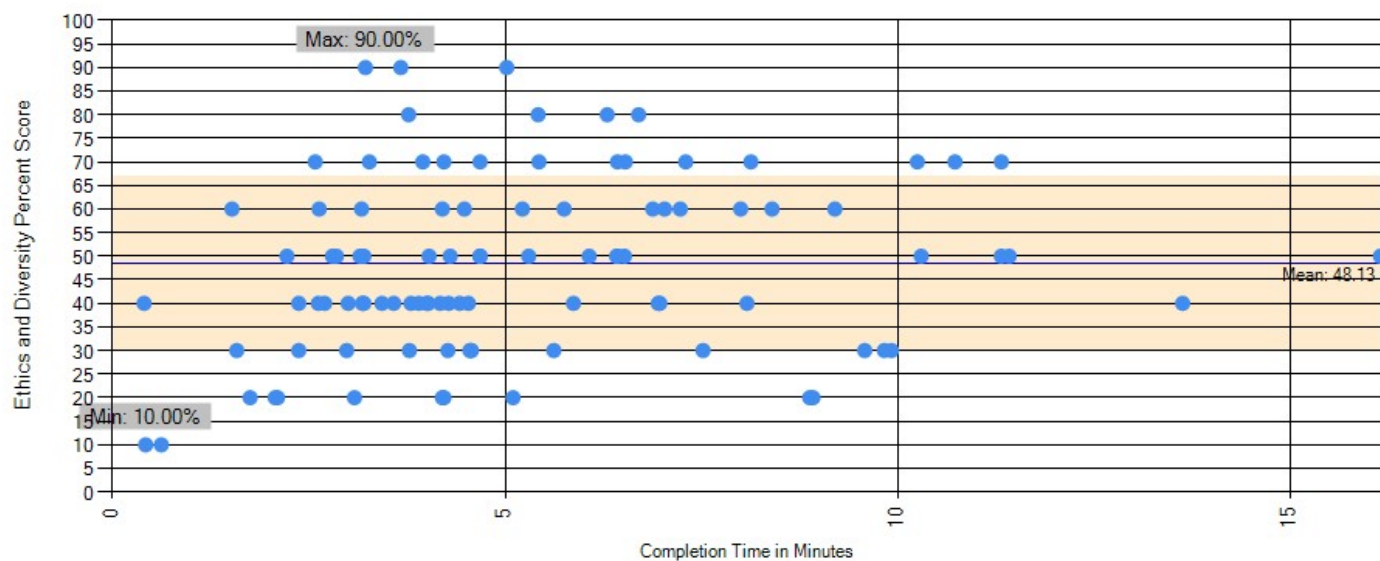
Law Adjudication Subject Score Comparison *Inbound Exam*

Frequency of Questions Offered on *Inbound* Exams

Law Adjudication	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Criminal Law	64	54.69%	64	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Criminal Procedures	78	56.41%	78	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Defense	81	51.85%	81	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Prosecution	67	38.81%	0	67	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**290**	**50.69%**	**223**	**67**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Outbound Exam Law Adjudication Result
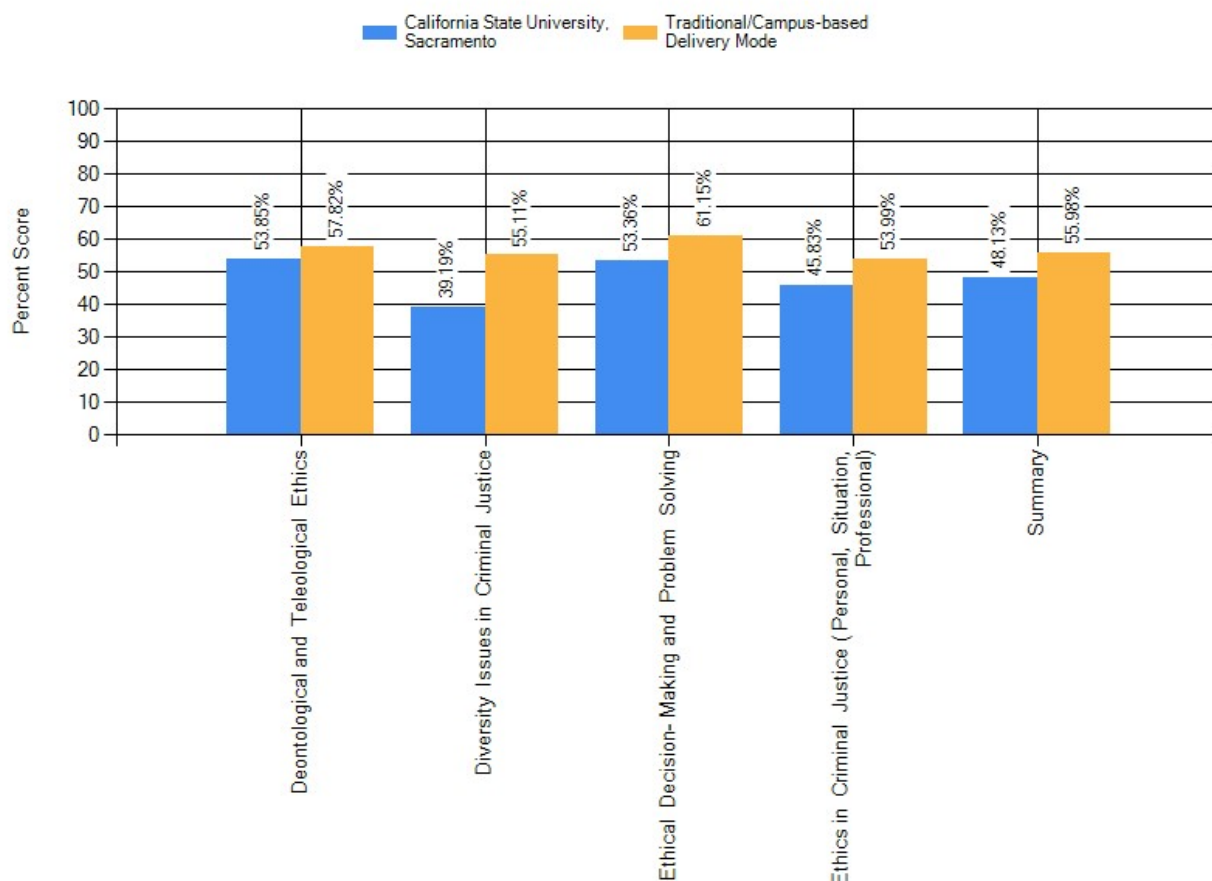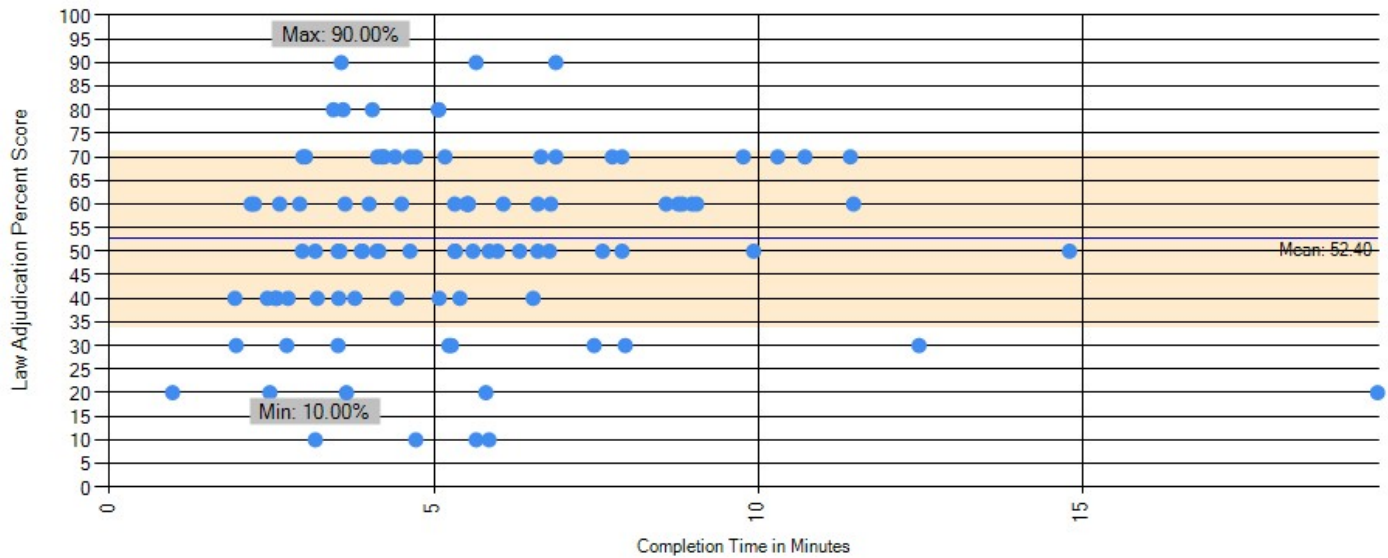

Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 5.58

Mean Score: 52.40%, Max Score: 90.00%, Min Score: 10.00%

Standard Deviation: 18.62

* Results are sorted by number of minutes taken to complete the topic.

# Law Adjudication Subject Score Comparison *Outbound Exam*

Frequency of Questions Offered on *Outbound* Exams

Law Adjudication	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Criminal Law	235	51.06%	235	0	1046	63.82%	50	996	*4	57.30%	62.43%	67.76%	72.69%
Criminal Procedures	242	57.44%	242	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Defense	243	50.62%	243	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Prosecution	240	50.42%	0	240	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**960**	**52.4%**	**720**	**240**	**1046**	**62.58%**	**50**	**996**	**6**	**58.75%**	**63.00%**	**65.79%**	**69.27%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Law Enforcement Score Comparison
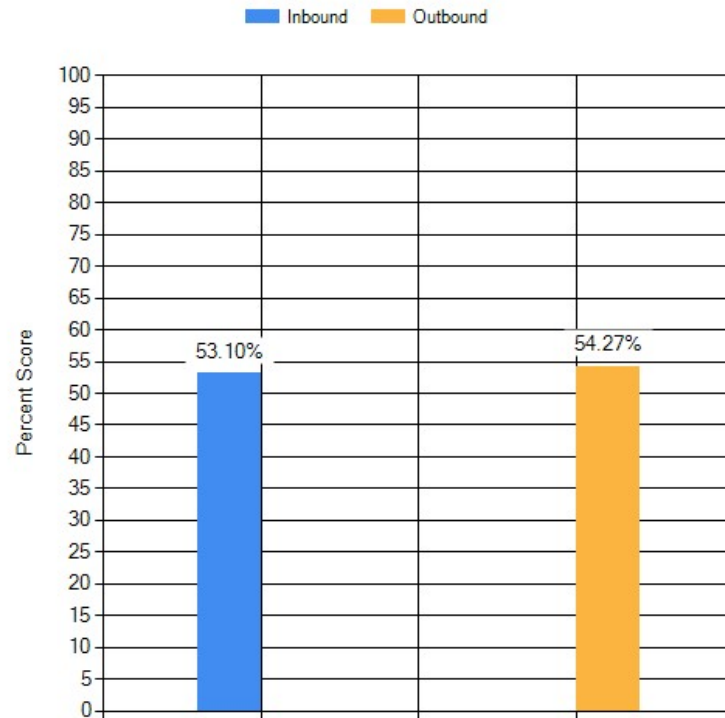
2.20% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 4.7, Outbound = 5.1

Law Enforcement Assessment Summary

Assessment Summary Statistics

Law Enforcement	Inbound	Outbound
Sample Size	29	96
Mean Score	53.10%	54.27%
Standard Deviation	17.34	20.40
Min Score	20%	0%
Max Score	90%	100%
Median Score	60%	50%
Mode	70%	40%

Inbound Exam Law Enforcement Result
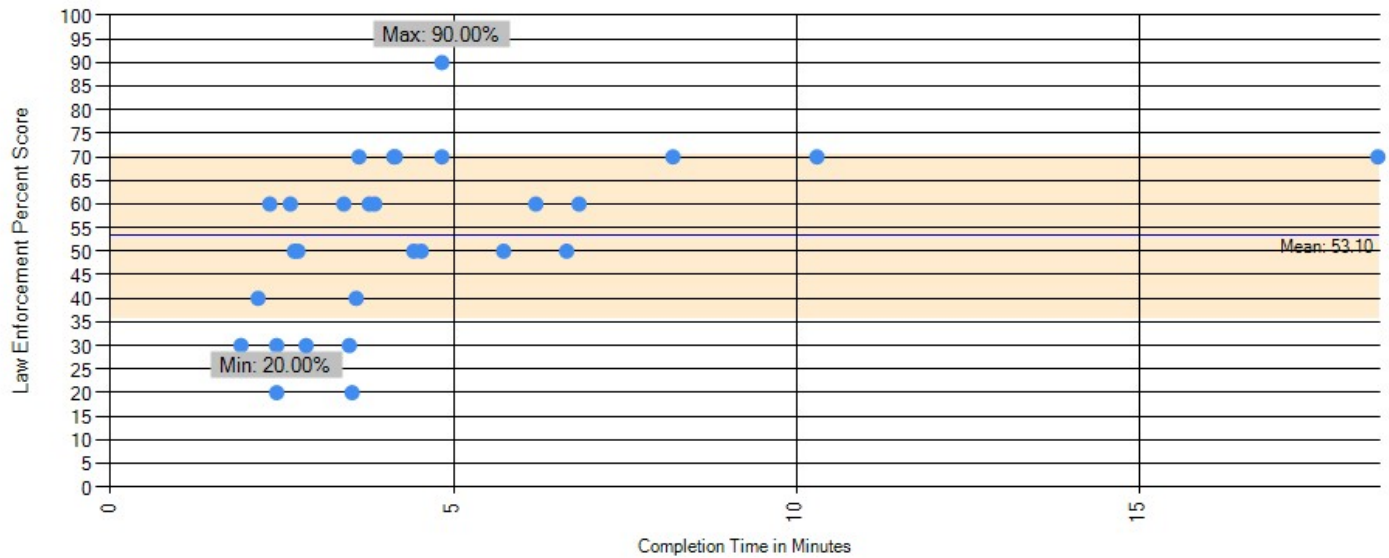
Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 4.72

Mean Score: 53.10%, Max Score: 90.00%, Min Score: 20.00%

Standard Deviation: 17.34

* Results are sorted by number of minutes taken to complete the topic.

Law Enforcement Subject Score Comparison *Inbound Exam*

Frequency of Questions Offered on *Inbound* Exams

Law Enforcement	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Case Law	83	51.81%	83	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
History	74	52.70%	0	74	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Police Organization and Subculture	85	54.12%	0	85	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Practice (Local, State, Federal)	48	54.17%	48	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**290**	**53.1%**	**131**	**159**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

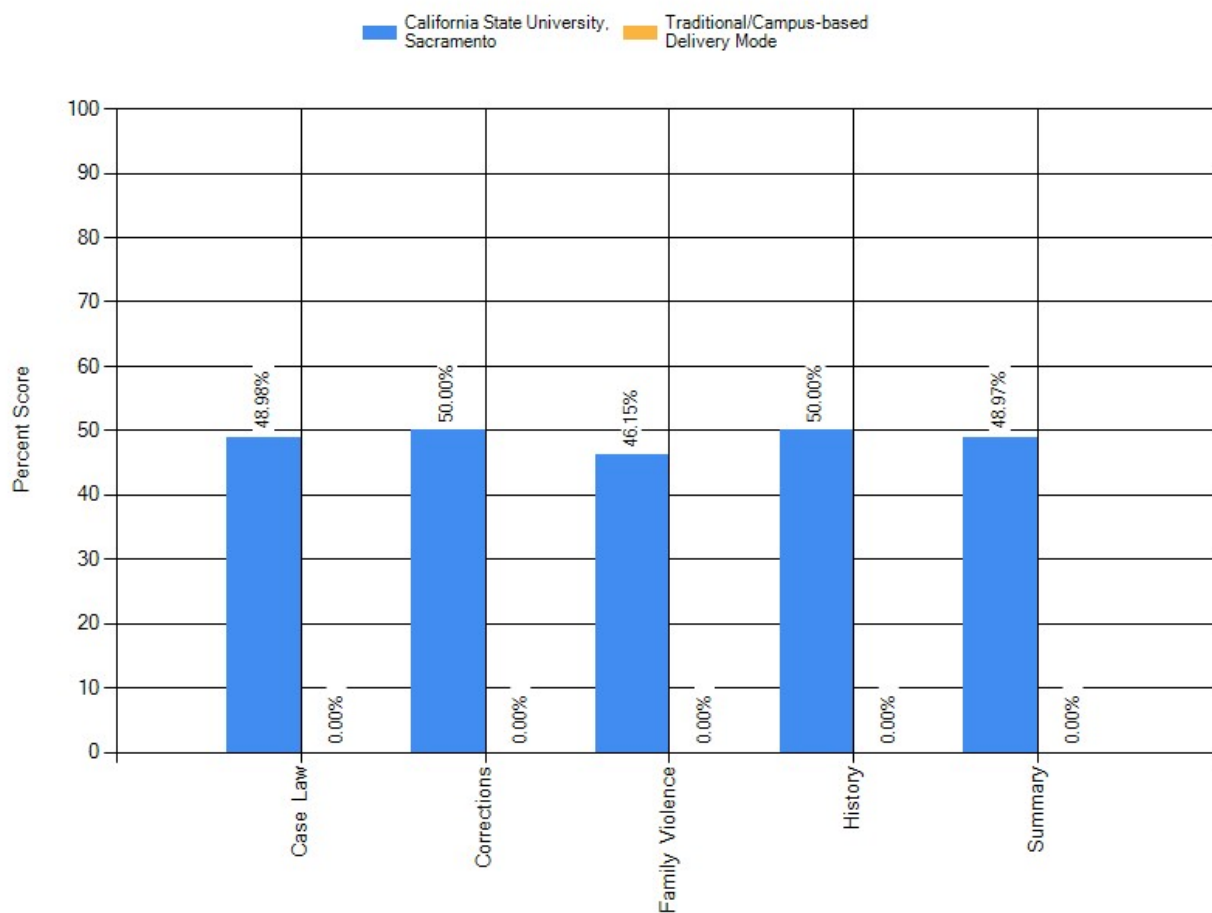# Outbound Exam Law Enforcement Result
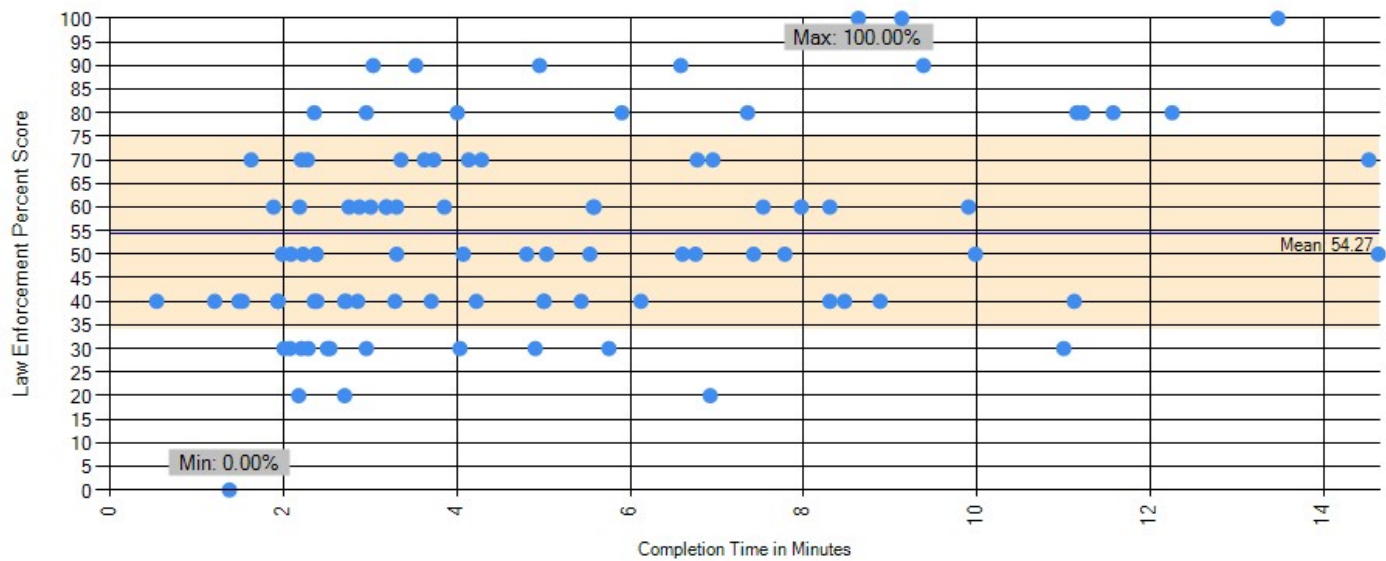
Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 5.05

Mean Score: 54.27%, Max Score: 100.00%, Min Score: 0.00%

Standard Deviation: 20.40

* Results are sorted by number of minutes taken to complete the topic.

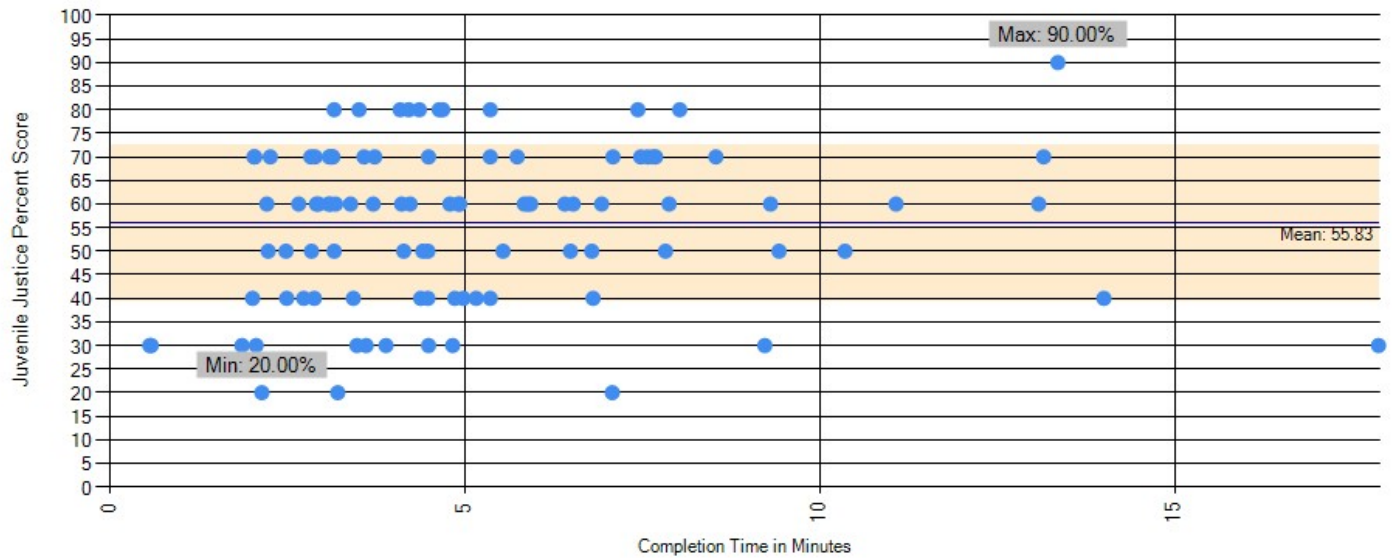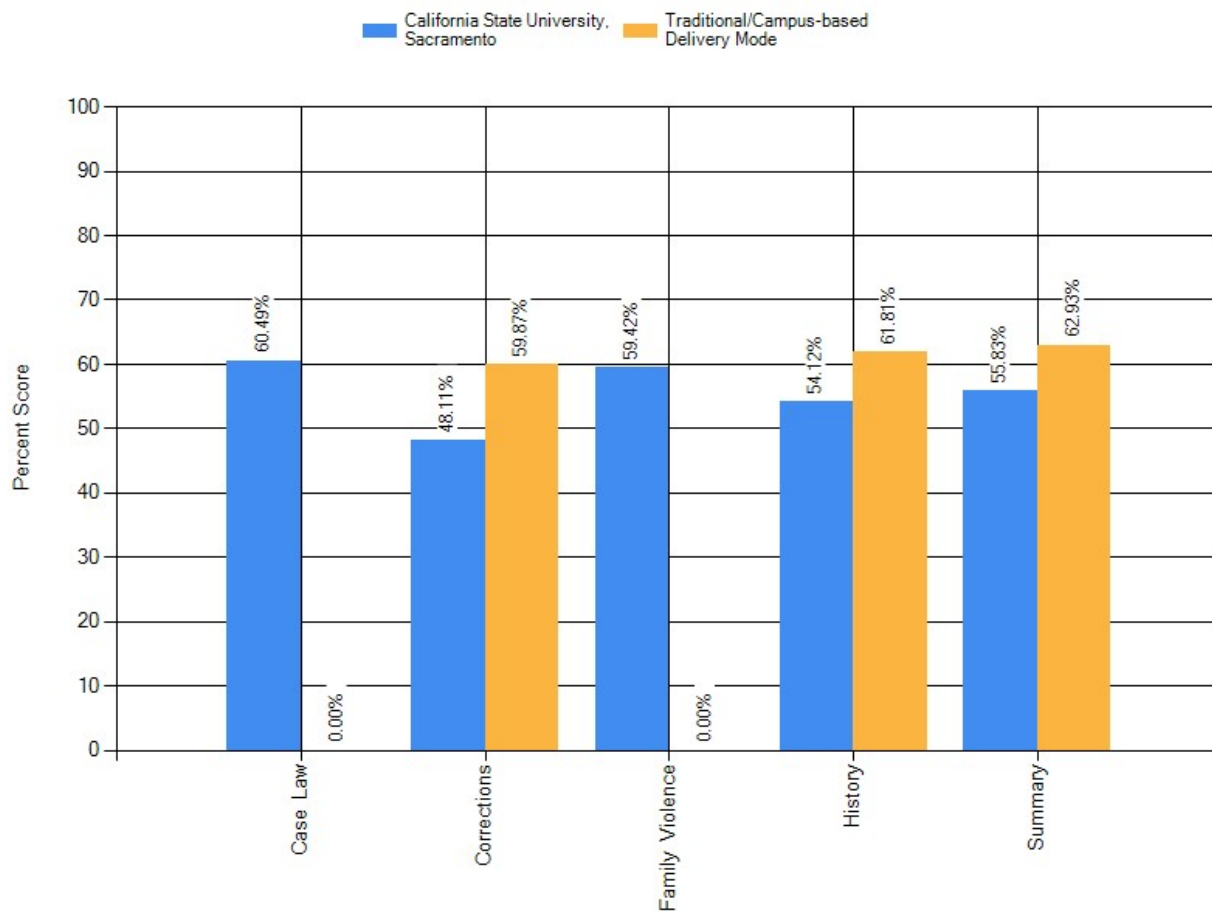# Law Enforcement Subject Score Comparison *Outbound Exam*

Frequency of Questions Offered on *Outbound* Exams

Law Enforcement	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Case Law	213	54.46%	213	0	1055	61.80%	48	1007	*26	52.73%	65.56%	68.11%	72.08%
History	246	57.72%	0	246	1113	70.22%	0	1113	*18	68.75%	72.74%	75.86%	78.68%
Police Organization and Subculture	309	55.66%	0	309	1319	65.04%	0	1319	15	60.78%	66.63%	69.26%	74.15%
Practice (Local, State, Federal)	192	47.40%	192	0	841	62.42%	82	759	*3	59.88%	63.30%	64.06%	68.15%
Summary	**960**	**54.27%**	**405**	**555**	**4328**	**64.78%**	**130**	**4198**	**18**	**61.72%**	**66.57%**	**69.41%**	**73.59%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Research And Analytical Skills Score Comparison
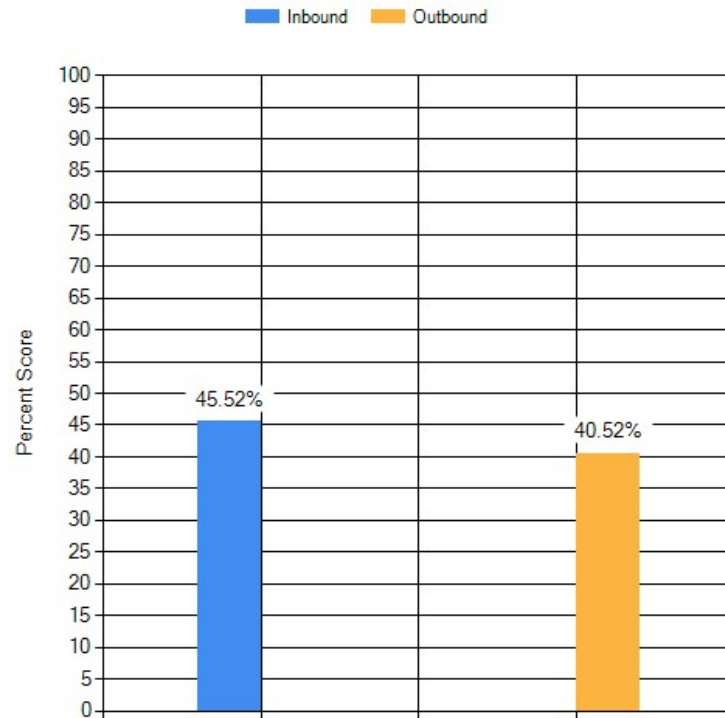
Inbound   Outbound

-10.98% Percentage change from Inbound to Outbound

Sample Size: Inbound = 29, Outbound = 96

Mean Completion Time (mins): Inbound = 5.1, Outbound = 5.6

Research And Analytical Skills Assessment Summary

Assessment Summary Statistics

Research And Analytical Skills	Inbound	Outbound
Sample Size	29	96
Mean Score	45.52%	40.52%
Standard Deviation	14.04	17.19
Min Score	20%	10%
Max Score	70%	80%
Median Score	40%	40%
Mode	40%	30%

Inbound Exam Research And Analytical Skills Result
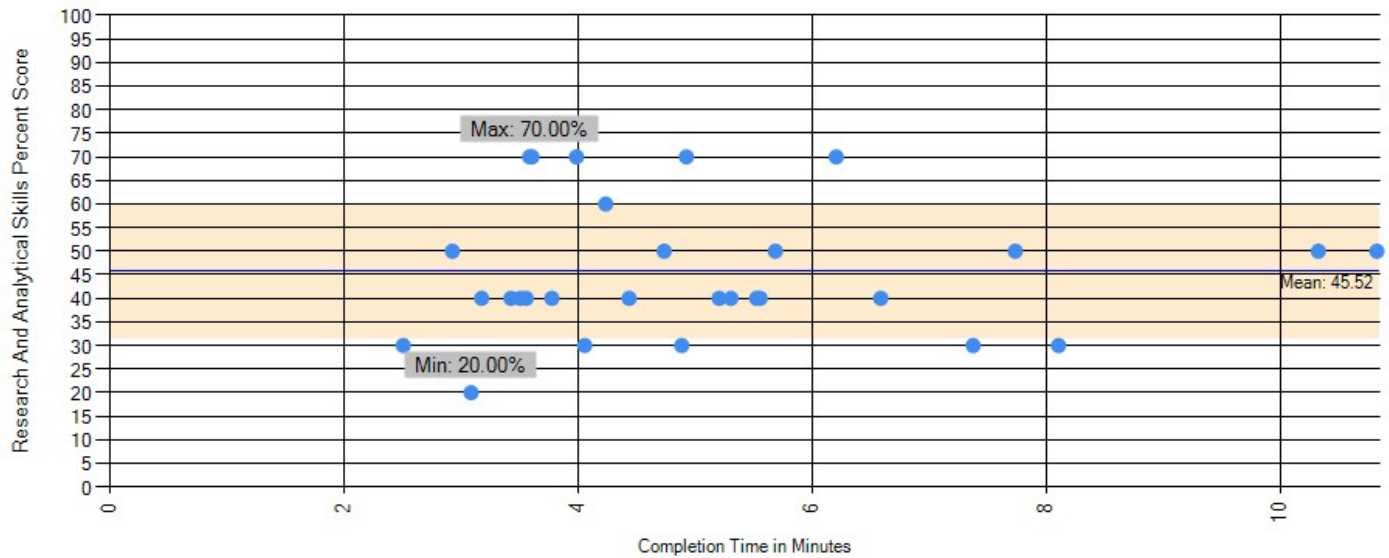
Sample Size: 29

Mean Completion Time for this Topic (mins): Inbound = 5.13

Mean Score: 45.52%, Max Score: 70.00%, Min Score: 20.00%

Standard Deviation: 14.04

* Results are sorted by number of minutes taken to complete the topic.

Research And Analytical Skills Subject Score Comparison *Inbound Exam*

Legend: California State University, Sacramento (blue); Traditional/Campus-based Delivery Mode (orange)

Chart values (Percent Score):
- Qualitative Methods in Analyzing Criminal Justice Research: 37.31% / 0.00%
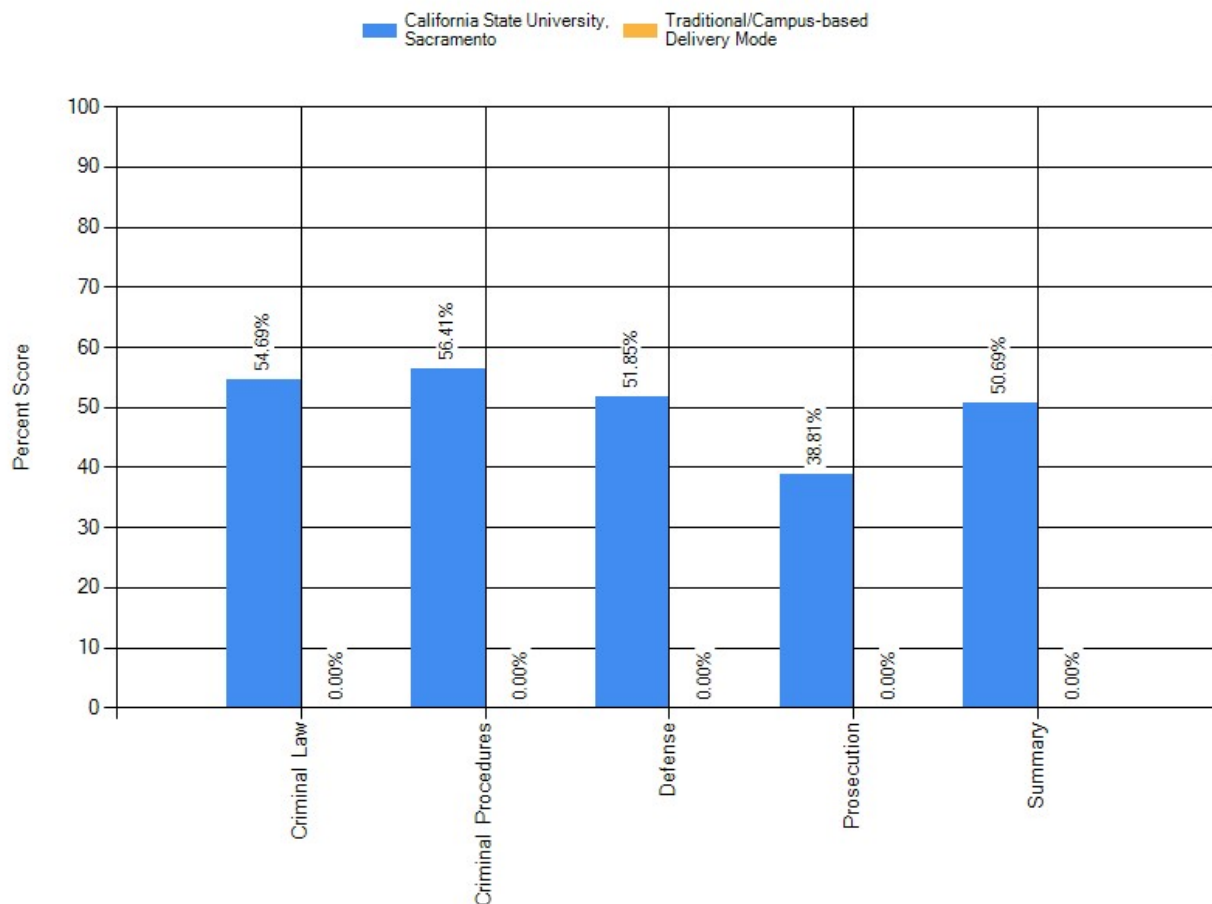- Qualitative Methods in Conducting Criminal Justice Research: 44.33% / 0.00%
- Quantitative Methods in Analyzing Criminal Justice Research: 54.65% / 0.00%
- Quantitative Methods in Conducting Criminal Justice Research: 42.50% / 0.00%
- Summary: 45.52% / 0.00%

Frequency of Questions Offered on *Inbound* Exams

Research And Analytical Skills	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Qualitative Methods in Analyzing Criminal Justice Research	67	37.31%	67	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Qualitative Methods in Conducting Criminal Justice Research	97	44.33%	97	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Quantitative Methods in Analyzing Criminal Justice Research	86	54.65%	86	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Quantitative Methods in Conducting Criminal Justice Research	40	42.50%	40	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**290**	**45.52%**	**290**	**0**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Outbound Exam Research And Analytical Skills Result
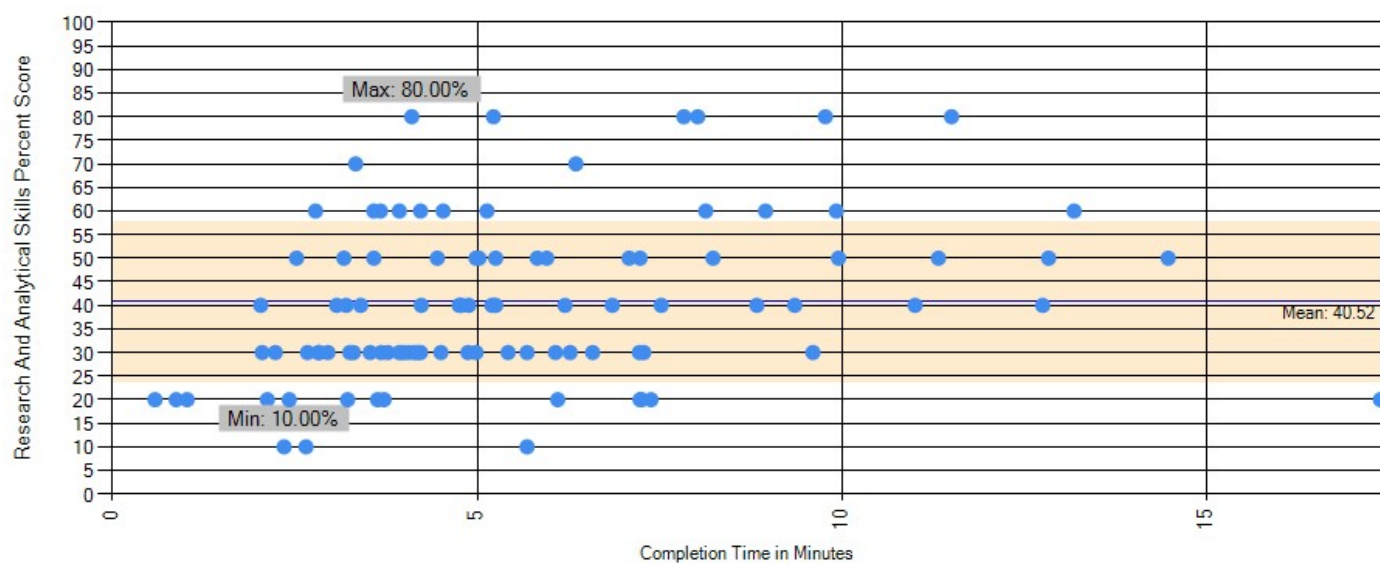
Sample Size: 96

Mean Completion Time for this Topic (mins): Outbound = 5.62

Mean Score: 40.52%, Max Score: 80.00%, Min Score: 10.00%

Standard Deviation: 17.19

* Results are sorted by number of minutes taken to complete the topic.

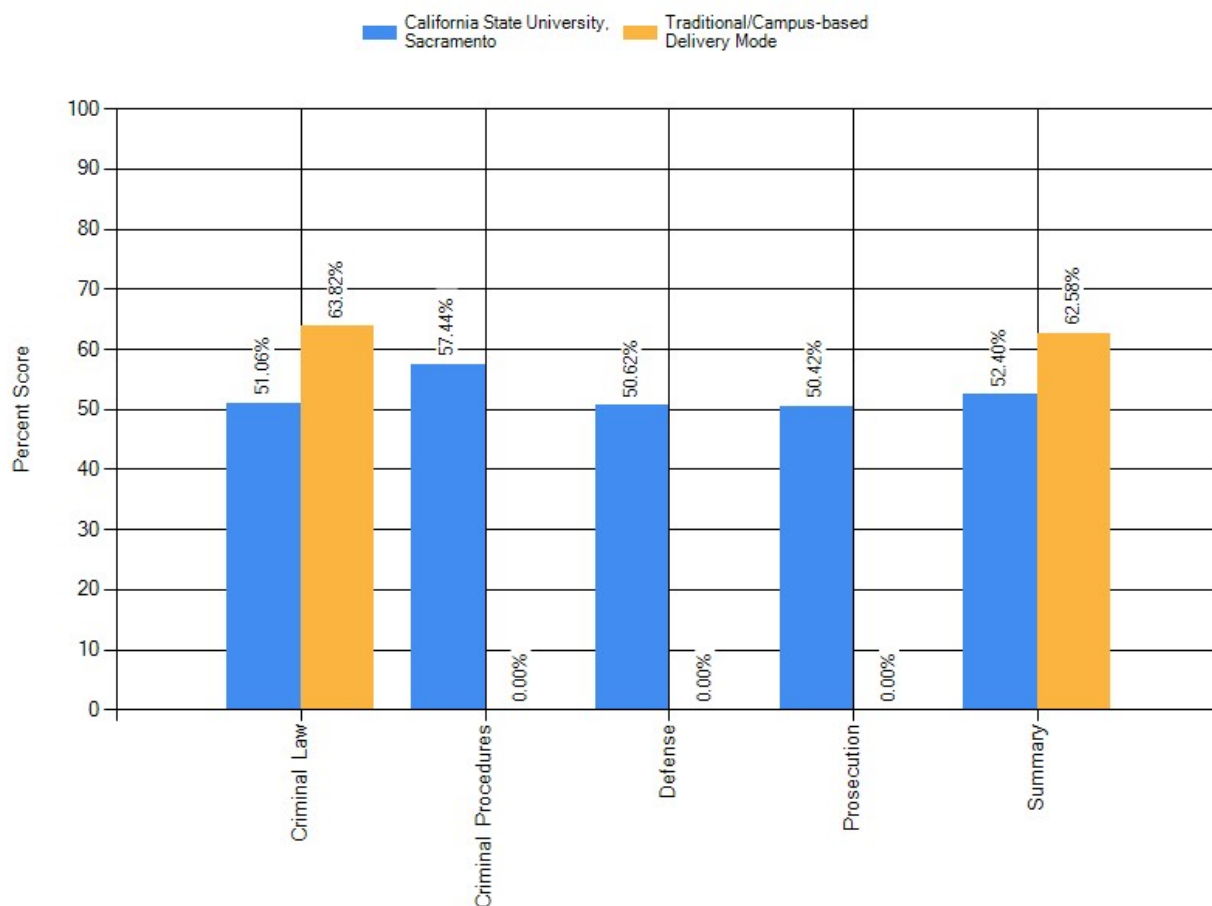# Research And Analytical Skills Subject Score Comparison *Outbound Exam*

Frequency of Questions Offered on *Outbound* Exams

Research And Analytical Skills	Results for This Report's Dataset				Averages for the Selected Aggregate Pool				Percentile Rank for This Report's Dataset	Required Scores for Identified Percentiles Based on the Selected Aggregate Pool			
	Num Questions Offered	Frequency Correct	CT	KB	Num Questions Offered	Frequency Correct	CT	KB		25th	45th	65th	85th
Qualitative Methods in Analyzing Criminal Justice Research	243	29.63%	243	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Qualitative Methods in Conducting Criminal Justice Research	296	38.85%	296	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Quantitative Methods in Analyzing Criminal Justice Research	267	51.69%	267	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Quantitative Methods in Conducting Criminal Justice Research	154	41.56%	154	0	0	-	0	0	*1	0.00%	0.00%	0.00%	0.00%
Summary	**960**	**40.52%**	**960**	**0**	**0**		**0**	**0**	**1**	**0.00%**	**0.00%**	**0.00%**	**0.00%**

Frequency correct values in this table are rounded for easier display. To see the raw value please select the Excel version of this report.

* Please note that either the aggregate pool sample and/or school sample for this data set is relatively low for the Percentile Rank calculation.

Understanding and Using the Report

The purpose of the following analyses is to assist administrators, academic program managers, assessment coordinators, course managers, and other academic officials with program-level direct assessment of the institutional programs. These data should be used to assess the strengths and opportunities for improvement associated with the academic programs based upon the knowledge levels of the students regarding the foundational learning outcomes of the curriculum.

An Inbound/Outbound exam construct provides data for both internal and external benchmarking. The Inbound Exam evaluates the student's knowledge level towards the beginning of the student's program of study. The Outbound Exam assesses the student's knowledge level at the end of the student's program of study. The difference in results between the Inbound and Outbound Exams is the direct measure of learning most often used for internal benchmarking. Additional subject-level analysis compared to specific aggregate pools allows for both internal and external benchmarking.

The number of questions offered and the frequency correct value of the aggregates is based on the sampling of the data at each level (subject, topic, total) independent of each summary level. Meaning, the sum of the number of questions offered for a set of subjects may not equal the number of questions offered for the topic.

Outbound Exam results are relative. Outbound Exam relevancy is understood best in terms of the change in knowledge level from the time a student enters the program compared to when they graduate from the program.

If identified, cohort level analyses provide program administrators with comparative information based upon the student cohort groups that the school has identified. Side-by-side comparisons are shown to supplement program-level analysis.

External comparisons of outbound scores with the various aggregate pools should only be used as a relative index of how the assessed program compares with other programs. There is a high degree of variability between schools with respect to specific curriculums and areas of emphasis or concentrations. Comparisons include other schools with relatively similar student populations and educational delivery means, not necessarily based on the exact curriculum of the program (which would be nearly impossible and most likely unrealistic). Multiple pools can be selected for these comparisons.

There are two types of data analyses included within the report: Means of Scores Analysis and Analysis of Percent Correct:

a. **Means of Scores Analysis.** This is a simple mean whereby we take the scores, total, and divide by the number of scores. The sample then is either the schools' number of exams included in the report or the total number of completed exams in the aggregate pools.

b. **Analysis of Percent Correct.** This is a total figure used whereby we take the total number of questions answered correctly (either at the Subject, Sub-topic, or Topic levels) and divided by the total number of questions offered, expressed as a percentage. A set of exam results is treated as one set of data/sample. These results are then compared to the aggregate pool results, which are similarly calculated.

For percentile ranking calculations and for the percentile benchmarks shown for the selected aggregate pool, results are subject to sample size limitations. In general, percentile ranking and percentile benchmarks should be used with caution relative to making programmatic changes based on the results if the sample of Questions Offered for the aggregate pool is less than 300 for a specific subject.

Average Total Score Percentile. Because not all exams include the same set of topics, a percentile value based on the Exam Total scores cannot be calculated with statistical precision. Most client schools customize the exams using topic selection and some include an internally developed topic. Therefore, the Average Total Score Percentile values are calculated as a simple mean of the topic percentile values. The Average Total Score Percentile values are shown only to provide a relative comparison of the Total Score.

Tips, Techniques, and Suggestions for Applying the Results of this Report for Academic Program-level Analysis and Continuous Improvement

The following tips, techniques, and suggestions for understanding and applying the results presented in this report for academic program-level analysis and continuous improvement are based on our years of experience in working with our client institutions, meeting with academic officials to review the results, and lessons learned from the accreditation institutions.

Reviewing the Results

- Topic and sub-topic level scores tend to be more significant in terms of analysis value than the total score. Although most exams include all available topics, not all exams will include all available topics. Therefore, the total score comparisons are shown for relative benchmarking whereas the topic and sub-topic level score comparisons will tend to be more meaningful in terms of understanding relevancy of the scores.
- If there are topics included on the exam that do not appear to be directly related to your curriculum and/or learning outcomes, consider removing these topics from future testing. It is generally best not to test on topics that are not included in the program's curriculum.
- We have an Aggregate Extraction report available that includes the aggregate pool summary data that is used for comparison analysis purposes. This report is available to you on your Client Administration site under the menu item *Reports*
- Consider the sample size for the exam period before making changes in the program based on the exam results. Lower sample sizes tend to have higher standard deviations. In general, it is best to have a sample of at least 100 exams before the results can be used for program changes. Since report period is a variable, we can go back and include past exam results for future reporting in order to get the sample size high enough for meaningful analysis.

Learning Outcome Analysis

- To evaluate the institution's learning outcomes, consider the table shown for each topic the frequency of questions correct. These data are most useful when considering learning outcome.
- Not every subject included on the exam will directly correspond to a program's learning outcome because this is a standardized test meant to apply to the widest diversity of programs. Therefore, the score for the topic or subtopic must be taking in the context of the subject-level analysis. For example, a relatively low topic/sub-topic score may be acceptable provided that the subject-level scores are high for those subjects that are directly related to learning outcomes. Conversely, a high topic/sub-topic score may be unacceptable if the questions missed on the exam were high for key learning outcomes.

Continuous Improvement

- It is important not to make too many changes in a program at the same time based on one or two exam periods. Instead, it it generally better to make small incremental changes to the program based on these results and then monitor the results to assess the consequences of the change effort.
- Specific ideas for continuous improvement include:
  - Updating course content to include more case study type instruction that combines topics in the same analysis.
  - Including a review of key topics towards the end of the program (e. g. in the CAPSTONE course) that includes an application exercise that requires a review and understanding of all the topics included within the program.

Interpreting and Using the Exam Scores

Inbound Exam results are obtained from incoming students who have not yet completed their advance program of study. Cumulative Inbound Exam results are only used relative to the cumulative outbound results to directly measure academic learning. Individual student results from Inbound Exams (Individual Results Report) can be used to help guide, advise, and place a student within a program of study; however, individual results should generally not be used for academic grading purposes other than perhaps extra credit (or some other incentive) to complete the exam.

Outbound Exam results are a direct measure of academic learning since the students taking the Outbound Exams have completed or nearly completed the degree program.

Outbound Exam results, both cumulatively and individually, **DO NOT** correspond directly to a traditional academic grading scale. This is a nationally normed exam with an average degree of difficulty of approximately 55%-60%. The exam is relative to only to the inbound results as well as the external aggregate comparisons.

There is a distinct difference between evaluating results versus grading individual exams. Individual student grading of Outbound Exams should be conducted using the table shown below on a relative grading scale (school officials determine the exact letter/point grades). Evaluation of the results for internal and external benchmarking should be conducted based comparisons to aggregate pools and between the Inbound and Outbound Exam results.

NOTE: There is no such level as a "passing" or "acceptable" score based on the results of this nationally normed exam nor do accreditation organizations expect to see a passing or acceptable level. Rather, school officials determine what is passing/acceptable based on associated benchmarks.

To encourage students to do their best with the Outbound Exams, an incentive is usually needed. Exam incentives include a direct grade, grading for extra credit if the result is above a certain threshold, or credit for a future assignment/activity within a course. Some client schools also use top scores to determine prizes or gifts. Typically, simply grading the exam based on the following relative grading scale is the best approach to properly incentivize the exam.

Another useful way of evaluating scores of outbound exams is to review the mean completion times. Typically, for example, a 100-question exam should take the student about 60-90 minutes to complete. If exam completion times are below 30-45 minutes academic officials may consider further efforts to incentivize the exam in order to get the students to take the exam seriously and thus, improve results. Mean completion times are shown in many of the graphs and tables. Reports can be re-run to screen out exam results where the completion time is below a desired threshold.

The following table shows an approximate relationship between the exam results and relative student performance based upon competency level. **Note: This table should only be used for relative grading purposes of individual student exams. This table should not be used to evaluate exam results for program-level assessment, rather the evaluation of exam results should be based on scores and comparisons of scores with the benchmarks.**

Abandoned exams are not included in the data set for this report.

Exam Score	Relative Interpretation of Student Competency
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very Low

If specific academic credit (grade and points) are to be awarded to students based on their exam results, the table to the left could be used to assign letter grades, extra credit, and/or course points, assuming that the exam is included within a course.

Glossary of Terms

Abandoned Exam. An exam that had the 48 hour time limit elapse. These exams are auto-completed, giving the student a score of "0" for each unanswered question. These exams are only included in the school's individual results, not in the reporting or analysis.

Academic Level. The academic degree level of the program: associate, bachelors, masters, and doctoral.

Aggregate Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results from accredited institutions. The various aggregate pools are defined as follows:

Pools Based on Program Delivery Modality

1. **Traditional**. The majority of the program is delivered at a campus location at an established college or university. The majority of the students are recent high school graduates, typically 18-22 years old. Courses are taught on a semester or quarter basis, typically Monday through Friday.
2. **Online**. The majority of the program is delivered online to students and there is little, if any, requirement for the students to go to a campus location any time during their college or university experience. The majority of the students are considered non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.
3. **Blended**. The program is delivered to students using a combination of online and campus-based instruction and/or the program is delivered in an accelerated format. The course term is typically 4 to 8 weeks. Campus-based instruction tends to be either at night or on weekends with generally longer sessions. The student population tends to be non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.

Pools Based on Location

1. **Outside-US**. Includes colleges and universities outside of the United States. Program delivery is usually campus-based; however, the aggregate pool includes some blended programs and online programs.
2. **Regional/Country**. Includes colleges and universities outside of the United States from specific regions (e.g. Latin America, Europe, Asia, etc.) or from specific countries (e.g. Mongolia). Program delivery is primarily campus-based; however, the pools may include some blended and online course delivery.
3. **Inside the US**. Includes all US-based schools and programs.

Pools Based on Institute Characteristics

1. **Large Private**. This aggregate pool includes large, privately owned universities within the United States.
2. **HBCU**. Includes colleges and university that are designated as Historically Black Colleges and Universities.
3. **Private**. US schools that are privately owned.
4. **Public**. US schools that are publically owned.
5. **Faith-based**. US schools that have a specific religious affiliation or association.

Masters-level Pools Based on Degree Type

1. **Masters-MBA**. Includes programs that are designed as Masters of Business Administration.
2. **Masters-MS**. Includes programs that are designed as Masters of Science.
3. **Masters-MA**. Includes programs that are designed as Masters of Arts.
4. **Masters-MHA** . Includes all assessments under the Health Care Administration.
5. **Masters-MPA**. Includes all assessments under Public Administration.

Pools Based on Dual-Accreditation Affiliation

1. **IACBE**. Includes business schools and programs affiliated with the International Assembly for Collegiate Business Education. Where available, this pool is further divided by IACBE Region.
2. **ACBSP**. Includes business schools and programs affiliated with the Accreditation Council of Business Schools and Programs. Where available, this pool is further divided by ACBSP Region.
3. **AACSB**. Includes business schools and programs accredited with the Association to Advance Collegiate Schools of Business.

Assessment Period. The date range for the report, which includes all the exams administered within these dates. For synchronous schools, the assessment period is generally based upon the semester or quarter. For asynchronous schools, the assessment period is generally annual, semi-annual, or quarterly. School officials determine the assessment period.

Coefficient of Determination (R2) denoted R2 and pronounced R squared, is a statistical measure of how well the regression line approximates the real data points. An R2 of 1 indicates that the regression line perfectly fits the data.

Cohort. A group of students based upon a demographic factor such as specialization, campus location, program start date, etc. We provide cohort-level analysis based upon cohort categories identified at the start of the exam cycle.

Exam. Includes all of the topics to be assessed for a specified program. Each topic has 10 questions included within exam, randomly selected from a validated test bank that includes 300-500 exam questions. Inbound and Outbound Exams are generated from the same test bank of questions.

External Benchmarking. Analyses performed by comparing the cumulative results from a school with a demographically similar aggregate data set.

Frequency of Questions Correct. For Outbound Exams, the frequency of questions correct is calculated for each subject within a topic. The formula is: (Number of Questions Correct / Number of Questions Offered) * 100. In order to provide a relative index for understanding these data, an average of questions correct is shown for the aggregate pool selected for the Internal Analysis Report. To see the comparisons for other pools, the Internal Analysis Report can be re-run with a different pool selected.

Inbound Exam. A student exam administered early in the student's program, usually during their first or second core course, that measures the student's knowledge level at the beginning of their academic program.

Internal Benchmarking. Analyses performed by comparing the inbound and outbound exam scores and/or by the analyses of the frequency of questions correct for each subject within a topic.

Mean Completion Time. The average time, in minutes, to complete the exam. Mean completion time is also shown for each topic. Mean completion times are helpful when evaluating student effort, particularly with Outbound Exam results. If the Outbound Exams have a relatively low mean completion time, this may be an indication that the students are not putting forth their best effort. Additional incentives may be necessary to encourage better student performance (extra credit, points, letter grades, credit for future assignments, etc.).

Outbound Exam. A student exam administered at the end of the student's academic program, usually within their last course, that measures the student's knowledge level at the end of their academic program.

Percentage Change. The percentage change between two scores. For inbound/outbound testing, the percentage change is calculated using the following formula: *(Outbound Score / Inbound Score) - 1.*

Percentage Difference. The percentage difference between a school's outbound student results and the aggregate, calculated using the following formula: *Aggregate Score – School Score*.

Percentile. Percentiles are shown within the subject level analysis based upon the frequency of questions answered correctly. The measure is used to establish relevancy of the school's score with the selected aggregate pool used for the Internal Analysis Report. The percentile benchmarks indicate to what level an average score is needed in order to be at the 80th, 85th, 90th, or 95th percentile, which school officials can subsequently use for academic benchmarking and for setting performance targets.

1. A **percentile** rank is the percentage of scores that fall at or below a given score and is based on the following formula: ((NumValuesLessThanScore + (0.5 * NumValuesEqualScore)) / TotalNumValues) * 100. When shown, the percentile rank of the school's exam sample of the subject/subtopic/topic score to the aggregate pool is based on using exam results within the aggregate pool grouped by school and calculated using samples of 30 exams. The percentile rank is not a ranking based on the number of individual schools included within the aggregate pool, rather it is a percentile ranking compared to the exam results included within the aggregate pool.
2. The **percentile benchmark** values are calculated using the Empirical Distribution Function with Interpolation based upon the Excel Function of PERCENTILE.INC (array,k) with the following formula: (n-1)p=i+f where i is the integer part of (n-1)p, f is the fractional part of (n-1)p, n is the number of observation, and p is the percentile value divided by 100. The percentile benchmark then is the required score of questions correct to be at a specific percentile value (80th, 85th, 90th, or 95th) and is based on interpolation.

Percent Change Comparison. The percent difference between the school's percent change between Inbound and Outbound Exam results and the aggregate pool's percent change between Inbound and Outbound Exam results. The percent change comparison represents a relative learning difference between the specific school and demographically similar schools.

Scatter Plot. A visual representation of the exam results for all students. The purpose of the scatter plot is to provide you with a visual reference for the ranges in results.

Subjects. For each topic, questions are grouped using 4-8 subject areas. Subjects generally correspond to the school's learning outcomes associated with each topic. In using these data, consider the Subject is the Learning Outcome without the verb.

Subtopic. For the topics of Economics and Management, there are identified subtopics. For the topic of Economics, the subtopics are Macroeconomics and Microeconomics. For the topic of Management, the subtopics are Operations/Production Management, Human Resource Management, and Organizational Behavior. NOTE: When analyzing and evaluating the sub-topic scores, the cumulative totals of the subtopic scores (percentages) will not equal the topic score. The subtopic scores are based on the number of questions answered correctly for that specific subtopic. For example, getting 2 out 3 questions correct for the subtopic of Human Resource Management is a score of 66.66%, 3 out of 4 correct on Organization Behavior is 75% and 1 out of 3 on Operations/Production Management is 33.33%. The total Management topic score, however, is 2+3+1 = 6 out of 10, or 60%.

Summary Statistics. Includes the mean completion time, sample size, average score, standard deviation, and the min/max/median/mode scores.

Total Exam Score Significance. If a student simply randomly selected responses to questions, the statistical mean of the total score of such a randomly responded to exam would be approximately 30% (+/- 2.5% depending upon the number of questions on the exam). Therefore, exam scores above 30% could be considered significant in terms of measuring actual knowledge levels.

<u>Understanding and Using the Report</u>

The formulas used for percentile calculations are shown within the glossary of terms. Two statistical artifacts could appear on your reports where the percentile rank seems "off" when compared to the calculated values for the percentile benchmarks.

1. **Statistical Artifact #1:** Due to the use of different formulas used to calculate the school's percentile rank and the required scores for specific benchmarks, the school's rank is less than or higher than the required score for a percentile benchmark, usually by a factor of 1 percentile value. When calculating the percentile rank, we use the school's score and simply calculate the percent of scores that are at or below that score. When we calculate the percentile benchmark, we use an interpolation function to determine the required score for a specific percentile. Therefore, we use two different formulas for the percentile values: the first concerns the score and how many at/equal to the given score and the second an interpolation to calculate the desired score. Both use the same distribution list of scores, arranged in sequence from low to high. When we developed the distribution tables, we used 5 decimal points. When we calculated the benchmarks, we also calculated to 5 decimal points. We show, however, two decimal points in the table.

2. **Statistical Artifact #2:** Due to sample size limitations and rounding, the school's rank is less than the required score for a higher percentile benchmark. The lower the number of exams in the pool, the more these situations will occur. For example: the school score is 56.52% and the 85th percentile is 56.52. In this case, both calculations are correct; the issue concerns sample size. With only 586 questions offered in the pool, we have a distribution sample of 15 values. When we do the rank calculation (the 81st), it comes out "low" due to the sample size and the values within the distribution. When we do the calculations of the benchmarks (interpolation), the actual 85th benchmark to 5 decimal places is 56.52377, but rounds to 56.52 in the table. The school's score of 56.52 and the full number is 56.52173 (52/92 correct). The school's value is below the benchmark of 56.52% for the 85th Percentile, but due to rounding, it looks like the school's score should be at the 85th percentile.

External Analysis Report

California State University, Sacramento

1/1/2019 - 4/23/2019

Total Tests = 125

Inbound = 29

Outbound = 96

Academic Level: Bachelors

Aggregates: Located Inside the US

Publicly Owned University

Traditional/Campus-based Delivery Mode

Courses

Inbound: CRJ 101 Introduction to Criminal Justice Research Methods

Outbound: CRJ 190 Contemporary Issues in Criminal Justice

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Overview: Outbound Exam Results Compared to the Aggregate Pool for Traditional/ Campus-based Delivery Mode Programs

Legend: California State University, Sacramento — Traditional/ Campus-based Delivery Mode

Category	California State University, Sacramento	Traditional/ Campus-based Delivery Mode
Total	49.98%	60.77%
Administration of Justice	54.27%	63.41%
Corrections	44.79%	57.75%
Courts	55.52%	65.52%
Criminological Theory	44.06%	54.65%
Ethics and Diversity	48.13%	55.98%
Juvenile Justice	55.83%	62.93%
Law Adjudication	52.40%	62.58%
Law Enforcement	54.27%	64.78%
Research And Analytical Skills	40.52%	0.00%

Overview: Outbound Exam Results Compared to the Aggregate Pool for Publicly Owned University Programs

Legend: California State University, Sacramento (blue); Publicly Owned University (orange)

Category	California State University, Sacramento	Publicly Owned University
Total	49.98%	62.50%
Administration of Justice	54.27%	65.63%
Corrections	44.79%	59.29%
Courts	55.52%	67.49%
Criminological Theory	44.06%	56.28%
Ethics and Diversity	48.13%	57.20%
Juvenile Justice	55.83%	0.00%
Law Adjudication	52.40%	62.58%
Law Enforcement	54.27%	66.70%
Research And Analytical Skills	40.52%	0.00%

Overview: Outbound Exam Results Compared to the Aggregate Pool for Located Inside the US Programs

Legend: California State University, Sacramento; Located Inside the US

Category	California State University, Sacramento	Located Inside the US
Total	49.98%	57.76%
Administration of Justice	54.27%	62.22%
Corrections	44.79%	55.78%
Courts	55.52%	62.34%
Criminological Theory	44.06%	53.73%
Ethics and Diversity	48.13%	53.51%
Juvenile Justice	55.83%	60.52%
Law Adjudication	52.40%	57.93%
Law Enforcement	54.27%	63.40%
Research And Analytical Skills	40.52%	45.11%

Overview: Percent Change in Inbound/Outbound Exam Results Compared to the Aggregate Pool for Traditional/ Campus-based Delivery Mode Programs
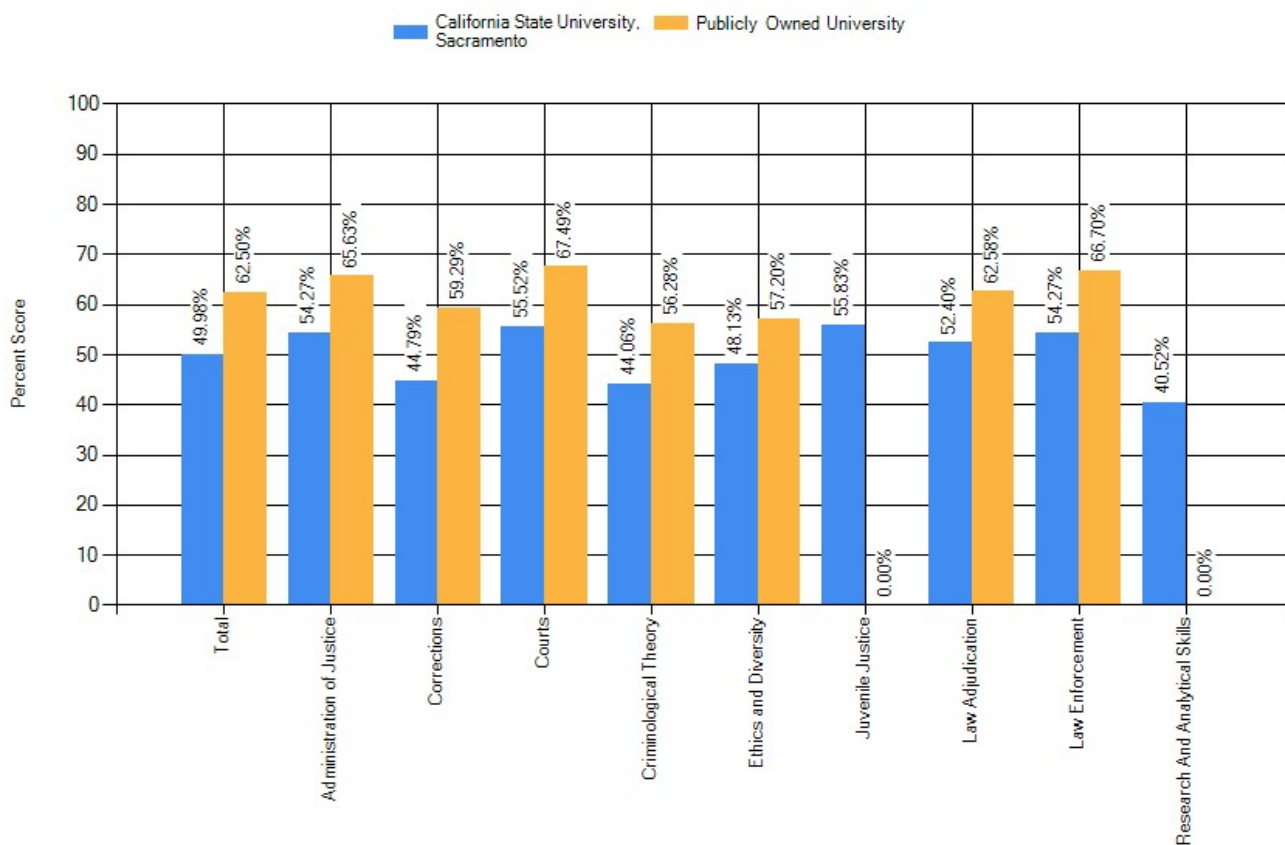
Overview: Percent Change in Inbound/Outbound Exam Results Compared to the Aggregate Pool for Publicly Owned University Programs

California State University, Sacramento   Publicly Owned University

Overview: Percent Change in Inbound/Outbound Exam Results Compared to the Aggregate Pool for Located Inside the US Programs

Legend: California State University, Sacramento | Located Inside the US

Category	California State University, Sacramento	Located Inside the US
Administration of Justice	10.82%	25
Corrections	3.08%	25
Courts	13.38%	25
Criminological Theory	8.28%	25
Ethics and Diversity	9.91%	22.59%
Juvenile Justice	14.01%	20.59%
Law Adjudication	3.37%	25
Law Enforcement	2.20%	23.33%
Research And Analytical Skills	-10.98%	0.00%
Total	6.05%	25
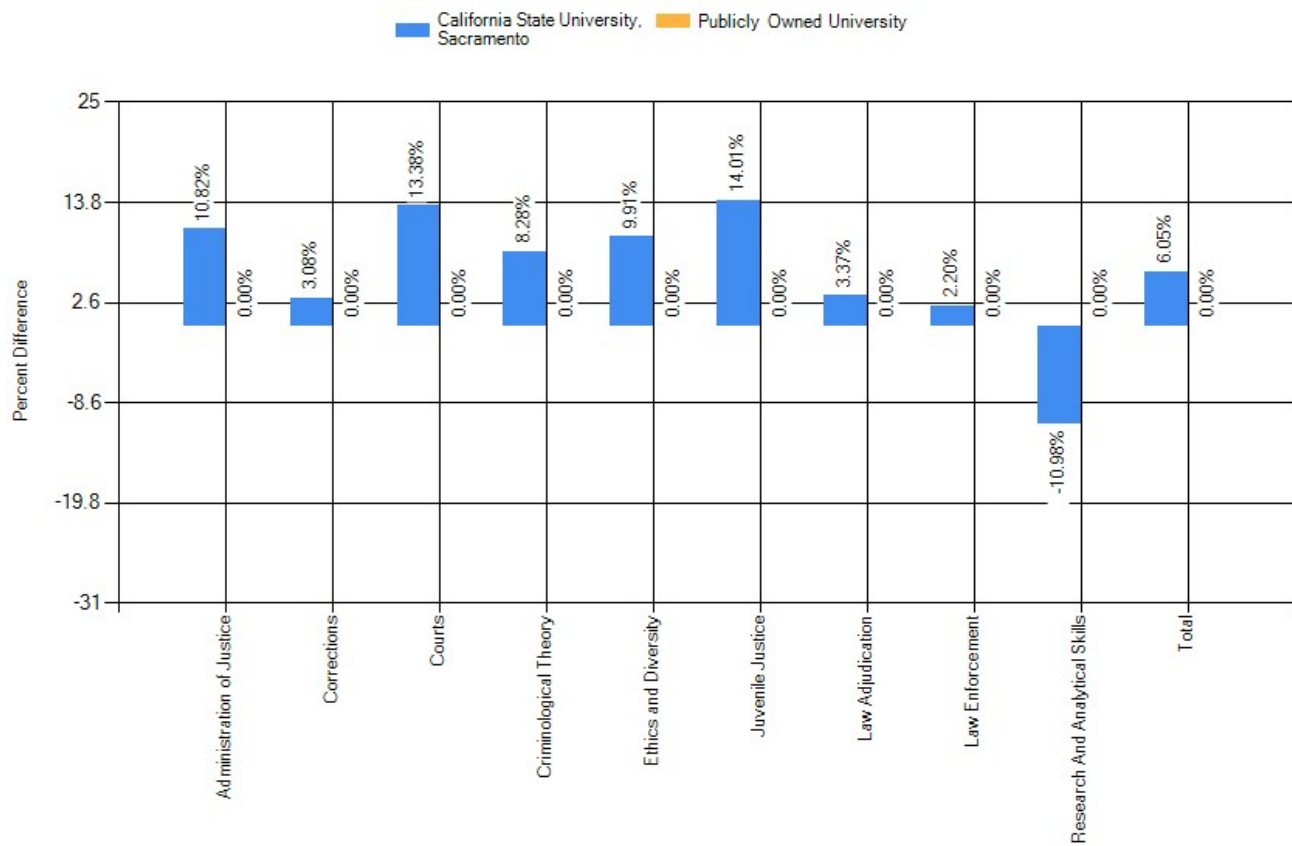
Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Administration of Justice
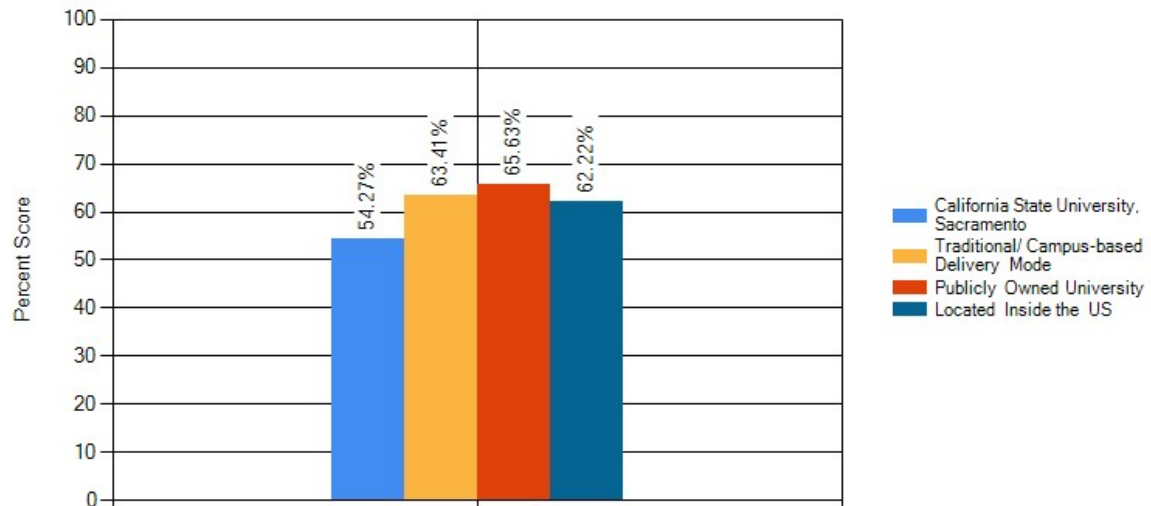
-9.14% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-11.36% Difference with the Publicly Owned University Aggregate

-7.95% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Administration of Justice Results Compared to the Different Aggregate Pools
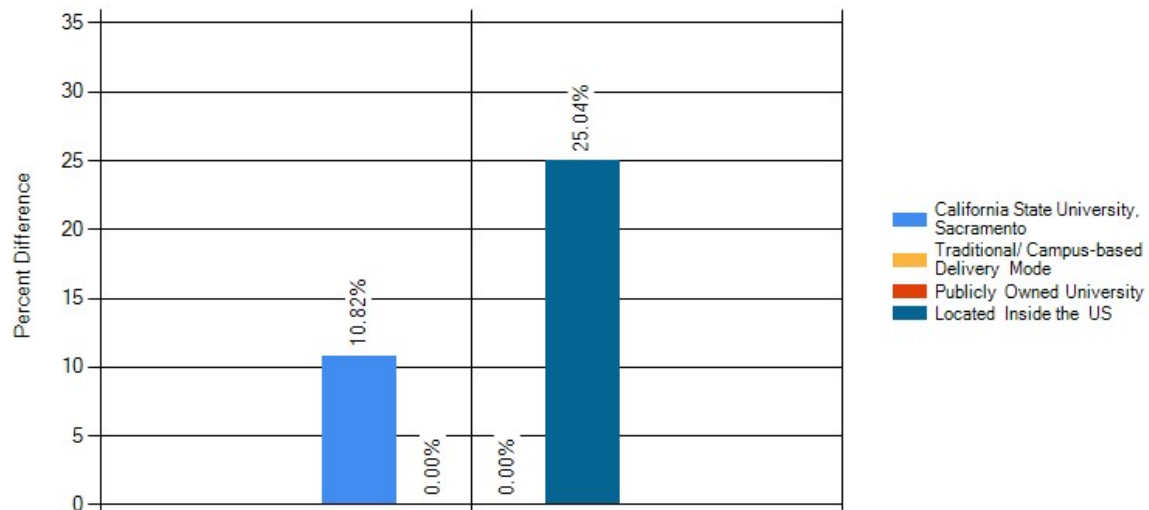
10.82% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

10.82% Difference with the Publicly Owned University Aggregate

-14.21% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Corrections
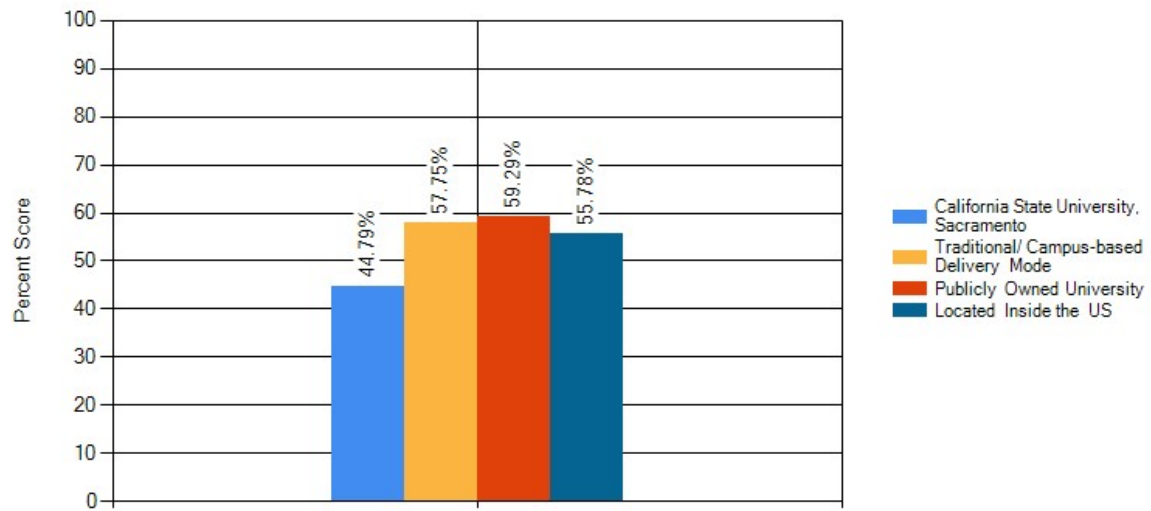
-12.96% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-14.50% Difference with the Publicly Owned University Aggregate

-10.99% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Corrections Results Compared to the Different Aggregate Pools
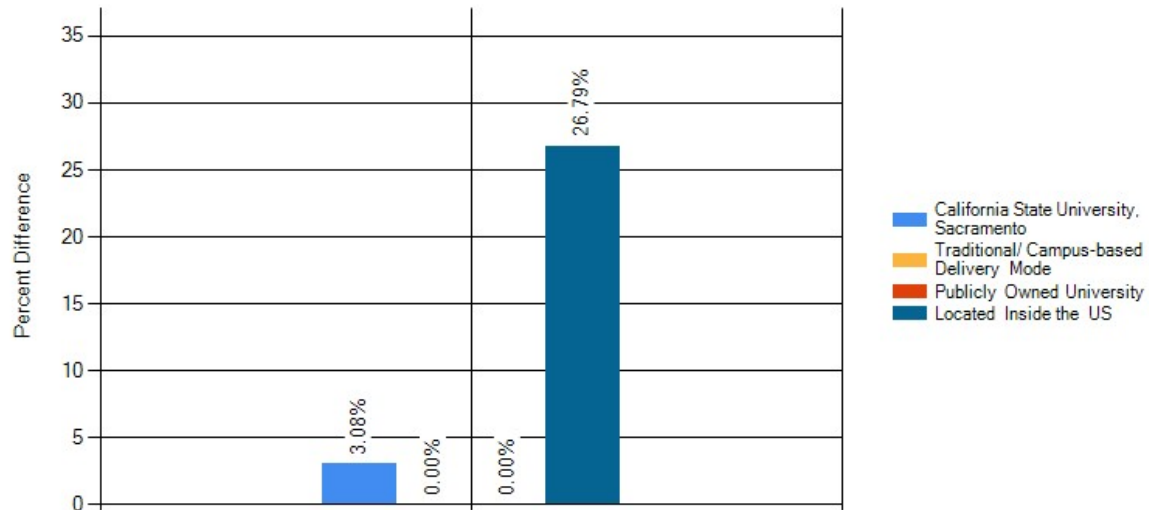
3.08% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

3.08% Difference with the Publicly Owned University Aggregate

-23.70% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: <mark>Courts</mark>

Bar chart — Percent Score (y-axis, 0–100):
- California State University, Sacramento: 55.52%
- Traditional/ Campus-based Delivery Mode: 65.52%
- Publicly Owned University: 67.49%
- Located Inside the US: 62.34%

Legend:
- California State University, Sacramento
- Traditional/ Campus-based Delivery Mode
- Publicly Owned University
- Located Inside the US
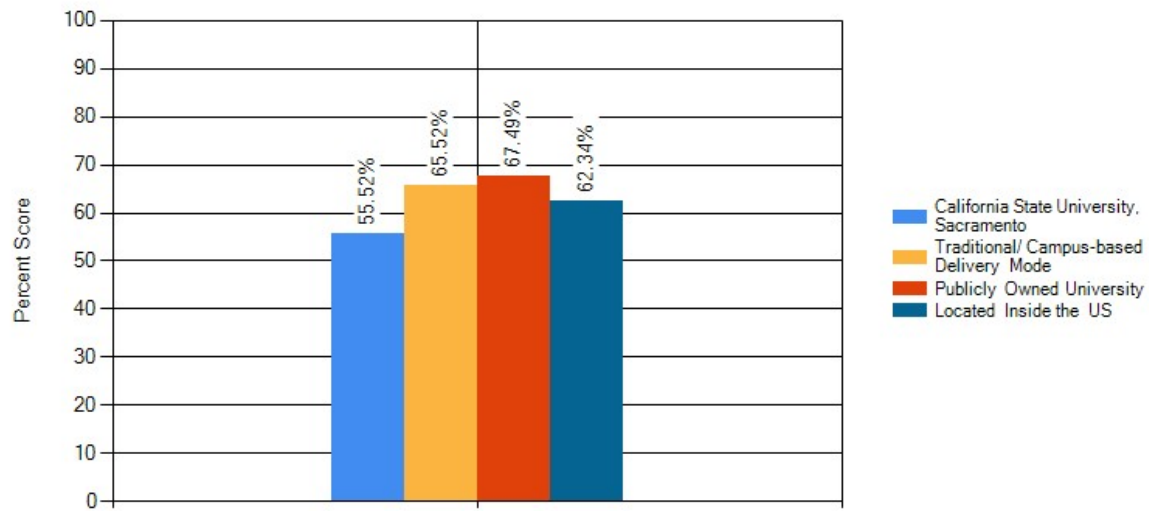
-10.00% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-11.97% Difference with the Publicly Owned University Aggregate

-6.82% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Courts Results Compared to the Different Aggregate Pools
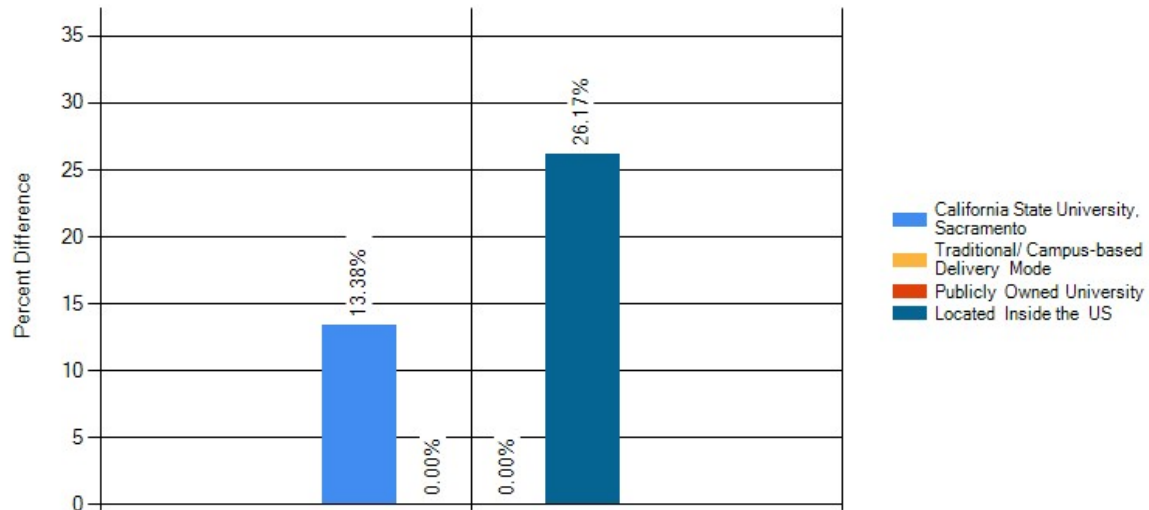
13.38% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

13.38% Difference with the Publicly Owned University Aggregate

-12.79% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Criminological Theory
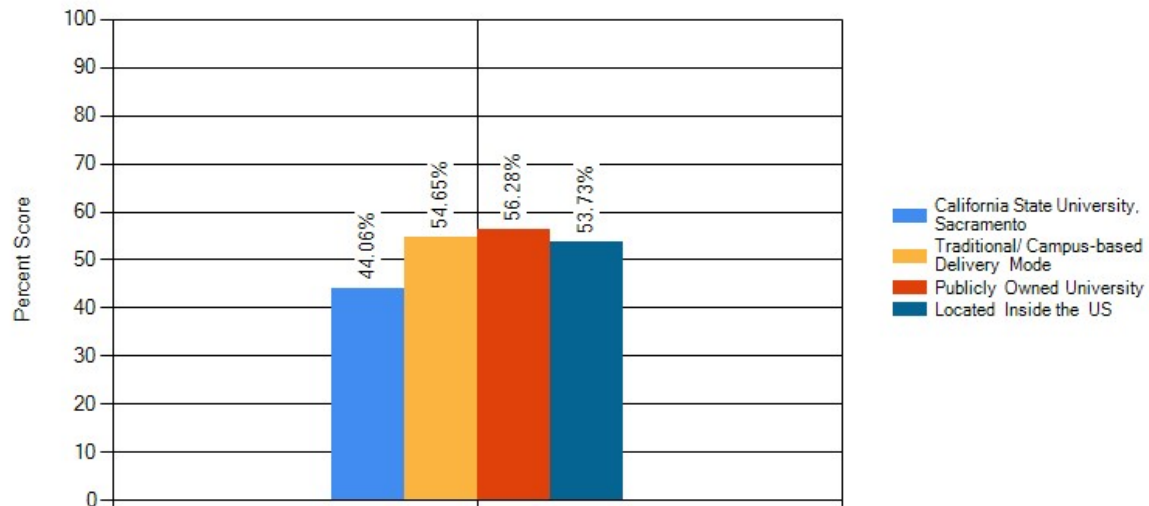
-10.59% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-12.22% Difference with the Publicly Owned University Aggregate

-9.67% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Criminological Theory Results Compared to the Different Aggregate Pools
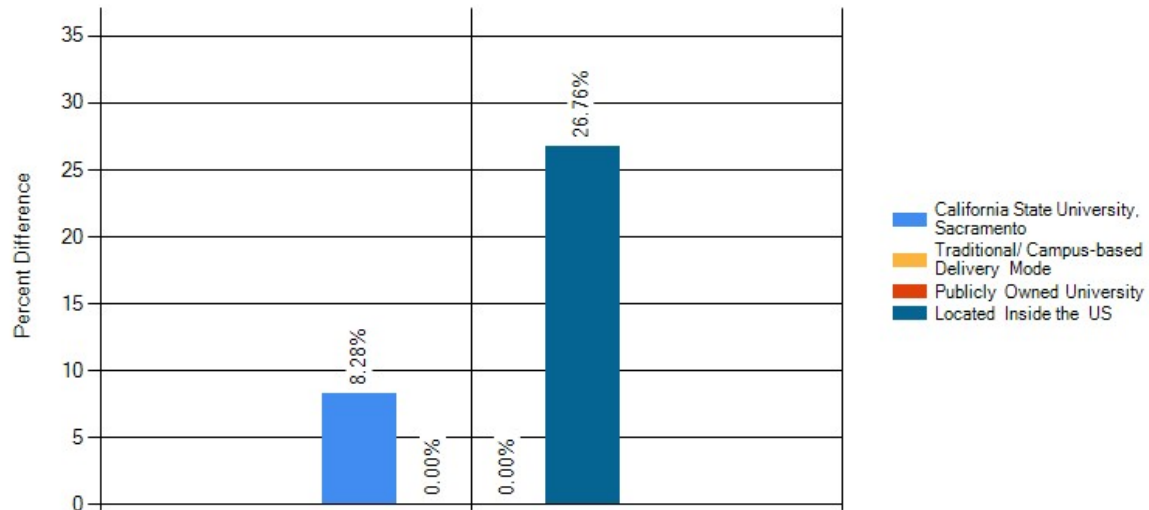
8.28% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

8.28% Difference with the Publicly Owned University Aggregate

-18.48% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Ethics and Diversity
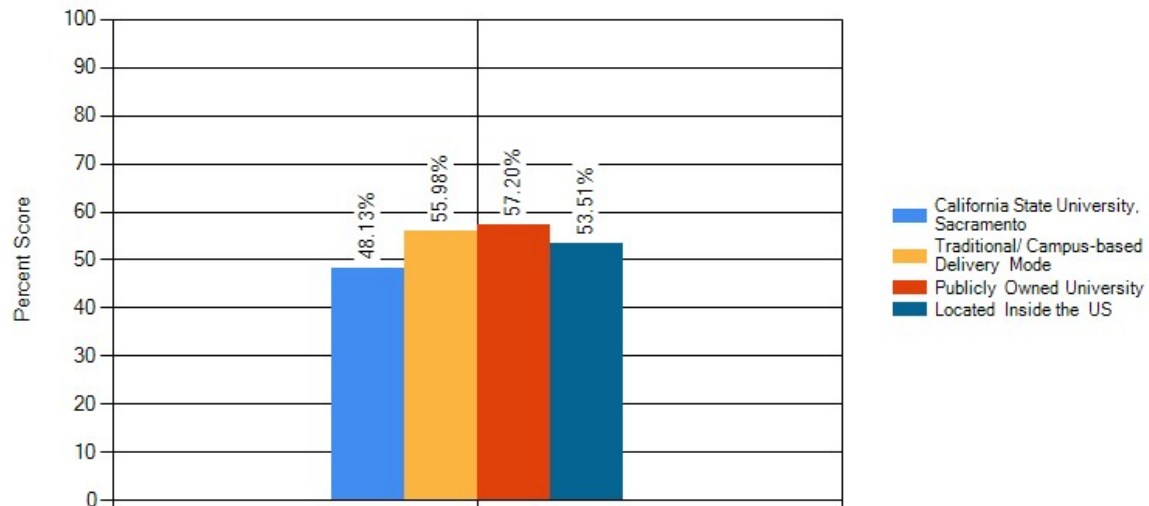
-7.85% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-9.07% Difference with the Publicly Owned University Aggregate

-5.38% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Ethics and Diversity Results Compared to the Different Aggregate Pools
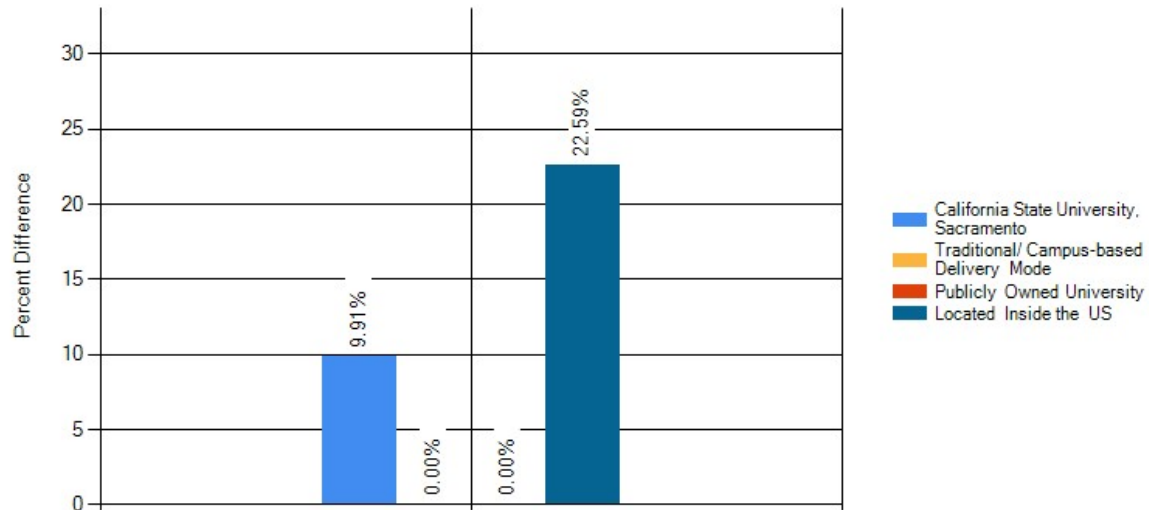
9.91% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

9.91% Difference with the Publicly Owned University Aggregate

-12.68% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: <mark>Juvenile Justice</mark>
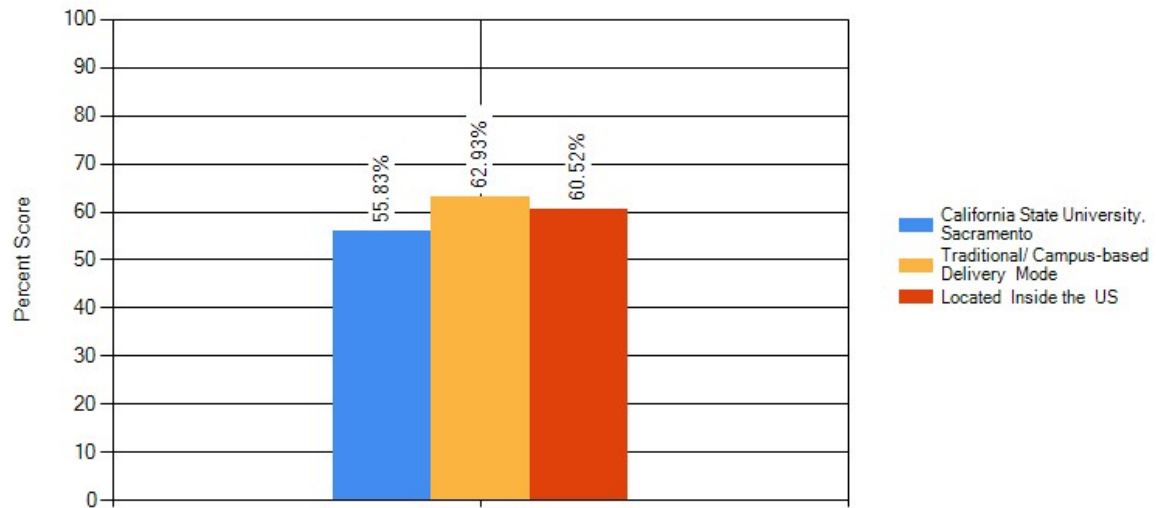
-7.10% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-4.69% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Juvenile Justice Results Compared to the Different Aggregate Pools
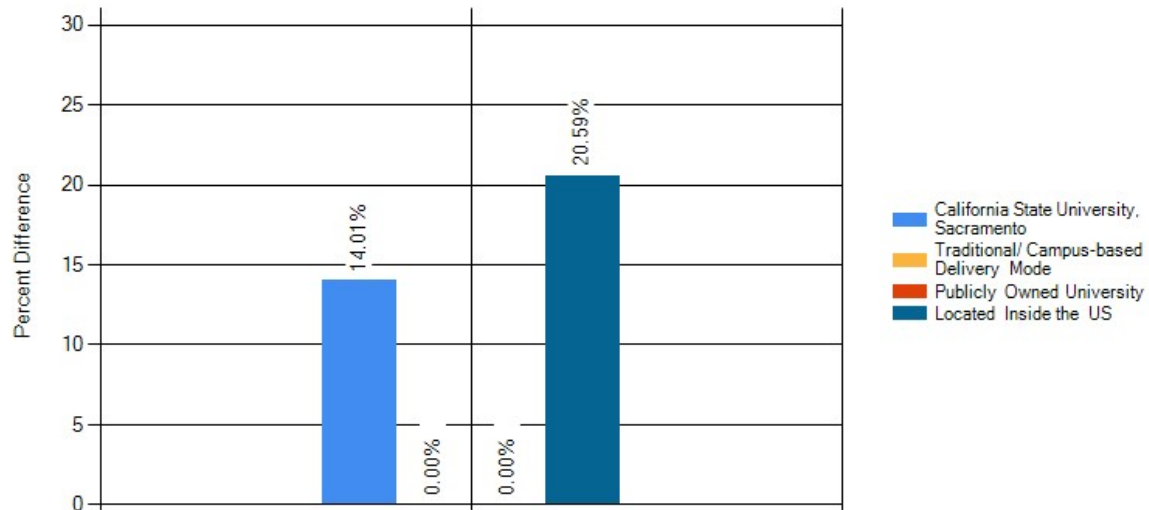
14.01% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

14.01% Difference with the Publicly Owned University Aggregate

-6.59% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Law Adjudication
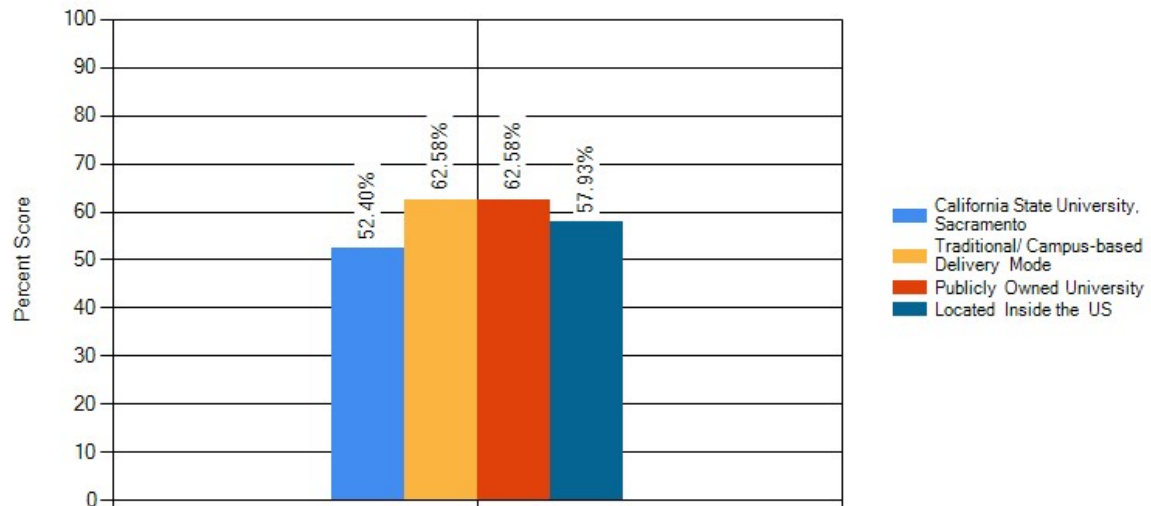
-10.18% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-10.18% Difference with the Publicly Owned University Aggregate

-5.53% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Law Adjudication Results Compared to the Different Aggregate Pools
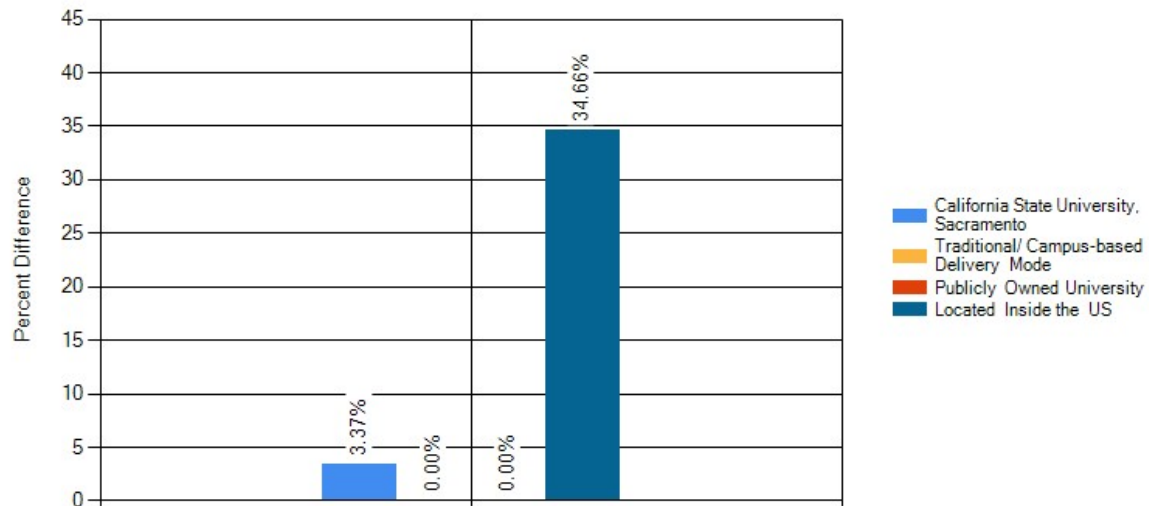
3.37% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

3.37% Difference with the Publicly Owned University Aggregate

-31.29% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Law Enforcement
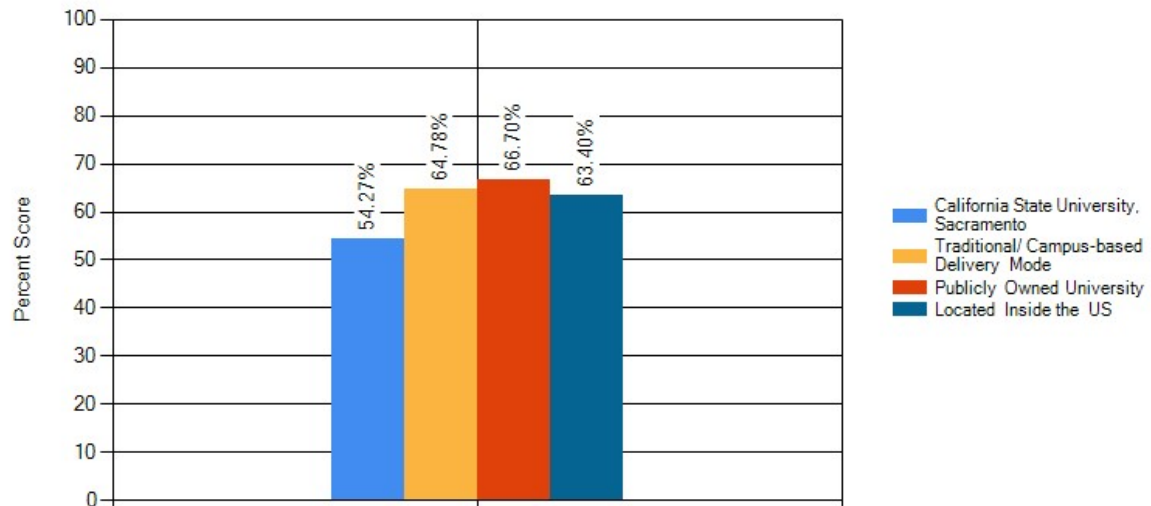
-10.51% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-12.43% Difference with the Publicly Owned University Aggregate

-9.13% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Law Enforcement Results Compared to the Different Aggregate Pools
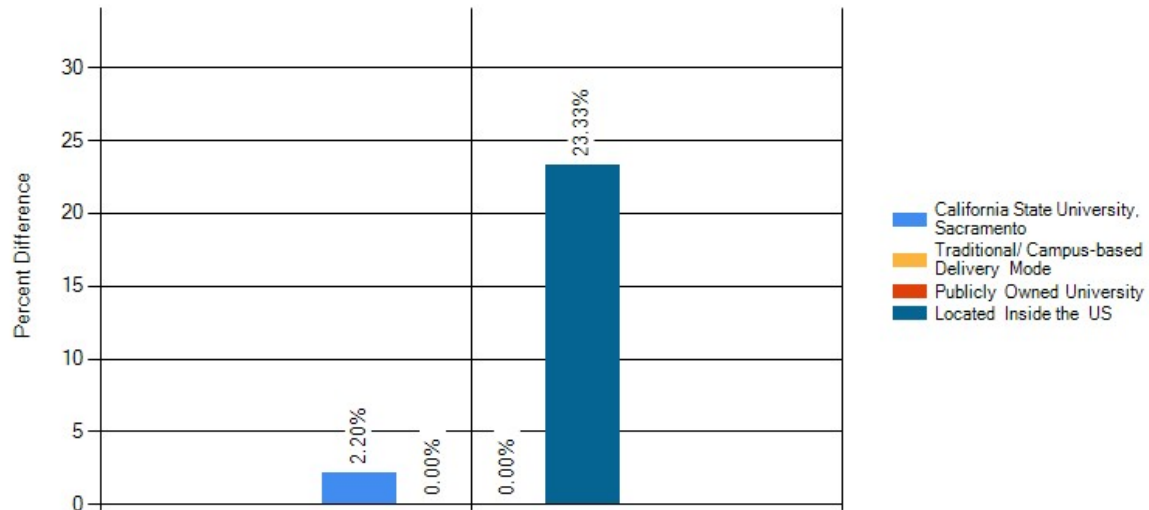
2.20% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

2.20% Difference with the Publicly Owned University Aggregate

-21.12% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Research And Analytical Skills
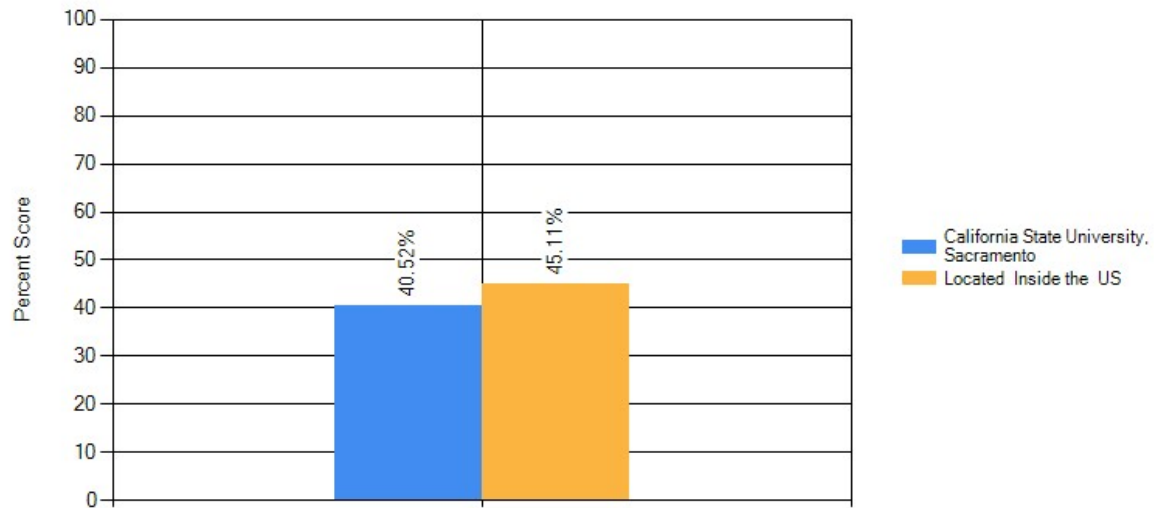
-4.59% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound <mark>Research And Analytical Skills</mark> Results Compared to the Different Aggregate Pools

-10.98% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-10.98% Difference with the Publicly Owned University Aggregate

-10.98% Difference with the Located Inside the US Aggregate

Comparison of Outbound Exam Results with Outbound Exam Aggregate Results: Total
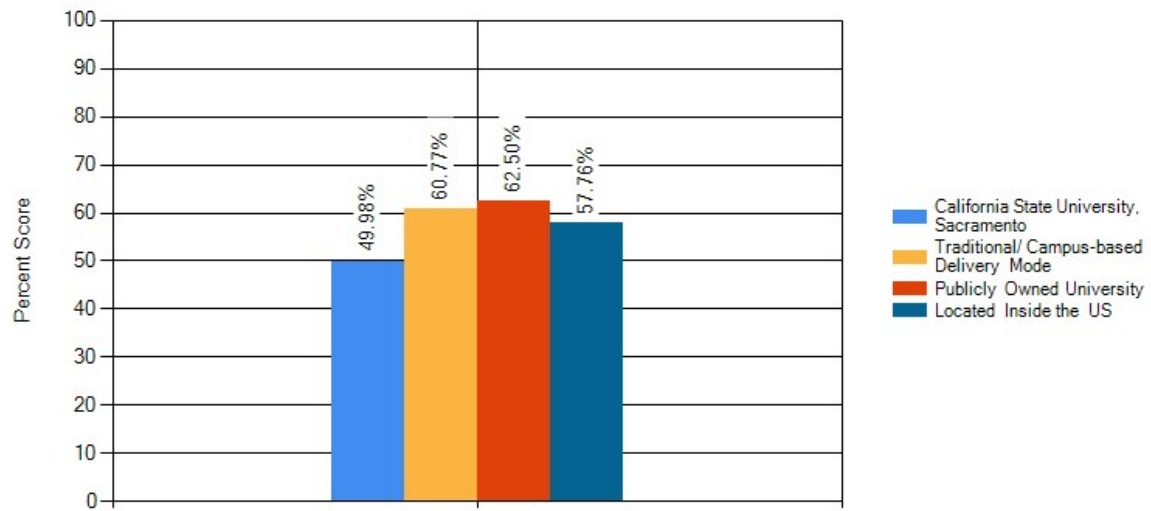
-10.79% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

-12.52% Difference with the Publicly Owned University Aggregate

-7.78% Difference with the Located Inside the US Aggregate

Percent Change in Inbound/Outbound Total Results Compared to the Different Aggregate Pools
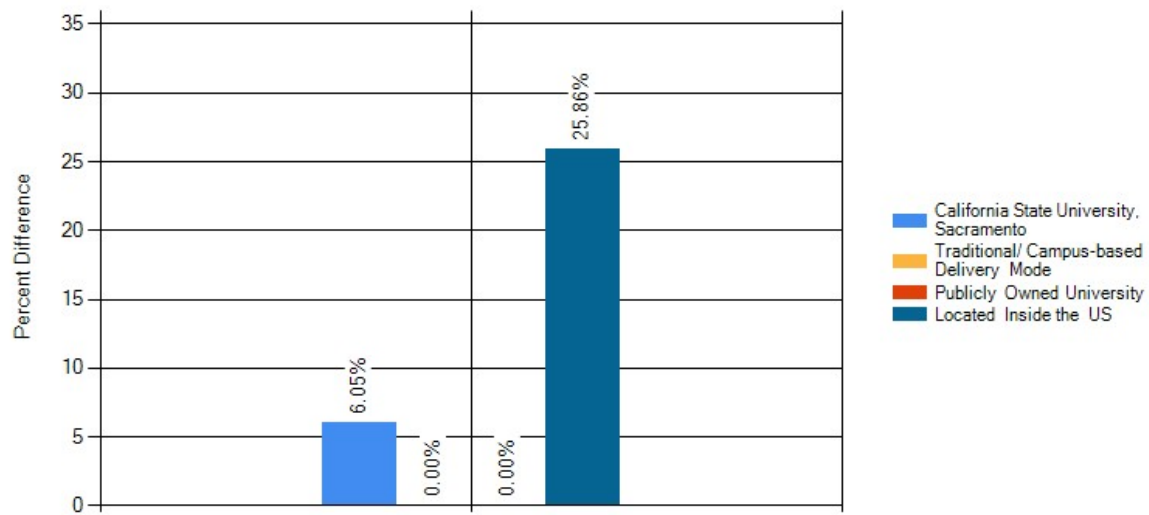
6.05% Difference with the Traditional/ Campus-based Delivery Mode Aggregate

6.05% Difference with the Publicly Owned University Aggregate

-19.81% Difference with the Located Inside the US Aggregate

Understanding and Using the Report

The purpose of the following analyses is to assist administrators, academic program managers, assessment coordinators, course managers, and other academic officials with program-level direct assessment of the institutional programs. These data should be used to assess the strengths and opportunities for improvement associated with the academic programs based upon the knowledge levels of the students regarding the foundational learning outcomes of the curriculum.

An Inbound/Outbound exam construct provides data for both internal and external benchmarking. The Inbound Exam evaluates the student's knowledge level towards the beginning of the student's program of study. The Outbound Exam assesses the student's knowledge level at the end of the student's program of study. The difference in results between the Inbound and Outbound Exams is the direct measure of learning most often used for internal benchmarking. Additional subject-level analysis compared to specific aggregate pools allows for both internal and external benchmarking.

The number of questions offered and the frequency correct value of the aggregates is based on the sampling of the data at each level (subject, topic, total) independent of each summary level. Meaning, the sum of the number of questions offered for a set of subjects may not equal the number of questions offered for the topic.

Outbound Exam results are relative. Outbound Exam relevancy is understood best in terms of the change in knowledge level from the time a student enters the program compared to when they graduate from the program.

If identified, cohort level analyses provide program administrators with comparative information based upon the student cohort groups that the school has identified. Side-by-side comparisons are shown to supplement program-level analysis.

External comparisons of outbound scores with the various <u>aggregate pools</u> should only be used as a relative index of how the assessed program compares with other programs. There is a high degree of variability between schools with respect to specific curriculums and areas of emphasis or concentrations. Comparisons include other schools with relatively similar student populations and educational delivery means, not necessarily based on the exact curriculum of the program (which would be nearly impossible and most likely unrealistic). Multiple pools can be selected for these comparisons.

There are two types of data analyses included within the report: Means of Scores Analysis and Analysis of Percent Correct:

    a. **Means of Scores Analysis.** This is a simple mean whereby we take the scores, total, and divide by the number of scores. The sample then is either the schools' number of exams included in the report or the total number of completed exams in the aggregate pools.

    b. **Analysis of Percent Correct.** This is a total figure used whereby we take the total number of questions answered correctly (either at the Subject, Sub-topic, or Topic levels) and divided by the total number of questions offered, expressed as a percentage. A set of exam results is treated as one set of data/sample. These results are then compared to the aggregate pool results, which are similarly calculated.

For percentile ranking calculations and for the percentile benchmarks shown for the selected aggregate pool, results are subject to sample size limitations. In general, percentile ranking and percentile benchmarks should be used with caution relative to making programmatic changes based on the results if the sample of Questions Offered for the aggregate pool is less than 300 for a specific subject.

Average Total Score Percentile. Because not all exams include the same set of topics, a percentile value based on the Exam Total scores cannot be calculated with statistical precision. Most client schools customize the exams using topic selection and some include an internally developed topic. Therefore, the Average Total Score Percentile values are calculated as a simple mean of the topic percentile values. The Average Total Score Percentile values are shown only to provide a relative comparison of the Total Score.

Tips, Techniques, and Suggestions for Applying the Results of this Report for Academic Program-level Analysis and Continuous Improvement

The following tips, techniques, and suggestions for understanding and applying the results presented in this report for academic program-level analysis and continuous improvement are based on our years of experience in working with our client institutions, meeting with academic officials to review the results, and lessons learned from the accreditation institutions.

Reviewing the Results

- Topic and sub-topic level scores tend to be more significant in terms of analysis value than the total score. Although most exams include all available topics, not all exams will include all available topics. Therefore, the total score comparisons are shown for relative benchmarking whereas the topic and sub-topic level score comparisons will tend to be more meaningful in terms of understanding relevancy of the scores.
- If there are topics included on the exam that do not appear to be directly related to your curriculum and/or learning outcomes, consider removing these topics from future testing. It is generally best not to test on topics that are not included in the program's curriculum.
- We have an Aggregate Extraction report available that includes the aggregate pool summary data that is used for comparison analysis purposes. This report is available to you on your Client Administration site under the menu item *Reports*
- Consider the sample size for the exam period before making changes in the program based on the exam results. Lower sample sizes tend to have higher standard deviations. In general, it is best to have a sample of at least 100 exams before the results can be used for program changes. Since report period is a variable, we can go back and include past exam results for future reporting in order to get the sample size high enough for meaningful analysis.

Learning Outcome Analysis

- To evaluate the institution's learning outcomes, consider the table shown for each topic the frequency of questions correct. These data are most useful when considering learning outcome.
- Not every subject included on the exam will directly correspond to a program's learning outcome because this is a standardized test meant to apply to the widest diversity of programs. Therefore, the score for the topic or subtopic must be taking in the context of the subject-level analysis. For example, a relatively low topic/sub-topic score may be acceptable provided that the subject-level scores are high for those subjects that are directly related to learning outcomes. Conversely, a high topic/sub-topic score may be unacceptable if the questions missed on the exam were high for key learning outcomes.

Continuous Improvement

- It is important not to make too many changes in a program at the same time based on one or two exam periods. Instead, it it generally better to make small incremental changes to the program based on these results and then monitor the results to assess the consequences of the change effort.
- Specific ideas for continuous improvement include:
  - Updating course content to include more case study type instruction that combines topics in the same analysis.
  - Including a review of key topics towards the end of the program (e. g. in the CAPSTONE course) that includes an application exercise that requires a review and understanding of all the topics included within the program.

Interpreting and Using the Exam Scores

Inbound Exam results are obtained from incoming students who have not yet completed their advance program of study. Cumulative Inbound Exam results are only used relative to the cumulative outbound results to directly measure academic learning. Individual student results from Inbound Exams (Individual Results Report) can be used to help guide, advise, and place a student within a program of study; however, individual results should generally not be used for academic grading purposes other than perhaps extra credit (or some other incentive) to complete the exam™.

Outbound Exam results are a direct measure of academic learning since the students taking the Outbound Exams have completed or nearly completed the degree program.

Outbound Exam results, both cumulatively and individually, **DO NOT** correspond directly to a traditional academic grading scale. This is a nationally normed exam with an average degree of difficulty of approximately 55%-60%. The exam is relative to only to the inbound results as well as the external aggregate comparisons.

There is a distinct difference between evaluating results versus grading individual exams. Individual student grading of Outbound Exams should be conducted using the table shown below on a relative grading scale (school officials determine the exact letter/point grades). Evaluation of the results for internal and external benchmarking should be conducted based comparisons to aggregate pools and between the Inbound and Outbound Exam results.

NOTE: There is no such level as a "passing" or "acceptable" score based on the results of this nationally normed exam nor do accreditation organizations expect to see a passing or acceptable level. Rather, school officials determine what is passing/acceptable based on associated benchmarks.

To encourage students to do their best with the Outbound Exams, an incentive is usually needed. Exam incentives include a direct grade, grading for extra credit if the result is above a certain threshold, or credit for a future assignment/activity within a course. Some client schools also use top scores to determine prizes or gifts. Typically, simply grading the exam based on the following relative grading scale is the best approach to properly incentivize the exam.

Another useful way of evaluating scores of outbound exams is to review the mean completion times. Typically, for example, a 100-question exam should take the student about 60-90 minutes to complete. If exam completion times are below 30-45 minutes academic officials may consider further efforts to incentivize the exam in order to get the students to take the exam seriously and thus, improve results. Mean completion times are shown in many of the graphs and tables. Reports can be re-run to screen out exam results where the completion time is below a desired threshold.

The following table shows an approximate relationship between the exam results and relative student performance based upon competency level. **Note: This table should only be used for relative grading purposes of individual student exams. This table should not be used to evaluate exam results for program-level assessment, rather the evaluation of exam results should be based on scores and comparisons of scores with the benchmarks.**

Abandoned exams are not included in the data set for this report.

Exam Score	Relative Interpretation of Student Competency
80-100%	Very High
70-79%	High
60-69%	Above Average
40-59%	Average
30-39%	Below Average
20-29%	Low
0-19%	Very Low

If specific academic credit (grade and points) are to be awarded to students based on their exam results, the table to the left could be used to assign letter grades, extra credit, and/or course points, assuming that the exam is included within a course.

Glossary of Terms

Abandoned Exam. An exam that had the 48 hour time limit elapse. These exams are auto-completed, giving the student a score of "0" for each unanswered question. These exams are only included in the school's individual results, not in the reporting or analysis.

Academic Level. The academic degree level of the program: associate, bachelors, masters, and doctoral.

Aggregate Pools. The aggregate pool is the data set used for external benchmarking and comparisons and is based on the results from accredited institutions. The various aggregate pools are defined as follows:

Pools Based on Program Delivery Modality

1. **Traditional**. The majority of the program is delivered at a campus location at an established college or university. The majority of the students are recent high school graduates, typically 18-22 years old. Courses are taught on a semester or quarter basis, typically Monday through Friday.
2. **Online**. The majority of the program is delivered online to students and there is little, if any, requirement for the students to go to a campus location any time during their college or university experience. The majority of the students are considered non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.
3. **Blended**. The program is delivered to students using a combination of online and campus-based instruction and/or the program is delivered in an accelerated format. The course term is typically 4 to 8 weeks. Campus-based instruction tends to be either at night or on weekends with generally longer sessions. The student population tends to be non-traditional, meaning they tend to be older, may have some college credit prior to starting their program, and are often working adults completing their degree program.

Pools Based on Location

1. **Outside-US**. Includes colleges and universities outside of the United States. Program delivery is usually campus-based; however, the aggregate pool includes some blended programs and online programs.
2. **Regional/Country**. Includes colleges and universities outside of the United States from specific regions (e.g. Latin America, Europe, Asia, etc.) or from specific countries (e.g. Mongolia). Program delivery is primarily campus-based; however, the pools may include some blended and online course delivery.
3. **Inside the US**. Includes all US-based schools and programs.

Pools Based on Institute Characteristics

1. **Large Private**. This aggregate pool includes large, privately owned universities within the United States.
2. **HBCU**. Includes colleges and university that are designated as Historically Black Colleges and Universities.
3. **Private**. US schools that are privately owned.
4. **Public**. US schools that are publically owned.
5. **Faith-based**. US schools that have a specific religious affiliation or association.

Masters-level Pools Based on Degree Type

1. **Masters-MBA**. Includes programs that are designed as Masters of Business Administration.
2. **Masters-MS**. Includes programs that are designed as Masters of Science.
3. **Masters-MA**. Includes programs that are designed as Masters of Arts.
4. **Masters-MHA** . Includes all assessments under the Health Care Administration.
5. **Masters-MPA**. Includes all assessments under Public Administration.

Pools Based on Dual-Accreditation Affiliation

1. **IACBE**. Includes business schools and programs affiliated with the International Assembly for Collegiate Business Education. Where available, this pool is further divided by IACBE Region.
2. **ACBSP**. Includes business schools and programs affiliated with the Accreditation Council of Business Schools and Programs. Where available, this pool is further divided by ACBSP Region.
3. **AACSB**. Includes business schools and programs accredited with the Association to Advance Collegiate Schools of Business.

Assessment Period. The date range for the report, which includes all the exams administered within these dates. For synchronous schools, the assessment period is generally based upon the semester or quarter. For asynchronous schools, the assessment period is generally annual, semi-annual, or quarterly. School officials determine the assessment period.

Coefficient of Determination (R2) denoted R2 and pronounced R squared, is a statistical measure of how well the regression line approximates the real data points. An R2 of 1 indicates that the regression line perfectly fits the data.

Cohort. A group of students based upon a demographic factor such as specialization, campus location, program start date, etc. We provide cohort-level analysis based upon cohort categories identified at the start of the exam cycle.

Exam. Includes all of the topics to be assessed for a specified program. Each topic has 10 questions included within exam, randomly selected from a validated test bank that includes 300-500 exam questions. Inbound and Outbound Exams are generated from the same test bank of questions.

External Benchmarking. Analyses performed by comparing the cumulative results from a school with a demographically similar aggregate data set.

Frequency of Questions Correct. For Outbound Exams, the frequency of questions correct is calculated for each subject within a topic. The formula is: (Number of Questions Correct / Number of Questions Offered) * 100. In order to provide a relative index for understanding these data, an average of questions correct is shown for the aggregate pool selected for the Internal Analysis Report. To see the comparisons for other pools, the Internal Analysis Report can be re-run with a different pool selected.

Inbound Exam. A student exam administered early in the student's program, usually during their first or second core course, that measures the student's knowledge level at the beginning of their academic program.

Internal Benchmarking. Analyses performed by comparing the inbound and outbound exam scores and/or by the analyses of the frequency of questions correct for each subject within a topic.

Mean Completion Time. The average time, in minutes, to complete the exam. Mean completion time is also shown for each topic. Mean completion times are helpful when evaluating student effort, particularly with Outbound Exam results. If the Outbound Exams have a relatively low mean completion time, this may be an indication that the students are not putting forth their best effort. Additional incentives may be necessary to encourage better student performance (extra credit, points, letter grades, credit for future assignments, etc.).

Outbound Exam. A student exam administered at the end of the student's academic program, usually within their last course, that measures the student's knowledge level at the end of their academic program.

Percentage Change. The percentage change between two scores. For inbound/outbound testing, the percentage change is calculated using the following formula: *(Outbound Score / Inbound Score) - 1.*

Percentage Difference. The percentage difference between a school's outbound student results and the aggregate, calculated using the following formula: *Aggregate Score – School Score.*

Percentile. Percentiles are shown within the subject level analysis based upon the frequency of questions answered correctly. The measure is used to establish relevancy of the school's score with the selected aggregate pool used for the Internal Analysis Report. The percentile benchmarks indicate to what level an average score is needed in order to be at the 80th, 85th, 90th, or 95th percentile, which school officials can subsequently use for academic benchmarking and for setting performance targets.

1. A **percentile** rank is the percentage of scores that fall at or below a given score and is based on the following formula: ((NumValuesLessThanScore + (0.5 * NumValuesEqualScore)) / TotalNumValues) * 100. When shown, the percentile rank of the school's exam sample of the subject/subtopic/topic score to the aggregate pool is based on using exam results within the aggregate pool grouped by school and calculated using samples of 30 exams. The percentile rank is not a ranking based on the number of individual schools included within the aggregate pool, rather it is a percentile ranking compared to the exam results included within the aggregate pool.
2. The **percentile benchmark** values are calculated using the Empirical Distribution Function with Interpolation based upon the Excel Function of PERCENTILE.INC (array,k) with the following formula: (n-1)p=i+f where i is the integer part of (n-1)p, f is the fractional part of (n-1)p, n is the number of observation, and p is the percentile value divided by 100. The percentile benchmark then is the required score of questions correct to be at a specific percentile value (80th, 85th, 90th, or 95th) and is based on interpolation.

Percent Change Comparison. The percent difference between the school's percent change between Inbound and Outbound Exam results and the aggregate pool's percent change between Inbound and Outbound Exam results. The percent change comparison represents a relative learning difference between the specific school and demographically similar schools.

Scatter Plot. A visual representation of the exam results for all students. The purpose of the scatter plot is to provide you with a visual reference for the ranges in results.

Subjects. For each topic, questions are grouped using 4-8 subject areas. Subjects generally correspond to the school's learning outcomes associated with each topic. In using these data, consider the Subject is the Learning Outcome without the verb.

Subtopic. For the topics of Economics and Management, there are identified subtopics. For the topic of Economics, the subtopics are Macroeconomics and Microeconomics. For the topic of Management, the subtopics are Operations/Production Management, Human Resource Management, and Organizational Behavior. NOTE: When analyzing and evaluating the sub-topic scores, the cumulative totals of the subtopic scores (percentages) will not equal the topic score. The subtopic scores are based on the number of questions answered correctly for that specific subtopic. For example, getting 2 out 3 questions correct for the subtopic of Human Resource Management is a score of 66.66%, 3 out of 4 correct on Organization Behavior is 75% and 1 out of 3 on Operations/Production Management is 33.33%. The total Management topic score, however, is 2+3+1 = 6 out of 10, or 60%.

Summary Statistics. Includes the mean completion time, sample size, average score, standard deviation, and the min/max/median/mode scores.

Total Exam Score Significance. If a student simply randomly selected responses to questions, the statistical mean of the total score of such a randomly responded to exam would be approximately 30% (+/- 2.5% depending upon the number of questions on the exam). Therefore, exam scores above 30% could be considered significant in terms of measuring actual knowledge levels.

<u>Understanding and Using the Report</u>

The formulas used for percentile calculations are shown within the glossary of terms. Two statistical artifacts could appear on your reports where the percentile rank seems "off" when compared to the calculated values for the percentile benchmarks.

1. **Statistical Artifact #1:** Due to the use of different formulas used to calculate the school's percentile rank and the required scores for specific benchmarks, the school's rank is less than or higher than the required score for a percentile benchmark, usually by a factor of 1 percentile value. When calculating the percentile rank, we use the school's score and simply calculate the percent of scores that are at or below that score. When we calculate the percentile benchmark, we use an interpolation function to determine the required score for a specific percentile. Therefore, we use two different formulas for the percentile values: the first concerns the score and how many at/equal to the given score and the second an interpolation to calculate the desired score. Both use the same distribution list of scores, arranged in sequence from low to high. When we developed the distribution tables, we used 5 decimal points. When we calculated the benchmarks, we also calculated to 5 decimal points. We show, however, two decimal points in the table.
2. **Statistical Artifact #2:** Due to sample size limitations and rounding, the school's rank is less than the required score for a higher percentile benchmark. The lower the number of exams in the pool, the more these situations will occur. For example: the school score is 56.52% and the 85th percentile is 56.52. In this case, both calculations are correct; the issue concerns sample size. With only 586 questions offered in the pool, we have a distribution sample of 15 values. When we do the rank calculation (the 81st), it comes out "low" due to the sample size and the values within the distribution. When we do the calculations of the benchmarks (interpolation), the actual 85th benchmark to 5 decimal places is 56.52377, but rounds to 56.52 in the table. The school's score of 56.52 and the full number is 56.52173 (52/92 correct). The school's value is below the benchmark of 56.52% for the 85th Percentile, but due to rounding, it looks like the school's score should be at the 85th percentile.

Response Distractor Report

Exam Period for this Report: 01/01/2019 - 04/23/2019

Total Number of Exams Included: 140; (Inbound Exams = 32; Outbound Exams = 108)

Courses: CRJ 101 Introduction to Criminal Justice Research Methods

CRJ 190 Contemporary Issues in Criminal Justice

Assessment Service: Criminal Justice (CJ)

Academic Level: Bachelors

Prepared By:

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The purpose of the Response Distractors Report is to provide program and course managers with information regarding why students selected incorrect responses. While it is essential to understand the percentages of correct scores and compare those scores with an external aggregate pool, it is also important to gain a more thorough understanding regarding the nature of the incorrect responses chosen by the students when completing the exam.

Based on this understanding of why students are selecting incorrect responses, program and course managers can therefore make any needed course or program adjustments. For example, if students are making concept-based errors at a higher than expected rate, perhaps the course or program manager can explore the specific concepts taught and see what, if any, issues exist.

The term, **Response Distractors** refers to why an incorrect response is incorrect. There are five categories of Response Distractors:

1) The response is incorrect due to a **Fact-based error**, meaning the student selected this response not knowing the fact or facts associated with the question and/or response.

2) The response is incorrect due to a **Concept-based error**, meaning the student selected this response due to misunderstanding of the concept presented by the question and/or response.

3) The response is incorrect due to a **Conclusion-base error**, meaning the student selected this response by reaching a wrong conclusion based on the question and/or response.

4) The response is incorrect due to an **Interpretation-based error (also called a Perception-based error)**, meaning the student selected this response based on an incorrect interpretation or misperception of the question and/or response.

5) The response is incorrect due to a **Calculation-based error**, meaning the student selected this response based on an error with a formula or math-related calculation with the question and/or response.

All exam questions include either 4 or 5 responses. One of the responses is correct and the other responses are incorrect. Each incorrect response is characterized with a response distractor designation. Not every question will have 3 or 4 different response distractors. Some questions have the same response distractors for all incorrect responses, whereas other questions will have different response distractors.

For example, consider the following question and responses with each incorrect response indicated by what make the response incorrect:

Question : How many states are currently included within the United States of America?

A. 50 (Correct Response)

B. 75 (Incorrect, **Fact-based Error**)

C. 54 (Incorrect, **Concept-based Error** as the student included the 3 US territories and the District of Columbia in the total)

D. 48 (Incorrect, **Fact-based Error**)

We recognize that determining why a response is incorrect can be subjective. For many questions, it is often Fact-based errors or Calculation-based errors for questions with math related responses. For other questions depending on the topic, the preponderance of response distractors may lean more towards Concept-based errors.

When analyzing the data, it is important to recognize that response distractor types are not equally distributed. How often a particular response distractor applies is determined by both the subject matter of the topic and the particular style and design of questions associated with that topic. The aforementioned example is a question where most incorrect responses are Fact-based Errors; whereas, a question that asks a student to apply a concept to a particular situation is likely to have all or mostly Conclusion-based Errors.

Therefore, when analyzing your data be sure to compare your results with those for the test bank as a whole. Just because your students make many errors of a particular type does not necessarily mean this is a cause for concern. Compare with the test bank overall followed by a comparison with the aggregate pool of results from other schools before drawing conclusions.

The Response Distractors Report is divided into three unique tables. The first table is simply a characterization of the sample. The second table compares the sample's results with that of the test bank to determine what, if any, differences exist between the sample's results and the proportion of the responses distractors included within the actual test bank of questions (note that each test bank includes 2,000 to 5,000 questions organized into topics and subjects). The third table is a comparison of the sample's results with that of the selected aggregate pool to determine what, if any, differences exist between the school's results and the results from the population.

It is worth noting that if a student failed to answer a question, the student received an incorrect response from an exam score perspective; however, such skipped responses are ignored for purposes of the Response Distractors Report because no specific response that is designed with a response distractor was selected. Typically, students seldom skip a question so very few such responses are ignored from the perspective of the Response Distractor Report. Users may see a slight difference in the total percent incorrect scores between the Response Distractors Report and other summative and analysis reports if students skipped questions.

Please use the following guide to understand the column headings and calculations included within each table of the Response Distractor Report.

Table 1. Inbound/Mid-Point/Outbound Sample Summary. A summary of the selected sample's results showing the total percent correct along with the percent incorrect for each of the five possible response distractors. The sample can include Inbound, Mid-Point, or Outbound exam results. Column headings and calculations are as follows:

Num. Offered: the total number of questions included in the sample.

% Correct: Number of correct responses selected by the students divided by the total number of questions offered in the sample.

% Incorrect: Number of incorrect responses selected by the students for each response distractor divided by the total number of questions offered in the sample.

Table 2. Inbound/Mid-Point/Outbound Sample Compared to the Test Bank. A Comparison of the results from the sample to the available responses included within the test bank of questions. The sample can include Inbound, Mid-Point, or Outbound exam results. Column headings and calculations are as follows:

Count: The number of responses (correct or incorrect with a response distractor designation for each incorrect response) for the sample.

% Correct: Number of correct responses selected by the students divided by the total number of questions offered in the sample.

% Incorrect: Number of incorrect responses selected by the students for each response distractor divided by the total number of questions offered in the sample.

% of the Testbank: Number of available responses of the given response distractor type within the test bank divided by the total number of available responses. If the test bank includes only 4 available responses, then the percent correct is always 25% with the remaining 75% incorrect and characterized by the types of response distractors. Similarly, if the test bank includes only 5 available responses, then the percent correct is always 20% with the remaining 80% incorrect and characterized by the types of response distractors. Some test banks include both 4-response and 5-response questions within a topic and/or subject.

Table 3. Inbound/Mid-Point/Outbound Sample Compared to the Aggregate Pool. A comparison of the exam sample to the population of students who have completed the assessment based upon the selected aggregate pool. The sample and the selected aggregate pool can both include Inbound, Mid-Point, or Outbound exam results. Column headings and calculations are as follows:

School % Correct: Number of correct responses divided by the total number of questions offered in the sample.

Aggregate % Correct: Number of correct responses divided by the total number of questions included within the selected aggregate pool.

School % Incorrect: Number of incorrect responses for each response distractor divided by the total number of questions offered in the sample.

Aggregate % Incorrect: Number of incorrect responses for each response distractor divided by the total number of questions included within the selected aggregate pool.

Significance

The cells with the school's result are highlighted when the school's result is significantly higher compared to the test bank (Table 2) or the selected aggregate pool (Table 3). A Chi Square Test is used to determine significance ($p < 0.05$). A significantly higher result indicates that students selected incorrect responses at a disproportionally higher rate than the incorrect response's distribution in either the test bank or the aggregate pool. The highlighted cell suggests a potential knowledge gap for the Topic or Subject, depending on the program-level or course-level learning outcomes that are associated with the assessment. Such highlighting is used to help focus the users of this report on potential concerns during the learning outcomes analyses.

If $p < 0.05$, the School's values are highlighted Yellow if the school's values (percentages) are higher than the test bank or aggregate pool. For example, if a test bank percentage is 35% and the school's value is 40%, that means that students from the school selected incorrect responses at a significantly higher rate than its representation/proportion in the test bank or aggregate pool. This would indicate to the school a potential knowledge gap.

If $p < 0.05$, the School's values are highlighted Green if the school's values (percentages) are lower than the test bank or aggregate pool. For example, if a test bank percentage was 35% and the school's value is 20%, that means that students from the school selected incorrect responses at a significantly lower rate than its representation/proportion in the test bank or aggregate pool. Such a finding would not indicate a potential knowledge gap.

If $p >= 0.05$, no action. This just means that the school's students were not making incorrect choices either significantly higher or lower than the test bank or aggregate pool. The students could have been just guessing at the answers if they didn't know the correct answer, but at least they were not making deliberate choices towards incorrect responses.

Datasets

When generating the datasets for the Response Distractor report, inactive questions in the test bank are purposefully excluded as not to further compound errors when understanding why students may have missed questions. We regularly conduct psychometric analyses on the test banks and from time to time, questions that fail to meet standards are inactivated. The most significant example of inactivating questions occurred in 2014 when True/False questions were inactivated. Since the purpose of the Response Distractors Report is to examine possible reasons why students missed questions, the best approach is to exclude inactive questions from the report's dataset as not to compound potential errors of understanding. Therefore, you may see slight differences in the percent correct scores if you compare, for example, the results from the Internal Analysis Report to the results from the Response Distractors Report with the same selection criteria used to generate both reports. The differences will generally not be statistically significant depending upon the sample size of the report. Since all other reports focus on the percent correct scores for analysis and comparisons, these reports do include any inactive questions from past exam results. The Response Distractor Report is the only report where inactive questions are excluded.

Table 1: Inbound Sample Summary (Inactive Questions Excluded)

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Administration of Justice		320	148	46.25 %	0	0.00 %	8	2.50 %	0	0.00 %	160	50.00 %	4	1.25 %
	Comparative Criminal Justice	59	28	47.46 %	0	0.00 %	0	0.00 %	0	0.00 %	31	52.54 %	0	0.00 %
	Contemporary Criminal Justice System	89	47	52.81 %	0	0.00 %	1	1.12 %	0	0.00 %	37	41.57 %	4	4.49 %
	Major Systems of Social Control	70	31	44.29 %	0	0.00 %	3	4.29 %	0	0.00 %	36	51.43 %	0	0.00 %
	Personnel Management	102	42	41.18 %	0	0.00 %	4	3.92 %	0	0.00 %	56	54.90 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Corrections		320	130	40.63 %	0	0.00 %	6	1.88 %	0	0.00 %	175	54.69 %	9	2.81 %
	Carceral Facilities (Jails/Prisons)	78	25	32.05 %	0	0.00 %	0	0.00 %	0	0.00 %	53	67.95 %	0	0.00 %
	Community-based Corrections	82	35	42.68 %	0	0.00 %	0	0.00 %	0	0.00 %	44	53.66 %	3	3.66 %
	History and Correctional Philosophies	92	42	45.65 %	0	0.00 %	2	2.17 %	0	0.00 %	43	46.74 %	5	5.43 %
	Practice and Legal Environment	68	28	41.18 %	0	0.00 %	4	5.88 %	0	0.00 %	35	51.47 %	1	1.47 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Courts		320	148	46.25 %	0	0.00 %	10	3.13 %	4	1.25 %	158	49.38 %	0	0.00 %
	Federal and State	68	31	45.59 %	0	0.00 %	0	0.00 %	3	4.41 %	34	50.00 %	0	0.00 %
	History	68	40	58.82 %	0	0.00 %	1	1.47 %	0	0.00 %	27	39.71 %	0	0.00 %
	Lower Courts	87	33	37.93 %	0	0.00 %	7	8.05 %	0	0.00 %	47	54.02 %	0	0.00 %
	US Supreme Court	97	44	45.36 %	0	0.00 %	2	2.06 %	1	1.03 %	50	51.55 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Criminological Theory		320	125	39.06 %	0	0.00 %	20	6.25 %	0	0.00 %	175	54.69 %	0	0.00 %
	Nature and Causes of Crime	91	35	38.46 %	0	0.00 %	9	9.89 %	0	0.00 %	47	51.65 %	0	0.00 %
	Offenders	80	33	41.25 %	0	0.00 %	6	7.50 %	0	0.00 %	41	51.25 %	0	0.00 %
	Typologies	70	25	35.71 %	0	0.00 %	5	7.14 %	0	0.00 %	40	57.14 %	0	0.00 %
	Victims	79	32	40.51 %	0	0.00 %	0	0.00 %	0	0.00 %	47	59.49 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Ethics and Diversity		320	131	40.94 %	0	0.00 %	58	18.13 %	5	1.56 %	126	39.38 %	0	0.00 %
	Deontological and Teleological Ethics	99	35	35.35 %	0	0.00 %	8	8.08 %	0	0.00 %	56	56.57 %	0	0.00 %
	Diversity Issues in Criminal Justice	84	35	41.67 %	0	0.00 %	28	33.33 %	5	5.95 %	16	19.05 %	0	0.00 %
	Ethical Decision-Making and Problem Solving	79	32	40.51 %	0	0.00 %	7	8.86 %	0	0.00 %	40	50.63 %	0	0.00 %
	Ethics in Criminal Justice (Personal, Situation, Professional)	58	29	50.00 %	0	0.00 %	15	25.86 %	0	0.00 %	14	24.14 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Juvenile Justice		320	150	46.88 %	0	0.00 %	0	0.00 %	0	0.00 %	169	52.81 %	1	0.31 %
	Case Law	110	52	47.27 %	0	0.00 %	0	0.00 %	0	0.00 %	58	52.73 %	0	0.00 %
	Corrections	75	37	49.33 %	0	0.00 %	0	0.00 %	0	0.00 %	38	50.67 %	0	0.00 %
	Family Violence	57	25	43.86 %	0	0.00 %	0	0.00 %	0	0.00 %	31	54.39 %	1	1.75 %
	History	78	36	46.15 %	0	0.00 %	0	0.00 %	0	0.00 %	42	53.85 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Law Adjudication		320	151	47.19 %	0	0.00 %	3	0.94 %	8	2.50 %	158	49.38 %	0	0.00 %
	Criminal Law	71	36	50.70 %	0	0.00 %	2	2.82 %	0	0.00 %	33	46.48 %	0	0.00 %
	Criminal Procedures	82	45	54.88 %	0	0.00 %	0	0.00 %	8	9.76 %	29	35.37 %	0	0.00 %
	Defense	88	42	47.73 %	0	0.00 %	1	1.14 %	0	0.00 %	45	51.14 %	0	0.00 %
	Prosecution	79	28	35.44 %	0	0.00 %	0	0.00 %	0	0.00 %	51	64.56 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Law Enforcement		320	160	50.00 %	0	0.00 %	5	1.56 %	0	0.00 %	155	48.44 %	0	0.00 %
	Case Law	93	45	48.39 %	0	0.00 %	0	0.00 %	0	0.00 %	48	51.61 %	0	0.00 %
	History	79	40	50.63 %	0	0.00 %	0	0.00 %	0	0.00 %	39	49.37 %	0	0.00 %
	Police Organization and Subculture	93	47	50.54 %	0	0.00 %	0	0.00 %	0	0.00 %	46	49.46 %	0	0.00 %
	Practice (Local, State, Federal)	55	28	50.91 %	0	0.00 %	5	9.09 %	0	0.00 %	22	40.00 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Research And Analytical Skills		318	134	42.14 %	7	2.20 %	21	6.60 %	18	5.66 %	138	43.40 %	0	0.00 %
	Qualitative Methods in Analyzing Criminal Justice Research	70	25	35.71 %	7	10.00 %	12	17.14 %	12	17.14 %	14	20.00 %	0	0.00 %
	Qualitative Methods in Conducting Criminal Justice Research	111	44	39.64 %	0	0.00 %	6	5.41 %	4	3.60 %	57	51.35 %	0	0.00 %
	Quantitative Methods in Analyzing Criminal Justice Research	92	47	51.09 %	0	0.00 %	3	3.26 %	0	0.00 %	42	45.65 %	0	0.00 %
	Quantitative Methods in Conducting Criminal Justice Research	45	18	40.00 %	0	0.00 %	0	0.00 %	2	4.44 %	25	55.56 %	0	0.00 %

Table 2: Inbound Sample Compared to the Test Bank (Inactive Questions Excluded)

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Administration of Justice		148	46.25 %	25.00 %	0	0.00 %	0.00 %	8	2.50 %	2.60 %	0	0.00 %	0.00 %	160	50.00 %	71.43 %	4	1.25 %	0.97 %	0.606
	Comparative Criminal Justice	28	47.46 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	31	52.54 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Contemporary Criminal Justice System	47	52.81 %	25.00 %	0	0.00 %	0.00 %	1	1.12 %	2.27 %	0	0.00 %	0.00 %	37	41.57 %	70.45 %	4	4.49 %	2.27 %	0.353
	Major Systems of Social Control	31	44.29 %	25.00 %	0	0.00 %	0.00 %	3	4.29 %	4.41 %	0	0.00 %	0.00 %	36	51.43 %	70.59 %	0	0.00 %	0.00 %	0.733
	Personnel Management	42	41.18 %	25.00 %	0	0.00 %	0.00 %	4	3.92 %	3.26 %	0	0.00 %	0.00 %	56	54.90 %	70.65 %	0	0.00 %	1.09 %	0.576

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Corrections		130	40.63 %	25.00 %	0	0.00 %	0.00 %	6	1.88 %	2.05 %	0	0.00 %	0.00 %	175	54.69 %	69.52 %	9	2.81 %	3.42 %	0.965
	Carceral Facilities (Jails/Prisons)	25	32.05 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	53	67.95 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Community-based Corrections	35	42.68 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	44	53.66 %	72.06 %	3	3.66 %	2.94 %	0.580
	History and Correctional Philosophies	42	45.65 %	25.00 %	0	0.00 %	0.00 %	2	2.17 %	3.41 %	0	0.00 %	0.00 %	43	46.74 %	64.77 %	5	5.43 %	6.82 %	0.978
	Practice and Legal Environment	28	41.18 %	25.00 %	0	0.00 %	0.00 %	4	5.88 %	4.17 %	0	0.00 %	0.00 %	35	51.47 %	68.06 %	1	1.47 %	2.78 %	0.690

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Courts		148	46.25 %	20.00 %	0	0.00 %	0.00 %	10	3.13 %	3.33 %	4	1.25 %	2.05 %	158	49.38 %	74.62 %	0	0.00 %	0.00 %	0.711
	Federal and State	31	45.59 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	3	4.41 %	4.44 %	34	50.00 %	75.56 %	0	0.00 %	0.00 %	0.607
	History	40	58.82 %	20.00 %	0	0.00 %	0.00 %	1	1.47 %	2.50 %	0	0.00 %	0.00 %	27	39.71 %	77.50 %	0	0.00 %	0.00 %	0.912
	Lower Courts	33	37.93 %	20.00 %	0	0.00 %	0.00 %	7	8.05 %	7.62 %	0	0.00 %	0.00 %	47	54.02 %	72.38 %	0	0.00 %	0.00 %	0.526
	US Supreme Court	44	45.36 %	20.00 %	0	0.00 %	0.00 %	2	2.06 %	2.61 %	1	1.03 %	3.48 %	50	51.55 %	73.91 %	0	0.00 %	0.00 %	0.730

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Criminological Theory		125	39.06 %	20.00 %	0	0.00 %	0.00 %	20	6.25 %	4.71 %	0	0.00 %	0.00 %	175	54.69 %	75.29 %	0	0.00 %	0.00 %	0.081
	Nature and Causes of Crime	35	38.46 %	20.00 %	0	0.00 %	0.00 %	9	9.89 %	8.42 %	0	0.00 %	0.00 %	47	51.65 %	71.58 %	0	0.00 %	0.00 %	0.347
	Offenders	33	41.25 %	20.00 %	0	0.00 %	0.00 %	6	7.50 %	5.33 %	0	0.00 %	0.00 %	41	51.25 %	74.67 %	0	0.00 %	0.00 %	0.282
	Typologies	25	35.71 %	20.00 %	0	0.00 %	0.00 %	5	7.14 %	4.21 %	0	0.00 %	0.00 %	40	57.14 %	75.79 %	0	0.00 %	0.00 %	0.236
	Victims	32	40.51 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	47	59.49 %	80.00 %	0	0.00 %	0.00 %	-1.000

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Ethics and Diversity		131	40.94 %	20.00 %	0	0.00 %	0.00 %	58	18.13 %	28.25 %	5	1.56 %	1.27 %	126	39.38 %	50.48 %	0	0.00 %	0.00 %	0.472
	Deontological and Teleological Ethics	35	35.35 %	20.00 %	0	0.00 %	0.00 %	8	8.08 %	16.00 %	0	0.00 %	0.00 %	56	56.57 %	64.00 %	0	0.00 %	0.00 %	0.256
	Diversity Issues in Criminal Justice	35	41.67 %	20.00 %	0	0.00 %	0.00 %	28	33.33 %	42.67 %	5	5.95 %	5.33 %	16	19.05 %	32.00 %	0	0.00 %	0.00 %	0.645
	Ethical Decision-Making and Problem Solving	32	40.51 %	20.00 %	0	0.00 %	0.00 %	7	8.86 %	6.25 %	0	0.00 %	0.00 %	40	50.63 %	73.75 %	0	0.00 %	0.00 %	0.235
	Ethics in Criminal Justice (Personal, Situation, Professional)	29	50.00 %	20.00 %	0	0.00 %	0.00 %	15	25.86 %	47.06 %	0	0.00 %	0.00 %	14	24.14 %	32.94 %	0	0.00 %	0.00 %	0.518

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Juvenile Justice		150	46.88 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	169	52.81 %	74.33 %	1	0.31 %	0.67 %	0.733
	Case Law	52	47.27 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	58	52.73 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Corrections	37	49.33 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	38	50.67 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Family Violence	25	43.86 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	31	54.39 %	73.44 %	1	1.75 %	1.56 %	0.770
	History	36	46.15 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	42	53.85 %	73.68 %	0	0.00 %	1.32 %	-1.000

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Law Adjudication		151	47.19 %	20.00 %	0	0.00 %	0.00 %	3	0.94 %	2.96 %	8	2.50 %	2.96 %	158	49.38 %	74.07 %	0	0.00 %	0.00 %	0.437
	Criminal Law	36	50.70 %	20.00 %	0	0.00 %	0.00 %	2	2.82 %	3.81 %	0	0.00 %	0.00 %	33	46.48 %	76.19 %	0	0.00 %	0.00 %	0.829
	Criminal Procedures	45	54.88 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	3.81 %	8	9.76 %	11.43 %	29	35.37 %	64.76 %	0	0.00 %	0.00 %	0.376
	Defense	42	47.73 %	20.00 %	0	0.00 %	0.00 %	1	1.14 %	4.00 %	0	0.00 %	0.00 %	45	51.14 %	76.00 %	0	0.00 %	0.00 %	0.434
	Prosecution	28	35.44 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	51	64.56 %	80.00 %	0	0.00 %	0.00 %	-1.000

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Law Enforcement		160	50.00 %	25.00 %	0	0.00 %	0.00 %	5	1.56 %	1.81 %	0	0.00 %	0.00 %	155	48.44 %	73.19 %	0	0.00 %	0.00 %	0.663
	Case Law	45	48.39 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	48	51.61 %	75.00 %	0	0.00 %	0.00 %	-1.000
	History	40	50.63 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	39	49.37 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Police Organization and Subculture	47	50.54 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	46	49.46 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Practice (Local, State, Federal)	28	50.91 %	25.00 %	0	0.00 %	0.00 %	5	9.09 %	8.82 %	0	0.00 %	0.00 %	22	40.00 %	66.18 %	0	0.00 %	0.00 %	0.415

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			*p*
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Research And Analytical Skills		134	42.14 %	20.00 %	7	2.20 %	3.52 %	21	6.60 %	8.79 %	18	5.66 %	7.91 %	138	43.40 %	59.78 %	0	0.00 %	0.00 %	0.989
	Qualitative Methods in Analyzing Criminal Justice Research	25	35.71 %	20.00 %	7	10.00 %	13.33 %	12	17.14 %	10.00 %	12	17.14 %	20.00 %	14	20.00 %	36.67 %	0	0.00 %	0.00 %	0.152
	Qualitative Methods in Conducting Criminal Justice Research	44	39.64 %	20.00 %	0	0.00 %	0.00 %	6	5.41 %	11.85 %	4	3.60 %	5.93 %	57	51.35 %	62.22 %	0	0.00 %	0.00 %	0.466
	Quantitative Methods in Analyzing Criminal Justice Research	47	51.09 %	20.00 %	0	0.00 %	0.00 %	3	3.26 %	9.60 %	0	0.00 %	0.00 %	42	45.65 %	70.40 %	0	0.00 %	0.00 %	0.329
	Quantitative Methods in Conducting Criminal Justice Research	18	40.00 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	2	4.44 %	5.33 %	25	55.56 %	74.67 %	0	0.00 %	0.00 %	0.900

Table 3: Inbound Sample Compared to the Aggregate Pool (Inactive Questions Excluded)

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Administration of Justice		46.25 %	50.15 %	0.00 %	0.00 %	2.50 %	1.71 %	0.00 %	0.00 %	50.00 %	47.00 %	1.25 %	1.14 %	0.680
	Comparative Criminal Justice	47.46 %	47.67 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	52.54 %	52.33 %	0.00 %	0.00 %	-1.000
	Contemporary Criminal Justice System	52.81 %	52.45 %	0.00 %	0.00 %	1.12 %	1.17 %	0.00 %	0.00 %	41.57 %	43.51 %	4.49 %	2.88 %	0.644
	Major Systems of Social Control	44.29 %	50.00 %	0.00 %	0.00 %	4.29 %	3.10 %	0.00 %	0.00 %	51.43 %	46.90 %	0.00 %	0.00 %	0.703
	Personnel Management	41.18 %	49.63 %	0.00 %	0.00 %	3.92 %	2.30 %	0.00 %	0.00 %	54.90 %	47.03 %	0.00 %	1.03 %	0.466

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Corrections		40.63 %	44.60 %	0.00 %	0.00 %	1.88 %	1.48 %	0.00 %	0.00 %	54.69 %	51.27 %	2.81 %	2.65 %	0.920
	Carceral Facilities (Jails/Prisons)	32.05 %	39.77 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	67.95 %	60.23 %	0.00 %	0.00 %	-1.000
	Community-based Corrections	42.68 %	39.76 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	53.66 %	58.43 %	3.66 %	1.81 %	0.182
	History and Correctional Philosophies	45.65 %	51.66 %	0.00 %	0.00 %	2.17 %	1.77 %	0.00 %	0.00 %	46.74 %	40.77 %	5.43 %	5.80 %	0.906
	Practice and Legal Environment	41.18 %	43.12 %	0.00 %	0.00 %	5.88 %	3.35 %	0.00 %	0.00 %	51.47 %	52.23 %	1.47 %	1.31 %	0.543

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Courts		46.25 %	49.83 %	0.00 %	0.00 %	3.13 %	2.32 %	1.25 %	1.44 %	49.38 %	46.41 %	0.00 %	0.00 %	0.706
	Federal and State	45.59 %	46.65 %	0.00 %	0.00 %	0.00 %	0.00 %	4.41 %	2.85 %	50.00 %	50.49 %	0.00 %	0.00 %	0.458
	History	58.82 %	54.30 %	0.00 %	0.00 %	1.47 %	0.92 %	0.00 %	0.00 %	39.71 %	44.78 %	0.00 %	0.00 %	0.558
	Lower Courts	37.93 %	48.21 %	0.00 %	0.00 %	8.05 %	5.67 %	0.00 %	0.00 %	54.02 %	46.12 %	0.00 %	0.00 %	0.638
	US Supreme Court	45.36 %	50.68 %	0.00 %	0.00 %	2.06 %	2.06 %	1.03 %	2.65 %	51.55 %	44.62 %	0.00 %	0.00 %	0.522

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Criminological Theory		39.06 %	43.23 %	0.00 %	0.00 %	6.25 %	3.60 %	0.00 %	0.00 %	54.69 %	53.17 %	0.00 %	0.00 %	0.026
	Nature and Causes of Crime	38.46 %	43.48 %	0.00 %	0.00 %	9.89 %	6.12 %	0.00 %	0.00 %	51.65 %	50.40 %	0.00 %	0.00 %	0.211
	Offenders	41.25 %	42.78 %	0.00 %	0.00 %	7.50 %	3.50 %	0.00 %	0.00 %	51.25 %	53.72 %	0.00 %	0.00 %	0.060
	Typologies	35.71 %	42.22 %	0.00 %	0.00 %	7.14 %	3.53 %	0.00 %	0.00 %	57.14 %	54.25 %	0.00 %	0.00 %	0.165
	Victims	40.51 %	44.97 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	59.49 %	55.03 %	0.00 %	0.00 %	-1.000

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		*p*
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Ethics and Diversity		40.94 %	43.61 %	0.00 %	0.00 %	18.13 %	21.15 %	1.56 %	1.07 %	39.38 %	34.17 %	0.00 %	0.00 %	0.135
	Deontological and Teleological Ethics	35.35 %	41.84 %	0.00 %	0.00 %	8.08 %	7.54 %	0.00 %	0.00 %	56.57 %	50.61 %	0.00 %	0.00 %	0.911
	Diversity Issues in Criminal Justice	41.67 %	45.37 %	0.00 %	0.00 %	33.33 %	32.13 %	5.95 %	4.45 %	19.05 %	18.05 %	0.00 %	0.00 %	0.871
	Ethical Decision-Making and Problem Solving	40.51 %	45.19 %	0.00 %	0.00 %	8.86 %	4.45 %	0.00 %	0.00 %	50.63 %	50.37 %	0.00 %	0.00 %	0.092
	Ethics in Criminal Justice (Personal, Situation, Professional)	50.00 %	42.14 %	0.00 %	0.00 %	25.86 %	36.97 %	0.00 %	0.00 %	24.14 %	20.89 %	0.00 %	0.00 %	0.174

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		*p*
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Juvenile Justice		46.88 %	50.43 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	52.81 %	48.99 %	0.31 %	0.58 %	0.482
	Case Law	47.27 %	54.55 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	52.73 %	45.45 %	0.00 %	0.00 %	-1.000
	Corrections	49.33 %	48.44 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	50.67 %	51.56 %	0.00 %	0.00 %	-1.000
	Family Violence	43.86 %	46.57 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	54.39 %	51.44 %	1.75 %	1.99 %	0.857
	History	46.15 %	50.44 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	53.85 %	48.97 %	0.00 %	0.60 %	-1.000

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Law Adjudication		47.19 %	43.31 %	0.00 %	0.00 %	0.94 %	1.76 %	2.50 %	1.85 %	49.38 %	53.08 %	0.00 %	0.00 %	0.359
	Criminal Law	50.70 %	41.38 %	0.00 %	0.00 %	2.82 %	4.12 %	0.00 %	0.00 %	46.48 %	54.50 %	0.00 %	0.00 %	0.762
	Criminal Procedures	54.88 %	45.82 %	0.00 %	0.00 %	0.00 %	0.70 %	9.76 %	7.06 %	35.37 %	46.43 %	0.00 %	0.00 %	0.133
	Defense	47.73 %	45.22 %	0.00 %	0.00 %	1.14 %	2.08 %	0.00 %	0.00 %	51.14 %	52.70 %	0.00 %	0.00 %	0.566
	Prosecution	35.44 %	40.70 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	64.56 %	59.30 %	0.00 %	0.00 %	-1.000

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Law Enforcement		50.00 %	51.89 %	0.00 %	0.00 %	1.56 %	1.61 %	0.00 %	0.00 %	48.44 %	46.49 %	0.00 %	0.00 %	0.874
	Case Law	48.39 %	48.98 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	51.61 %	51.02 %	0.00 %	0.00 %	-1.000
	History	50.63 %	59.22 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	49.37 %	40.78 %	0.00 %	0.00 %	-1.000
	Police Organization and Subculture	50.54 %	50.63 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	49.46 %	49.37 %	0.00 %	0.00 %	-1.000
	Practice (Local, State, Federal)	50.91 %	47.91 %	0.00 %	0.00 %	9.09 %	7.85 %	0.00 %	0.00 %	40.00 %	44.24 %	0.00 %	0.00 %	0.617

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Research And Analytical Skills		42.14 %	36.35 %	2.20 %	3.14 %	6.60 %	7.11 %	5.66 %	6.92 %	43.40 %	46.49 %	0.00 %	0.00 %	0.857
	Qualitative Methods in Analyzing Criminal Justice Research	35.71 %	30.91 %	10.00 %	12.06 %	17.14 %	9.62 %	17.14 %	18.30 %	20.00 %	29.11 %	0.00 %	0.00 %	0.087
	Qualitative Methods in Conducting Criminal Justice Research	39.64 %	37.96 %	0.00 %	0.00 %	5.41 %	10.40 %	3.60 %	4.19 %	51.35 %	47.46 %	0.00 %	0.00 %	0.210
	Quantitative Methods in Analyzing Criminal Justice Research	51.09 %	42.17 %	0.00 %	0.00 %	3.26 %	5.59 %	0.00 %	0.00 %	45.65 %	52.24 %	0.00 %	0.00 %	0.497
	Quantitative Methods in Conducting Criminal Justice Research	40.00 %	32.46 %	0.00 %	0.00 %	0.00 %	0.00 %	4.44 %	5.40 %	55.56 %	62.14 %	0.00 %	0.00 %	0.911

Table 1: <mark>Outbound</mark> Sample Summary (Inactive Questions Excluded)

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Administration of Justice		1080	556	51.48 %	0	0.00 %	18	1.67 %	0	0.00 %	501	46.39 %	5	0.46 %
	Comparative Criminal Justice	203	113	55.67 %	0	0.00 %	0	0.00 %	0	0.00 %	90	44.33 %	0	0.00 %
	Contemporary Criminal Justice System	320	179	55.94 %	0	0.00 %	4	1.25 %	0	0.00 %	134	41.88 %	3	0.94 %
	Major Systems of Social Control	243	120	49.38 %	0	0.00 %	5	2.06 %	0	0.00 %	118	48.56 %	0	0.00 %
	Personnel Management	314	144	45.86 %	0	0.00 %	9	2.87 %	0	0.00 %	159	50.64 %	2	0.64 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Corrections		1079	468	43.37 %	0	0.00 %	16	1.48 %	0	0.00 %	571	52.92 %	24	2.22 %
	Carceral Facilities (Jails/Prisons)	235	103	43.83 %	0	0.00 %	0	0.00 %	0	0.00 %	132	56.17 %	0	0.00 %
	Community-based Corrections	258	88	34.11 %	0	0.00 %	0	0.00 %	0	0.00 %	162	62.79 %	8	3.10 %
	History and Correctional Philosophies	335	162	48.36 %	0	0.00 %	5	1.49 %	0	0.00 %	152	45.37 %	16	4.78 %
	Practice and Legal Environment	251	115	45.82 %	0	0.00 %	11	4.38 %	0	0.00 %	125	49.80 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Courts		1079	583	54.03 %	0	0.00 %	26	2.41 %	19	1.76 %	451	41.80 %	0	0.00 %
	Federal and State	261	137	52.49 %	0	0.00 %	0	0.00 %	9	3.45 %	115	44.06 %	0	0.00 %
	History	231	147	63.64 %	0	0.00 %	2	0.87 %	0	0.00 %	82	35.50 %	0	0.00 %
	Lower Courts	283	132	46.64 %	0	0.00 %	20	7.07 %	0	0.00 %	131	46.29 %	0	0.00 %
	US Supreme Court	304	167	54.93 %	0	0.00 %	4	1.32 %	10	3.29 %	123	40.46 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Criminological Theory		1076	442	41.08 %	0	0.00 %	49	4.55 %	0	0.00 %	585	54.37 %	0	0.00 %
	Nature and Causes of Crime	295	112	37.97 %	0	0.00 %	23	7.80 %	0	0.00 %	160	54.24 %	0	0.00 %
	Offenders	254	106	41.73 %	0	0.00 %	14	5.51 %	0	0.00 %	134	52.76 %	0	0.00 %
	Typologies	295	118	40.00 %	0	0.00 %	12	4.07 %	0	0.00 %	165	55.93 %	0	0.00 %
	Victims	232	106	45.69 %	0	0.00 %	0	0.00 %	0	0.00 %	126	54.31 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Ethics and Diversity		1080	496	45.93 %	0	0.00 %	231	21.39 %	14	1.30 %	339	31.39 %	0	0.00 %
	Deontological and Teleological Ethics	246	129	52.44 %	0	0.00 %	24	9.76 %	0	0.00 %	93	37.80 %	0	0.00 %
	Diversity Issues in Criminal Justice	251	95	37.85 %	0	0.00 %	75	29.88 %	14	5.58 %	67	26.69 %	0	0.00 %
	Ethical Decision-Making and Problem Solving	276	140	50.72 %	0	0.00 %	14	5.07 %	0	0.00 %	122	44.20 %	0	0.00 %
	Ethics in Criminal Justice (Personal, Situation, Professional)	307	132	43.00 %	0	0.00 %	118	38.44 %	0	0.00 %	57	18.57 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Juvenile Justice		1079	574	53.20 %	0	0.00 %	0	0.00 %	0	0.00 %	501	46.43 %	4	0.37 %
	Case Law	312	180	57.69 %	0	0.00 %	0	0.00 %	0	0.00 %	132	42.31 %	0	0.00 %
	Corrections	245	118	48.16 %	0	0.00 %	0	0.00 %	0	0.00 %	127	51.84 %	0	0.00 %
	Family Violence	240	133	55.42 %	0	0.00 %	0	0.00 %	0	0.00 %	104	43.33 %	3	1.25 %
	History	282	143	50.71 %	0	0.00 %	0	0.00 %	0	0.00 %	138	48.94 %	1	0.35 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Law Adjudication		1078	544	50.46 %	0	0.00 %	19	1.76 %	15	1.39 %	500	46.38 %	0	0.00 %
	Criminal Law	272	133	48.90 %	0	0.00 %	7	2.57 %	0	0.00 %	132	48.53 %	0	0.00 %
	Criminal Procedures	268	149	55.60 %	0	0.00 %	4	1.49 %	15	5.60 %	100	37.31 %	0	0.00 %
	Defense	269	130	48.33 %	0	0.00 %	8	2.97 %	0	0.00 %	131	48.70 %	0	0.00 %
	Prosecution	269	132	49.07 %	0	0.00 %	0	0.00 %	0	0.00 %	137	50.93 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Law Enforcement		1078	560	51.95 %	0	0.00 %	19	1.76 %	0	0.00 %	499	46.29 %	0	0.00 %
	Case Law	239	123	51.46 %	0	0.00 %	0	0.00 %	0	0.00 %	116	48.54 %	0	0.00 %
	History	278	153	55.04 %	0	0.00 %	0	0.00 %	0	0.00 %	125	44.96 %	0	0.00 %
	Police Organization and Subculture	345	186	53.91 %	0	0.00 %	0	0.00 %	0	0.00 %	159	46.09 %	0	0.00 %
	Practice (Local, State, Federal)	216	98	45.37 %	0	0.00 %	19	8.80 %	0	0.00 %	99	45.83 %	0	0.00 %

Topic	Subject	Num. Offered	Correct	% Correct	Calculation-based Error	% Incorrect	Concept-based Error	% Incorrect	Conclusion-based Error	% Incorrect	Fact-based Error	% Incorrect	Interpretation-based Error	% Incorrect
Research And Analytical Skills		1079	415	38.46 %	30	2.78 %	85	7.88 %	71	6.58 %	478	44.30 %	0	0.00 %
	Qualitative Methods in Analyzing Criminal Justice Research	279	79	28.32 %	30	10.75 %	34	12.19 %	47	16.85 %	89	31.90 %	0	0.00 %
	Qualitative Methods in Conducting Criminal Justice Research	327	121	37.00 %	0	0.00 %	34	10.40 %	10	3.06 %	162	49.54 %	0	0.00 %
	Quantitative Methods in Analyzing Criminal Justice Research	304	146	48.03 %	0	0.00 %	17	5.59 %	0	0.00 %	141	46.38 %	0	0.00 %
	Quantitative Methods in Conducting Criminal Justice Research	169	69	40.83 %	0	0.00 %	0	0.00 %	14	8.28 %	86	50.89 %	0	0.00 %

Table 2: Outbound Sample Compared to the Test Bank (Inactive Questions Excluded)

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Administration of Justice		556	51.48 %	25.00 %	0	0.00 %	0.00 %	18	1.67 %	2.60 %	0	0.00 %	0.00 %	501	46.39 %	71.43 %	5	0.46 %	0.97 %	0.913
	Comparative Criminal Justice	113	55.67 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	90	44.33 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Contemporary Criminal Justice System	179	55.94 %	25.00 %	0	0.00 %	0.00 %	4	1.25 %	2.27 %	0	0.00 %	0.00 %	134	41.88 %	70.45 %	3	0.94 %	2.27 %	0.922
	Major Systems of Social Control	120	49.38 %	25.00 %	0	0.00 %	0.00 %	5	2.06 %	4.41 %	0	0.00 %	0.00 %	118	48.56 %	70.59 %	0	0.00 %	0.00 %	0.602
	Personnel Management	144	45.86 %	25.00 %	0	0.00 %	0.00 %	9	2.87 %	3.26 %	0	0.00 %	0.00 %	159	50.64 %	70.65 %	2	0.64 %	1.09 %	0.942

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Corrections		468	43.37 %	25.00 %	0	0.00 %	0.00 %	16	1.48 %	2.05 %	0	0.00 %	0.00 %	571	52.92 %	69.52 %	24	2.22 %	3.42 %	0.914
	Carceral Facilities (Jails/Prisons)	103	43.83 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	132	56.17 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Community-based Corrections	88	34.11 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	162	62.79 %	72.06 %	8	3.10 %	2.94 %	0.813
	History and Correctional Philosophies	162	48.36 %	25.00 %	0	0.00 %	0.00 %	5	1.49 %	3.41 %	0	0.00 %	0.00 %	152	45.37 %	64.77 %	16	4.78 %	6.82 %	0.817
	Practice and Legal Environment	115	45.82 %	25.00 %	0	0.00 %	0.00 %	11	4.38 %	4.17 %	0	0.00 %	0.00 %	125	49.80 %	68.06 %	0	0.00 %	2.78 %	0.588

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Courts		583	54.03 %	20.00 %	0	0.00 %	0.00 %	26	2.41 %	3.33 %	19	1.76 %	2.05 %	451	41.80 %	74.62 %	0	0.00 %	0.00 %	0.474
	Federal and State	137	52.49 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	9	3.45 %	4.44 %	115	44.06 %	75.56 %	0	0.00 %	0.00 %	0.644
	History	147	63.64 %	20.00 %	0	0.00 %	0.00 %	2	0.87 %	2.50 %	0	0.00 %	0.00 %	82	35.50 %	77.50 %	0	0.00 %	0.00 %	0.782
	Lower Courts	132	46.64 %	20.00 %	0	0.00 %	0.00 %	20	7.07 %	7.62 %	0	0.00 %	0.00 %	131	46.29 %	72.38 %	0	0.00 %	0.00 %	0.399
	US Supreme Court	167	54.93 %	20.00 %	0	0.00 %	0.00 %	4	1.32 %	2.61 %	10	3.29 %	3.48 %	123	40.46 %	73.91 %	0	0.00 %	0.00 %	0.655

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Criminological Theory		442	41.08 %	20.00 %	0	0.00 %	0.00 %	49	4.55 %	4.71 %	0	0.00 %	0.00 %	585	54.37 %	75.29 %	0	0.00 %	0.00 %	0.324
	Nature and Causes of Crime	112	37.97 %	20.00 %	0	0.00 %	0.00 %	23	7.80 %	8.42 %	0	0.00 %	0.00 %	160	54.24 %	71.58 %	0	0.00 %	0.00 %	0.645
	Offenders	106	41.73 %	20.00 %	0	0.00 %	0.00 %	14	5.51 %	5.33 %	0	0.00 %	0.00 %	134	52.76 %	74.67 %	0	0.00 %	0.00 %	0.516
	Typologies	118	40.00 %	20.00 %	0	0.00 %	0.00 %	12	4.07 %	4.21 %	0	0.00 %	0.00 %	165	55.93 %	75.79 %	0	0.00 %	0.00 %	0.650
	Victims	106	45.69 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	126	54.31 %	80.00 %	0	0.00 %	0.00 %	-1.000

		Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			
Topic	Subject	Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	p
Ethics and Diversity		496	45.93 %	20.00 %	0	0.00 %	0.00 %	231	21.39 %	28.25 %	14	1.30 %	1.27 %	339	31.39 %	50.48 %	0	0.00 %	0.00 %	0.347
	Deontological and Teleological Ethics	129	52.44 %	20.00 %	0	0.00 %	0.00 %	24	9.76 %	16.00 %	0	0.00 %	0.00 %	93	37.80 %	64.00 %	0	0.00 %	0.00 %	0.936
	Diversity Issues in Criminal Justice	95	37.85 %	20.00 %	0	0.00 %	0.00 %	75	29.88 %	42.67 %	14	5.58 %	5.33 %	67	26.69 %	32.00 %	0	0.00 %	0.00 %	0.738
	Ethical Decision-Making and Problem Solving	140	50.72 %	20.00 %	0	0.00 %	0.00 %	14	5.07 %	6.25 %	0	0.00 %	0.00 %	122	44.20 %	73.75 %	0	0.00 %	0.00 %	0.577
	Ethics in Criminal Justice (Personal, Situation, Professional)	132	43.00 %	20.00 %	0	0.00 %	0.00 %	118	38.44 %	47.06 %	0	0.00 %	0.00 %	57	18.57 %	32.94 %	0	0.00 %	0.00 %	0.207

		Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			
Topic	Subject	Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	p
Juvenile Justice		574	53.20 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	501	46.43 %	74.33 %	4	0.37 %	0.67 %	0.894
	Case Law	180	57.69 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	132	42.31 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Corrections	118	48.16 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	127	51.84 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Family Violence	133	55.42 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	104	43.33 %	73.44 %	3	1.25 %	1.56 %	0.794
	History	143	50.71 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	138	48.94 %	73.68 %	1	0.35 %	1.32 %	0.513

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Law Adjudication		544	50.46 %	20.00 %	0	0.00 %	0.00 %	19	1.76 %	2.96 %	15	1.39 %	2.96 %	500	46.38 %	74.07 %	0	0.00 %	0.00 %	0.760
	Criminal Law	133	48.90 %	20.00 %	0	0.00 %	0.00 %	7	2.57 %	3.81 %	0	0.00 %	0.00 %	132	48.53 %	76.19 %	0	0.00 %	0.00 %	0.927
	Criminal Procedures	149	55.60 %	20.00 %	0	0.00 %	0.00 %	4	1.49 %	3.81 %	15	5.60 %	11.43 %	100	37.31 %	64.76 %	0	0.00 %	0.00 %	0.816
	Defense	130	48.33 %	20.00 %	0	0.00 %	0.00 %	8	2.97 %	4.00 %	0	0.00 %	0.00 %	131	48.70 %	76.00 %	0	0.00 %	0.00 %	0.813
	Prosecution	132	49.07 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	137	50.93 %	80.00 %	0	0.00 %	0.00 %	-1.000

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Law Enforcement		560	51.95 %	25.00 %	0	0.00 %	0.00 %	19	1.76 %	1.81 %	0	0.00 %	0.00 %	499	46.29 %	73.19 %	0	0.00 %	0.00 %	0.358
	Case Law	123	51.46 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	116	48.54 %	75.00 %	0	0.00 %	0.00 %	-1.000
	History	153	55.04 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	125	44.96 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Police Organization and Subculture	186	53.91 %	25.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	159	46.09 %	75.00 %	0	0.00 %	0.00 %	-1.000
	Practice (Local, State, Federal)	98	45.37 %	25.00 %	0	0.00 %	0.00 %	19	8.80 %	8.82 %	0	0.00 %	0.00 %	99	45.83 %	66.18 %	0	0.00 %	0.00 %	0.466

Topic	Subject	Correct Response			Calculation-based Error			Concept-based Error			Conclusion-based Error			Fact-based Error			Interpretation-based Error			p
		Count	% Correct	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	Count	% Incorrect	% of the Testbank	
Research And Analytical Skills		415	38.46 %	20.00 %	30	2.78 %	3.52 %	85	7.88 %	8.79 %	71	6.58 %	7.91 %	478	44.30 %	59.78 %	0	0.00 %	0.00 %	0.794
	Qualitative Methods in Analyzing Criminal Justice Research	79	28.32 %	20.00 %	30	10.75 %	13.33 %	34	12.19 %	10.00 %	47	16.85 %	20.00 %	89	31.90 %	36.67 %	0	0.00 %	0.00 %	0.790
	Qualitative Methods in Conducting Criminal Justice Research	121	37.00 %	20.00 %	0	0.00 %	0.00 %	34	10.40 %	11.85 %	10	3.06 %	5.93 %	162	49.54 %	62.22 %	0	0.00 %	0.00 %	0.625
	Quantitative Methods in Analyzing Criminal Justice Research	146	48.03 %	20.00 %	0	0.00 %	0.00 %	17	5.59 %	9.60 %	0	0.00 %	0.00 %	141	46.38 %	70.40 %	0	0.00 %	0.00 %	0.759
	Quantitative Methods in Conducting Criminal Justice Research	69	40.83 %	20.00 %	0	0.00 %	0.00 %	0	0.00 %	0.00 %	14	8.28 %	5.33 %	86	50.89 %	74.67 %	0	0.00 %	0.00 %	0.155

Table 3: Outbound Sample Compared to the Aggregate Pool (Inactive Questions Excluded)

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Administration of Justice		51.48 %	62.67 %	0.00 %	0.00 %	1.67 %	1.27 %	0.00 %	0.00 %	46.39 %	35.27 %	0.46 %	0.79 %	0.193
	Comparative Criminal Justice	55.67 %	59.02 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	44.33 %	40.98 %	0.00 %	0.00 %	-1.000
	Contemporary Criminal Justice System	55.94 %	65.13 %	0.00 %	0.00 %	1.25 %	0.88 %	0.00 %	0.00 %	41.88 %	31.76 %	0.94 %	2.22 %	0.123
	Major Systems of Social Control	49.38 %	65.71 %	0.00 %	0.00 %	2.06 %	1.51 %	0.00 %	0.00 %	48.56 %	32.78 %	0.00 %	0.00 %	0.862
	Personnel Management	45.86 %	60.49 %	0.00 %	0.00 %	2.87 %	2.31 %	0.00 %	0.00 %	50.64 %	36.69 %	0.64 %	0.51 %	0.948

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Corrections		43.37 %	56.03 %	0.00 %	0.00 %	1.48 %	1.12 %	0.00 %	0.00 %	52.92 %	40.75 %	2.22 %	2.10 %	0.634
	Carceral Facilities (Jails/Prisons)	43.83 %	52.54 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	56.17 %	47.46 %	0.00 %	0.00 %	-1.000
	Community-based Corrections	34.11 %	46.98 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	62.79 %	51.91 %	3.10 %	1.11 %	0.026
	History and Correctional Philosophies	48.36 %	63.39 %	0.00 %	0.00 %	1.49 %	0.82 %	0.00 %	0.00 %	45.37 %	30.70 %	4.78 %	5.10 %	0.199
	Practice and Legal Environment	45.82 %	56.98 %	0.00 %	0.00 %	4.38 %	3.26 %	0.00 %	0.00 %	49.80 %	39.06 %	0.00 %	0.70 %	0.871

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Courts		54.03 %	62.94 %	0.00 %	0.00 %	2.41 %	1.61 %	1.76 %	1.23 %	41.80 %	34.22 %	0.00 %	0.00 %	0.507
	Federal and State	52.49 %	61.92 %	0.00 %	0.00 %	0.00 %	0.00 %	3.45 %	2.15 %	44.06 %	35.93 %	0.00 %	0.00 %	0.450
	History	63.64 %	65.23 %	0.00 %	0.00 %	0.87 %	0.47 %	0.00 %	0.00 %	35.50 %	34.30 %	0.00 %	0.00 %	0.442
	Lower Courts	46.64 %	63.40 %	0.00 %	0.00 %	7.07 %	3.30 %	0.00 %	0.00 %	46.29 %	33.31 %	0.00 %	0.00 %	0.082
	US Supreme Court	54.93 %	61.79 %	0.00 %	0.00 %	1.32 %	2.11 %	3.29 %	2.43 %	40.46 %	33.66 %	0.00 %	0.00 %	0.394

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Criminological Theory		41.08 %	54.29 %	0.00 %	0.00 %	4.55 %	3.41 %	0.00 %	0.00 %	54.37 %	42.30 %	0.00 %	0.00 %	0.808
	Nature and Causes of Crime	37.97 %	56.31 %	0.00 %	0.00 %	7.80 %	5.69 %	0.00 %	0.00 %	54.24 %	38.00 %	0.00 %	0.00 %	0.861
	Offenders	41.73 %	53.11 %	0.00 %	0.00 %	5.51 %	3.60 %	0.00 %	0.00 %	52.76 %	43.29 %	0.00 %	0.00 %	0.433
	Typologies	40.00 %	53.15 %	0.00 %	0.00 %	4.07 %	3.33 %	0.00 %	0.00 %	55.93 %	43.52 %	0.00 %	0.00 %	0.868
	Victims	45.69 %	54.36 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	54.31 %	45.64 %	0.00 %	0.00 %	-1.000

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		*p*
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Ethics and Diversity		45.93 %	54.13 %	0.00 %	0.00 %	21.39 %	18.35 %	1.30 %	0.89 %	31.39 %	26.63 %	0.00 %	0.00 %	0.731
	Deontological and Teleological Ethics	52.44 %	53.59 %	0.00 %	0.00 %	9.76 %	7.24 %	0.00 %	0.00 %	37.80 %	39.17 %	0.00 %	0.00 %	0.157
	Diversity Issues in Criminal Justice	37.85 %	54.80 %	0.00 %	0.00 %	29.88 %	28.00 %	5.58 %	3.69 %	26.69 %	13.51 %	0.00 %	0.00 %	0.002
	Ethical Decision-Making and Problem Solving	50.72 %	57.26 %	0.00 %	0.00 %	5.07 %	3.78 %	0.00 %	0.00 %	44.20 %	38.96 %	0.00 %	0.00 %	0.565
	Ethics in Criminal Justice (Personal, Situation, Professional)	43.00 %	51.18 %	0.00 %	0.00 %	38.44 %	32.06 %	0.00 %	0.00 %	18.57 %	16.76 %	0.00 %	0.00 %	0.634

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		*p*
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Juvenile Justice		53.20 %	61.23 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	46.43 %	38.45 %	0.37 %	0.32 %	0.930
	Case Law	57.69 %	66.78 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	42.31 %	33.22 %	0.00 %	0.00 %	-1.000
	Corrections	48.16 %	56.85 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	51.84 %	43.15 %	0.00 %	0.00 %	-1.000
	Family Violence	55.42 %	58.36 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	43.33 %	40.44 %	1.25 %	1.20 %	0.960
	History	50.71 %	60.94 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	48.94 %	38.80 %	0.35 %	0.26 %	0.945

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Law Adjudication		50.46 %	58.30 %	0.00 %	0.00 %	1.76 %	1.39 %	1.39 %	1.47 %	46.38 %	38.83 %	0.00 %	0.00 %	0.666
	Criminal Law	48.90 %	58.34 %	0.00 %	0.00 %	2.57 %	3.30 %	0.00 %	0.00 %	48.53 %	38.36 %	0.00 %	0.00 %	0.218
	Criminal Procedures	55.60 %	57.54 %	0.00 %	0.00 %	1.49 %	0.32 %	5.60 %	5.70 %	37.31 %	36.44 %	0.00 %	0.00 %	0.011
	Defense	48.33 %	59.95 %	0.00 %	0.00 %	2.97 %	1.90 %	0.00 %	0.00 %	48.70 %	38.16 %	0.00 %	0.00 %	0.588
	Prosecution	49.07 %	57.39 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	50.93 %	42.61 %	0.00 %	0.00 %	-1.000

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Law Enforcement		51.95 %	63.72 %	0.00 %	0.00 %	1.76 %	1.31 %	0.00 %	0.00 %	46.29 %	34.97 %	0.00 %	0.00 %	0.945
	Case Law	51.46 %	63.19 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	48.54 %	36.81 %	0.00 %	0.00 %	-1.000
	History	55.04 %	70.64 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	44.96 %	29.36 %	0.00 %	0.00 %	-1.000
	Police Organization and Subculture	53.91 %	62.05 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %	46.09 %	37.95 %	0.00 %	0.00 %	-1.000
	Practice (Local, State, Federal)	45.37 %	58.13 %	0.00 %	0.00 %	8.80 %	6.53 %	0.00 %	0.00 %	45.83 %	35.35 %	0.00 %	0.00 %	0.882

Topic	Subject	School % Correct	Aggregate % Correct	Calculation-based Error		Concept-based Error		Conclusion-based Error		Fact-based Error		Interpretation-based Error		p
				School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	School % Incorrect	Aggregate % Incorrect	
Research And Analytical Skills		38.46 %	45.46 %	2.78 %	3.11 %	7.88 %	6.39 %	6.58 %	6.18 %	44.30 %	38.85 %	0.00 %	0.00 %	0.482
	Qualitative Methods in Analyzing Criminal Justice Research	28.32 %	40.19 %	10.75 %	11.85 %	12.19 %	8.66 %	16.85 %	16.07 %	31.90 %	23.24 %	0.00 %	0.00 %	0.147
	Qualitative Methods in Conducting Criminal Justice Research	37.00 %	47.61 %	0.00 %	0.00 %	10.40 %	9.37 %	3.06 %	3.85 %	49.54 %	39.17 %	0.00 %	0.00 %	0.323
	Quantitative Methods in Analyzing Criminal Justice Research	48.03 %	51.84 %	0.00 %	0.00 %	5.59 %	4.96 %	0.00 %	0.00 %	46.38 %	43.21 %	0.00 %	0.00 %	0.851
	Quantitative Methods in Conducting Criminal Justice Research	40.83 %	39.56 %	0.00 %	0.00 %	0.00 %	0.00 %	8.28 %	4.92 %	50.89 %	55.52 %	0.00 %	0.00 %	0.039

From Q4.2

Student Survey Results for

California State University, Sacramento

Sacramento Student Survey

Date of Report: Tuesday, April 23, 2019 5:44 PM
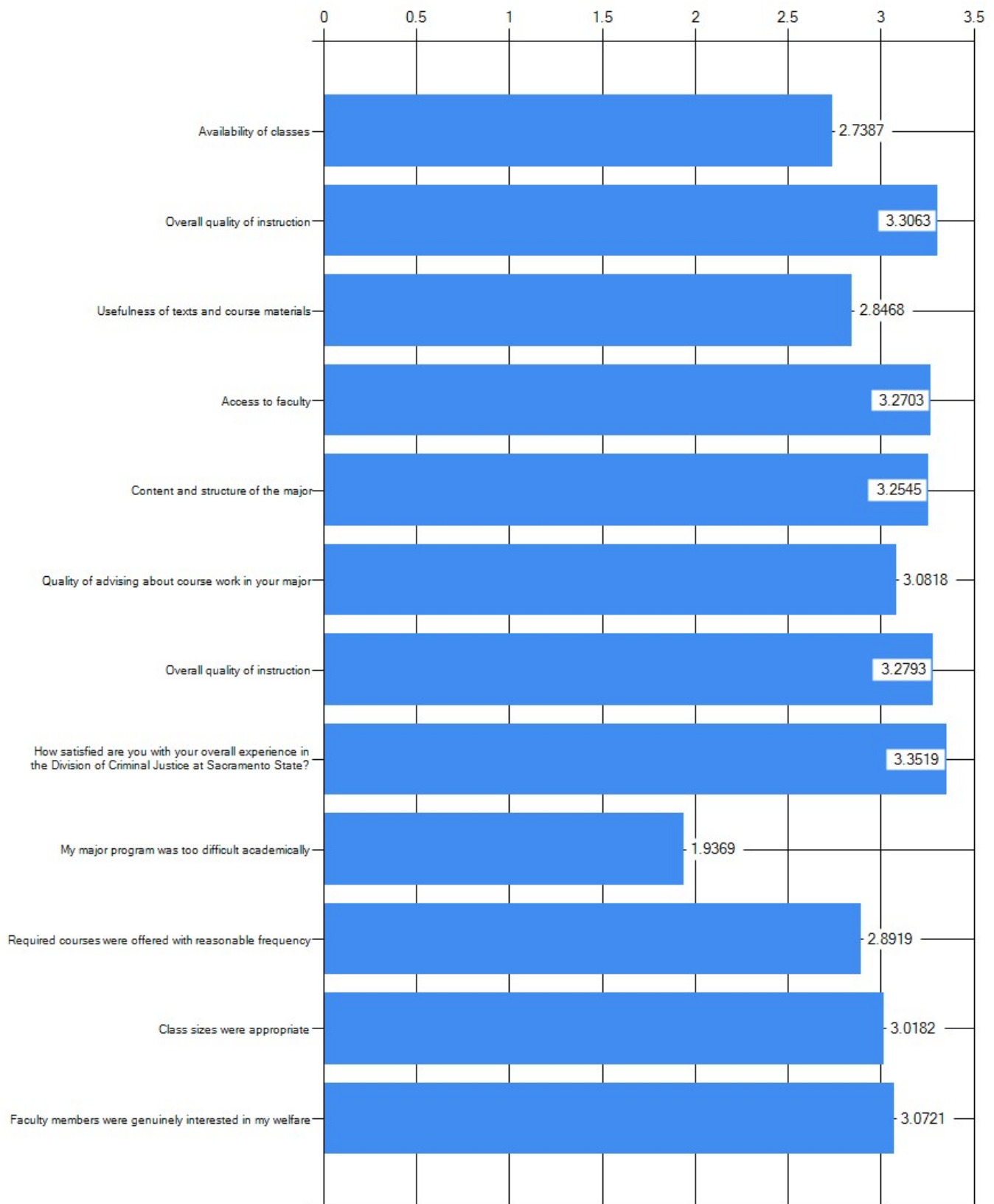
Start Date: 1/1/2019

End Date: 4/23/2019

Academic Level: Bachelors

Total Number of Respondents: 111

Section I: Respondent Demographics

Question/Answers	# of Students
What was your class standing when you entered Sacramento State?	
Freshman (First-Time)	37
Freshman (Transfer)	12
Sophomore	2
Junior	50
Senior	10
Do you consider yourself a full-time (12 or more units per semester) or a part-time student (less than 12 units per semester)?	
Full-Time	104
Part-Time	7
While attending Sacramento State, did you work mostly full-time, mostly part-time, intermittently, or did you not work at all?	
Mostly full-time	35
Mostly part-time	57
Intermittently	4
Not at all	15
How much difficulty would you say you experienced financing your study at Sacramento State?	
No difficulty	32
Some difficulty	64
A great deal of difficulty	15
Which of the following best describes your post-graduate plans?	
Job related to major	88
Job not related to major	5
Militray service	5
Vonunteer service (peace corps, community organizing, advocacy)	2
Graduate education	9
Other (please indicate in the space provided)	2
On a scale of 1 to 4 (with 1 being "not at all confident" and 4 being "very confident"), please rate how confident you are that you will find a job in your field within the first year after graduation by selecting the number that most closely corresponds to your view.	
Not at all confident	8
Somewhat confident	46
Confident	32
Very confident	23
Not applicable	2
If you plan seeking employment in criminal justice, in which area are you most interested in applying?	
Corrections	15
Local law enforcement	32
Federal law enforcement	17
Victim advocacy	6
Legal studies	9
Investigations	21
Other (please indicate in the space provided)	9

Section II: Survey Responses

Horizontal bar chart showing survey response averages on a scale from 0 to 3.5:

Survey Item	Average
Availability of classes	2.7387
Overall quality of instruction	3.3063
Usefulness of texts and course materials	2.8468
Access to faculty	3.2703
Content and structure of the major	3.2545
Quality of advising about course work in your major	3.0818
Overall quality of instruction	3.2793
How satisfied are you with your overall experience in the Division of Criminal Justice at Sacramento State?	3.3519
My major program was too difficult academically	1.9369
Required courses were offered with reasonable frequency	2.8919
Class sizes were appropriate	3.0182
Faculty members were genuinely interested in my welfare	3.0721

	0	1	2	3	4
Faculty members were genuinely interested in my academic progress				3.1364	
There were opportunities to participate in independent projects, internships, or community service				3.0545	
Course content reflected current trends in my field				3.2818	
Degree requirements were relevant to my professional goals				3.1636	
I would recommend this program to others who are interested in this field of study				3.4685	
The courses offered in the Division were challenging				2.5909	
The courses offered in the Division were stimulating				3.1727	
Gave me a sense of competence in my knowledge of criminal justice issues.				3.4393	
Provided the foundation for study at the graduate level.				3.3364	
Helped me understand current issues.				3.5405	
Helped me understand the connection between the policy making process and the criminal justice continuum.				3.2252	
Involved the integration of theoretical knowledge with practical situations.				3.211	

Helped me understand issues related to human diversity.	3.5045
Helped generate an awareness of social problems and their relationship to the crime phenomenon.	3.5926
Helped me learn how to access information from various electronic and print sources.	3.0909
Helped me to distinguish the difference between credible information and non-credible information.	3.4636
My studies in the Division of Criminal Justice developed or enhanced my critical thinking skills.	3.5273
My studies in the Division of Criminal Justice developed or enhanced my quantitative reasoning skills.	3.5182
My studies in the Division of Criminal Justice developed or enhanced my written communication skills.	3.3704
My studies in the Division of Criminal Justice developed or enhanced my oral communication skills.	3.2252
My studies in the Division of Criminal Justice developed or enhanced my leadership skills.	3.1818
How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing you for life in general?	3.4505
How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing you for a career?	3.4364
How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing you for advanced study?	3.4771

Likert-type Scale:	1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A), 4 = Strongly Agree (SA)
Likert-type Scale:	1 = Very Dissatisfied (VD), 2 = Dissatisfied (D), 3 = Satisfied (S), 4 = Very Satisfied (VS)
Likert-type Scale:	1 = Not At All (NAA), 2 = Somewhat (S), 3 = More Than I Expected (MTIE), 4 = A Great Deal (AGD), 5 = No Opinion (NO)
Likert-type Scale:	1 = Not At All Useful (NAAU), 2 = Slightly Useful (SU), 3 = Moderately Useful (MU), 4 = Very Useful (VU), 5 = No Opinion (NO)

Availability of classes

Total Results:	111		
Minimum:	1	Maximum:	4
Mean:	2.7387		

Overall quality of instruction

Total Results:	111		
Minimum:	2	Maximum:	4
Mean:	3.3063		

Usefulness of texts and course materials

Total Results:	111		
Minimum:	1	Maximum:	4
Mean:	2.8468		

Access to faculty

Total Results:	111		
Minimum:	1	Maximum:	4
Mean:	3.2703		

Content and structure of the major

Total Results:	110		
Minimum:	2	Maximum:	4
Mean:	3.2545		
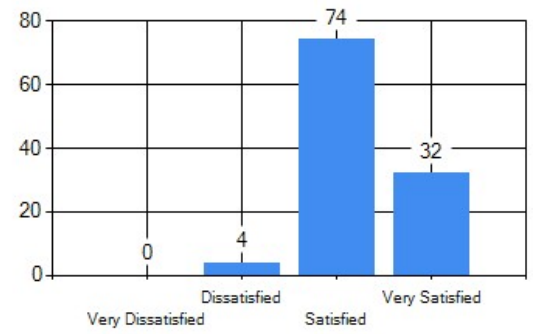
Quality of advising about course work in your major

Total Results:	110		
Minimum:	1	Maximum:	4
Mean:	3.0818		
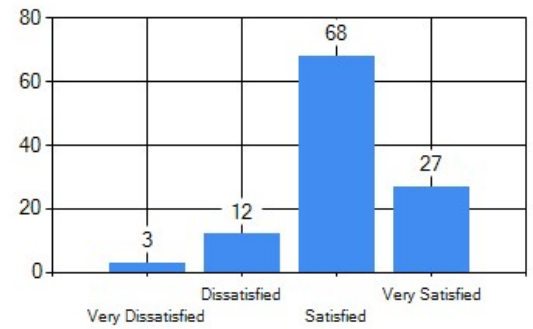
Overall quality of instruction
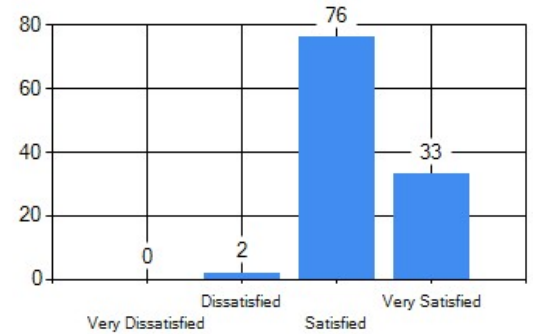
Total Results:	111		
Minimum:	2	Maximum:	4
Mean:	3.2793		

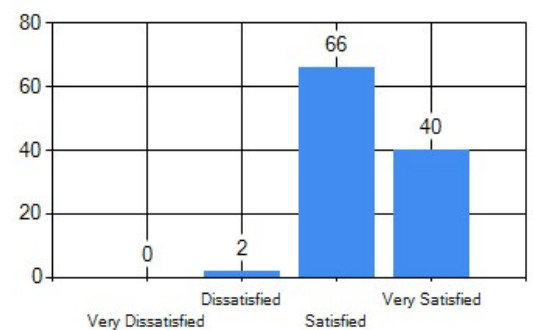### How satisfied are you with your overall experience in the Division of Criminal Justice at Sacramento State?

Total Results:	108		
Minimum:	2	Maximum:	4
Mean:	3.3519		

My major program was too difficult academically

Total Results:	111		
Minimum:	1	Maximum:	4
Mean:	1.9369		
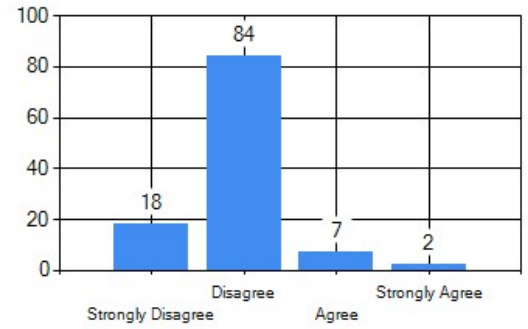
Required courses were offered with reasonable frequency

Total Results:	111		
Minimum:	1	Maximum:	4
Mean:	2.8919		
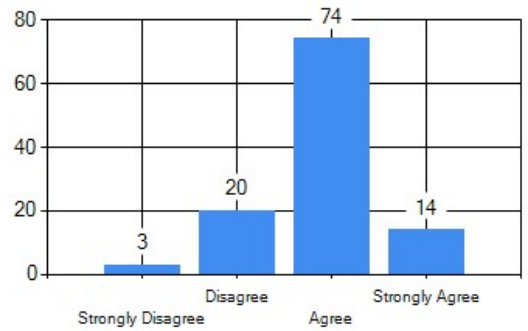
Class sizes were appropriate

Total Results:	110		
Minimum:	1	Maximum:	4
Mean:	3.0182		
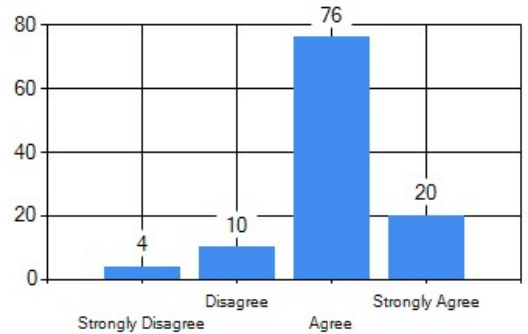
Faculty members were genuinely interested in my welfare

Total Results:	111		
Minimum:	1	Maximum:	4
Mean:	3.0721		
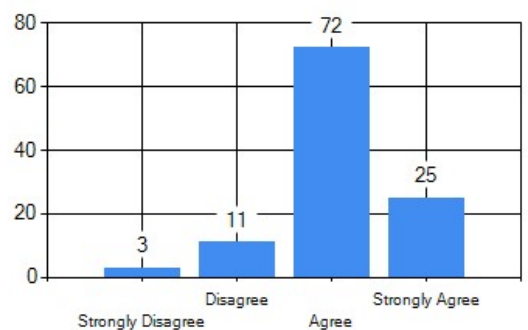
Faculty members were genuinely interested in my academic progress

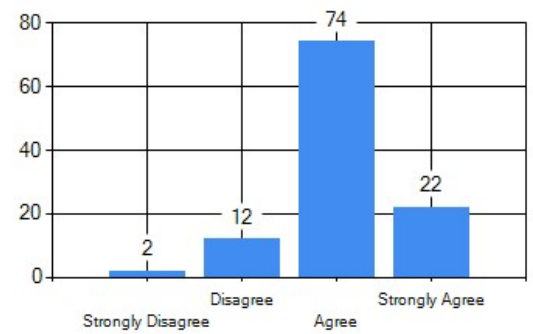| Total Results:	110		
Minimum:	1	Maximum:	4
Mean:	3.1364		
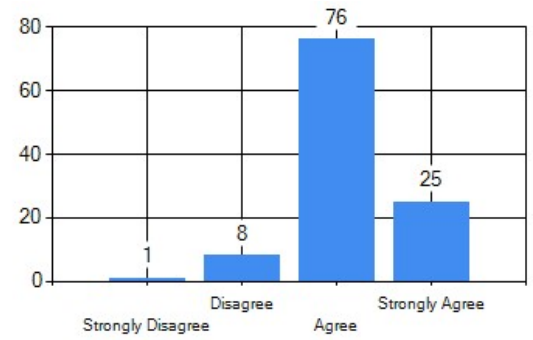
There were opportunities to participate in independent projects, internships, or community service

Total Results:	110		
Minimum:	1	Maximum:	4
Mean:	3.0545		

Course content reflected current trends in my field

Total Results:	110		
Minimum:	2	Maximum:	4
Mean:	3.2818		
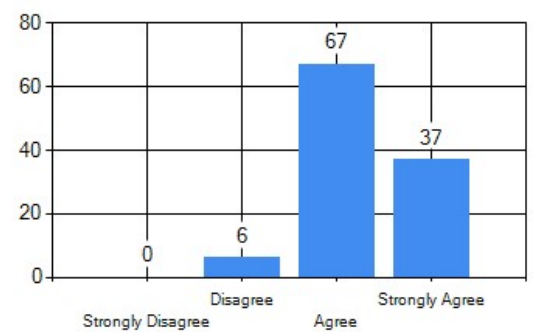
Degree requirements were relevant to my professional goals

Total Results:	110		
Minimum:	2	Maximum:	4
Mean:	3.1636		
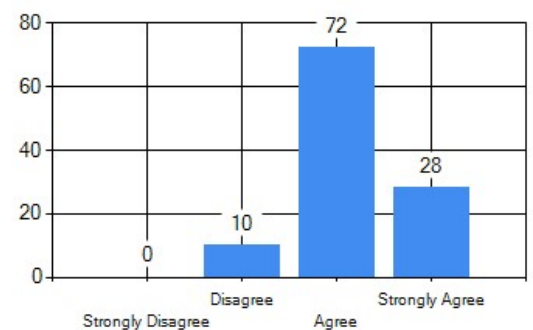
I would recommend this program to others who are interested in this field of study

Total Results:	111		
Minimum:	2	Maximum:	4
Mean:	3.4685		
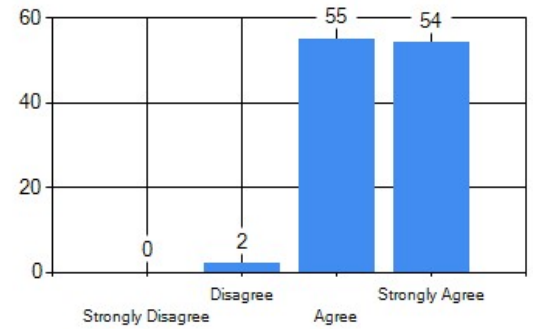
The courses offered in the Division were challenging

Total Results:	110		
Minimum:	1	Maximum:	4
Mean:	2.5909		

The courses offered in the Division were stimulating

Total Results:	110		
Minimum:	2	Maximum:	4
Mean:	3.1727		

Gave me a sense of competence in my knowledge of criminal justice issues.

Total Results:	107		
Minimum:	2	Maximum:	5
Mean:	3.4393		
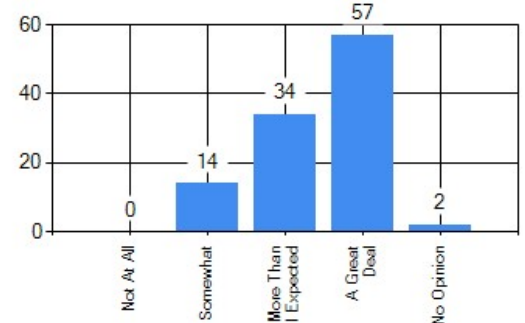
Provided the foundation for study at the graduate level.

Total Results:	110

Minimum:	1	Maximum:	5

Mean:	3.3364
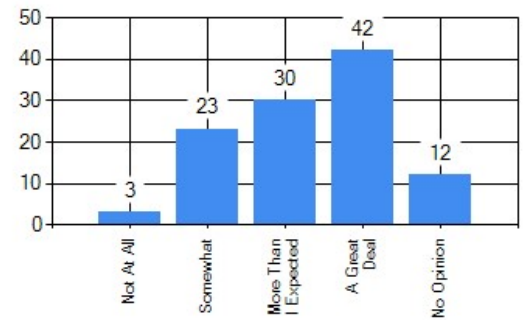
Helped me understand current issues.

Total Results:	111

Minimum:	2	Maximum:	5

Mean:	3.5405
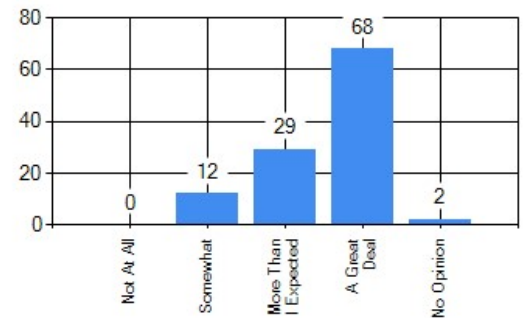
Helped me understand the connection between the policy making process and the criminal justice continuum.

Total Results:	111

Minimum:	1	Maximum:	5

Mean:	3.2252
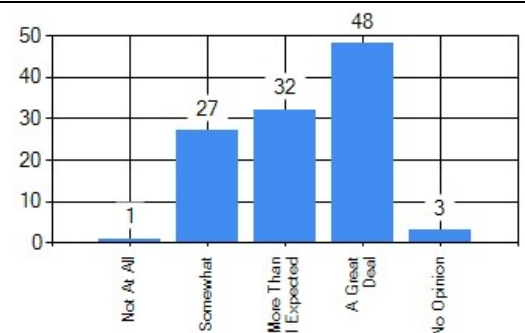
Involved the integration of theoretical knowledge with practical situations.

Total Results:	109

Minimum:	1	Maximum:	5

Mean:	3.211
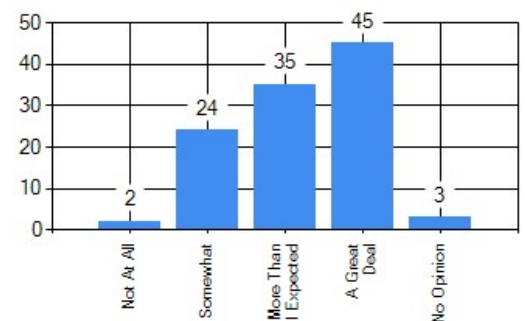
Helped me understand issues related to human diversity.

Total Results:	111		
Minimum:	1	Maximum:	4
Mean:	3.5045		
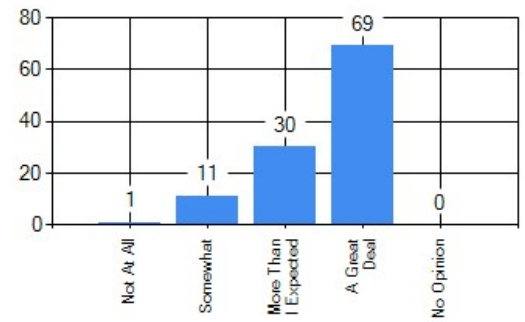
Helped generate an awareness of social problems and their relationship to the crime phenomenon.

Total Results:	108		
Minimum:	2	Maximum:	5
Mean:	3.5926		
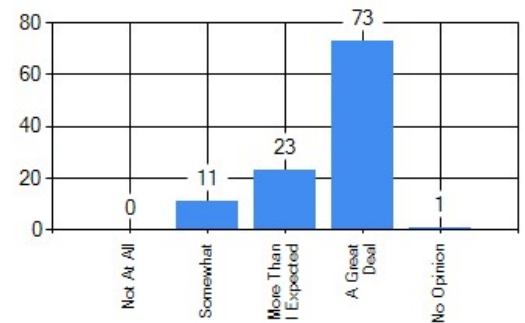
Helped me learn how to access information from various electronic and print sources.

Total Results:	110		
Minimum:	1	Maximum:	5
Mean:	3.0909		
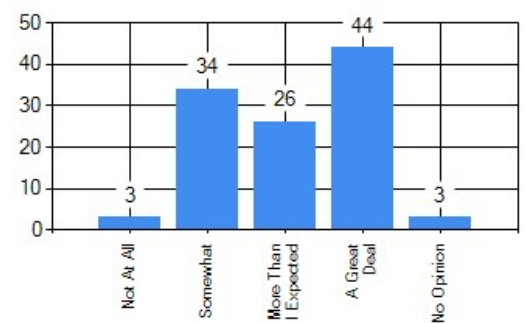
Helped me to distinguish the difference between credible information and non-credible information.

Total Results:	110		
Minimum:	1	Maximum:	5
Mean:	3.4636		
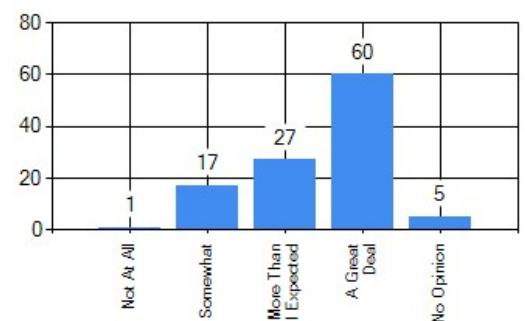
My studies in the Division of Criminal Justice developed or enhanced my critical thinking skills.	

Total Results:	110		
Minimum:	2	Maximum:	5
Mean:	3.5273		

My studies in the Division of Criminal Justice developed or enhanced my quantitative reasoning skills.	

Total Results:	110		
Minimum:	1	Maximum:	5
Mean:	3.5182		

My studies in the Division of Criminal Justice developed or enhanced my written communication skills.	

Total Results:	108		
Minimum:	1	Maximum:	5
Mean:	3.3704		

My studies in the Division of Criminal Justice developed or enhanced my oral communication skills.	

Total Results:	111		
Minimum:	1	Maximum:	5
Mean:	3.2252		

My studies in the Division of Criminal Justice developed or enhanced my leadership skills.			
Total Results:	110		
Minimum:	1	Maximum:	5
Mean:	3.1818		

How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing you for life in general?			
Total Results:	111		
Minimum:	2	Maximum:	5
Mean:	3.4505		
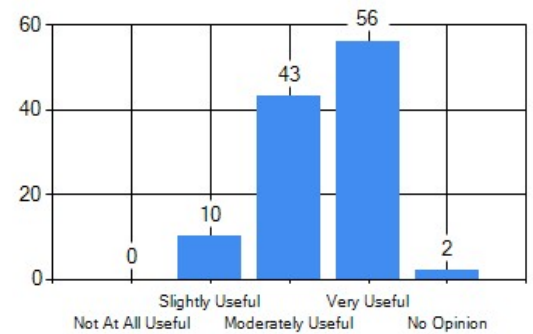
How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing you for a career?			
Total Results:	110		
Minimum:	1	Maximum:	4
Mean:	3.4364		
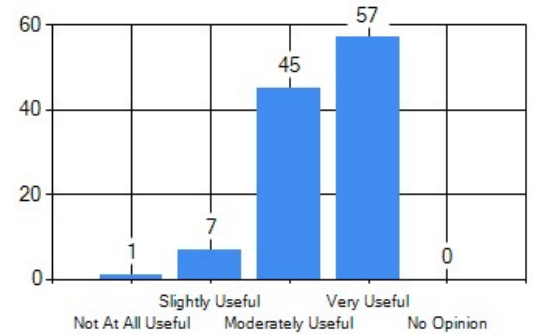
How useful has your education in the Division of Criminal Justice at Sacramento State been in preparing you for advanced study?			
Total Results:	109		
Minimum:	2	Maximum:	5
Mean:	3.4771		
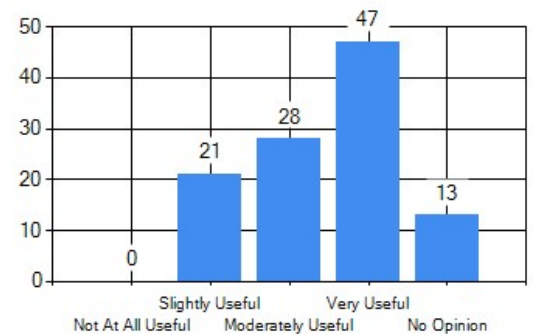
Section III: Open-Ended Questions

How many TOTAL SEMESTERS (at Sacramento State and other colleges/universities) did it take for you to complete your degree?
4
125
8
8
120
10
10 semesters. 6 at Sierra College and 4 at Sac
Three
4
I have not graduated yet
4
5
8
4
4
5
6
8
13
4
9 semesters
8
8
8
10
14
15
10
8
8
10
4
8
11
4
14
12
18
10
5
14
10
8
4
5
10
10
10
10
7
8
10
10
5

	10
	9
	5
	10
	13
	8
	8
	4
	5 semesters at Sac State, 6 semesters at American River College
	8
	8
	8
	4
	11
	4 Semesters
	8
	8
	8
	4
	10
	8
	8
	5
	120
	4
	8
	5-6
	4
	8
	4
	8
	5
	12
	9
	8
	4
	about 10
	10
	8 semesters
	8
	8
	8
	8
	10
	10
	Nine
	16
	5
	8
	13
	10
	5
	4
	121
	6
	10
	6

If you selected other, please use this box:

	N/A
	No idea
	both job related to major and graduate education
	N/A
	N/A

	na
	Probation Aide

If you selected other, please use this box:

	Victim advocacy, Legal studies, Local law enforcement, or Federal law enforcement
	N/a
	counseling/ community college adunct professor
	Department of Justice
	N/A
	Probation

		Counseling, preferably in the juvenile field.
		I am not seeking employment in criminal justice.
		Probation
		Cannabis regulations/ cannabis industry
		Sheriffs Department
		probation

If you are already employed in the criminal justice field, please indicate your job title in the space provided:

		n/a

N/a
N/A
Department of Justice - Student Assistant
N/A
CSO for the Sacramento Police Department
N/A
N/A
Internship at the Sacramento DA

	n/a
	data base audit assistant
	Office of the Inspector General-Student Assistant
	Student Assistant at the Department of Justice
	Community Service Officer - Sacramento State Police Department
	na
	N/A
	N/A
	TSA
	Staff Services Analyst
	Campus Patrol Officer
	NA
	N/A
	Hearing officer, Investigator Intern

What was your GPA at the end of the last semester?

	3.45
	3.0
	2.98
	2.5
	2.6

3.5
3.56
3.00
2.8
I don't remember
3.1
2.932
3.4
3.6
2.9
2.53
3.97
3.1
2.87
3.0
2.9
3.825
2.7
2.76
3.213
2.8
2.9
2.8
2.941
3.8
3.039
2.9
3.3
2.7
3.2
2.9
2.6
3.2
2.9
3.3
2.677
2.8
3.4
3.2
3.2
2.4
2.9
3.0
3.2
3.5
3.8
3.4
3.1
3.0
2.7
2.9
2.8
2.8
3.667
2.7
2.7
3.1

	2.9
	3.6
	4.0
	3.7
	3.1
	3.01
	3.9
	3.0
	3.2
	3.7
	2.6
	3.3
	3.823
	2.87
	3.9
	2.9
	3.3
	3.0
	2.6
	3.05
	3.58
	3.53
	3.05
	3.25
	2.7
	3.27
	3.7
	3.1
	2.9
	I still don't know my last semester GPA but for the semester I completed i have a 2.74
	3.75
	3.4
	4.0
	3.4
	3.96
	3.0
	3.33
	3.0
	3.3
	3.4
	3.2
	2.713
	3.0
	2.89
	3.2
	2.5
	2.70
	2.0

Annual Assessment Report for Criminal Justice Division, B.S. 2018/2019
May 2019

Introduction and Method

For the 2018/2019 academic year, the Criminal Justice Division voted to utilize standardized testing for content knowledge in the discipline using a longitudinal design so that we could view improvements over a period of a few years. In the past, the Criminal Justice Division reviewed a different PLO each year. We found out different things about our students – generally that they perform in the average range on a variety of different tasks. We had a difficult time using the different assessment results each year to make substantial changes to our program. By using a standardized testing procedure and by measuring the same PLO (content knowledge /information literacy) over a period of years we can work to use better learning techniques and expand what our curriculum is teaching our students. The Assessment and Program Development Committee interviewed three different standardized assessment companies (including ETS and Peregrine) and we ultimately decided to use Peregrine, as they focused on specialized criminal justice content, could provide us with a random assortment of questions they standardized for each student, and could also provide us with detailed reports that would show strengths, weaknesses, and how our students compare to students in similar national programs.

With a limited budget, we were able to assess 140 students, as the total cost took our entire budget. We did receive a discount ($42/assessment) due to having over 100 assessments, with the next price break (to $40/assessment) available with 500 or more student assessments. We chose to assess four different capstone classes (all taken by Criminal Justice seniors getting ready to graduate) and one section of research methods, which is a class taken by incoming juniors to our major. Thus, we planned to assess 110 seniors and 35 incoming juniors. The students had additions to their syllabi, including wording as to how the assessment would be graded:

You are able to take part in a special way to get extra credit in this section of CRJ 101:
During the month of February 2019, you may use the credit from taking part in our division's program evaluation to substitute a 10/10 (worth 5% of your grade) for your lowest quiz.
To earn this "perfect score" exam you would be taking a standardized Criminal Justice content exam. Your scores will be used to help guide the Division of Criminal Justice's program evaluation in our efforts to continuously improve. We ask that you try your hardest to answer the questions, so that we can have a baseline for what knowledge you have learned when you enter the Criminal Justice major. Once you are alerted of the dates of the exam, you will have one week to take the online exam. The assessment takes approximately one hour of time and can be taken in one sitting during the week.

The CRJ 190 course syllabi had similar wording, the same amount of credit awarded, and only their status (graduating seniors in the major) had different wording.

Most students in all of the classes assessed chose to take the assessment and they were given 5% course credit. After administering the assessment and getting the scores, we could see that

our students did not do as well as students from other programs. After consultation with Peregrine, they determined that the other programs gave half credit for taking the assessment, and half credit for the grade they earned on the assessment. This method of giving students credit for how well they did proved to be an important student motivator. We learned that many students did not use enough time to take the assessment (under 20 minutes was inappropriately short), so we took out students (in our aggregate reports) who answered the over 100 questions in under 20 minutes. We will modify our instructions next year to note that they get credit based on the scores they earn on the assessment. We believe that our students will do uniformly better (and more in line with other programs) when they are given a more motivating prompt.

Results of the Assessment
The following attached reports were used to report the following results:

1. Internal Analysis Report
2. External Analysis Report
3. Response Distractor Report
4. Student Survey Results

Please review the graphs and tables in each report. Here are the main results from these four reports.

A total of 140 students took the content exam. Thirty-two inbound students (Research Methods) and 108 outbound (Capstone course) students took the Peregrine Criminal Justice Content Exam. After evaluating the amount of time each student took to complete the 100 plus questions, all students who took less than 20 minutes were eliminated from the data set. The rationale is that with less than 20 minutes, the student is clearly not spending the necessary time to do their best work. After these students were removed, there remained 29 inbound and 96 outbound students.

Each student was introduced to the idea of the content exam on the first day of class as the syllabus was reviewed. During the months of February and March, each class was given a minimum of one week to access the exam. The inbound students had two attempts to complete the assessment, as over half of them did not access the assessment in time.

All scores in all content areas (see attached reports) were found to be in the average to above average range. The average range was determined as being 40-49% and the above average range was determined as being 50-59%. Our outbound students clearly outperformed our inbound students on almost all of the topics. In one topic (research and analytics) our inbound students did slightly better, possibly because they were currently in a research methods class. Mean completion times (with outliers removed) were Inbound = 45.1 minutes and Outbound = 46.3 minutes. Highest scores for Inbound students were in the content areas of Law Enforcement, Law Adjudication, Courts, and Juvenile Justice. The lowest area was Criminal Theory. For Outbound students, highest scores were in Law Enforcement, Law Adjudication,

Juvenile Justice, Ethics and Diversity, Courts, and Administration of Justice. The lowest average scores were in Research and Analytics.

There were definite trends for Outbound students to have higher scores than Inbound students. No data analysis was completed to see if there were significant differences between Inbound to Outbound (nor Outbound to outside programs) because this year a) served as a pilot year to compare future years with, b) did not use the better methodology to have students try their best, and c) the Inbound students did not have enough students to make a true comparison. When reviewing the aggregate reports, one can view a variety of strengths and weaknesses our students have in a variety of topic and subtopic areas. Both inter and intra-subject differences can be seen when reviewing the tables. It will be interesting next year to analyze our larger numbers (using both this year and next year's assessment data) to see if there are statistical differences between different topics and subtopics between inbound and outbound and between our outbound and other similar programs. The Response Distractor Report indicated that most of our students made fact-based, and occasionally concept-based errors. It is likely that our students did not know the material they missed, and they generally understood how to apply the knowledge they had.

The External Analysis Report indicates that our seniors did not score as high as graduating seniors in other programs in the United States who are also four-year public programs. Peregrine indicated that the other programs used the better methodology to obtain the higher scores. Additionally, we are piloting their program along with many other first-time programs. Next year, more programs will be added for a better comparison to more programs.

Our graduating seniors also took a survey evaluating multiple aspects of the Criminal Justice Division's traditional B.S. program. We found that our students, made up of 111 respondents, were generally satisfied or very satisfied about most parts of our program. Students were satisfied to very satisfied (please see graphs from the attachment Student Survey Results) in response to questions such as the following:

- Quality of instruction
- Access to faculty
- Content and structure of the major
- Quality of advising
- Overall quality of instruction
- Frequency of needed courses being taught
- Class sizes
- Genuinely interested faculty
- Faculty who are genuinely interested in students' academic progress
- Opportunities to participate in independent projects, internships, or community service
- Current course content
- Relevant requirements for the degree
- Challenging coursework
- A sense of competence in their knowledge of criminal justice issues

- Having a solid foundation for graduate work
- Understanding the connection between the policy-making process and the criminal justice continuum
- Can integrate theoretical knowledge with practical situations.

Students were not as satisfied with the following:
- Usefulness of texts and course materials
- Availability of classes

Conclusion

This first year of the Criminal Justice Division's traditional B.S. program longitudinal assessment went very well. A total of 125 inbound and outbound students had valid test scores on the Peregrine Criminal Justice Content Exam, and 111 outbound students took the student survey. Results include a finding that our students perform between the average and high average range on all criminal justice topics. Some material covered by the exam was not covered in coursework, while most other material was represented in our courses. Since our methodology did not pull for our students' highest scores, we will wait until the results from next year's assessment to look more statistically at strengths and weaknesses in individual topics and subtopics. We have found that our students are overall satisfied with our program, particularly the quality of the faculty and courses provided. We are less successful at satisfying our students' needs for low cost and high value course materials and having enough course sections and variety to fulfill our students' needs. We will work to "close the loop" this year by working with our Chair and the Curriculum committee to make sure that students' needs are represented with the courses offered next academic year. We will also review low cost and high value materials with our faculty, possibly inviting speakers with good information to a faculty meeting.

Table 2.5 *Division of Criminal Justice Curriculum Map*

Core Criminal Justice Courses/ Baccalaureate & Program Learning Goals	Intellectual & Practical Skills (BLG 3)		Personal & Social Responsibility (BLG 4)		Integrative Learning (BLG 5)
	Critical Thinking/ Problem Solving	Written Communication	Ethical Reasoning	Lifelong Learning	Integrative & Applied Learning
CRJ 1: Intro to CJ & Society	+	+	+	+	
CRJ 2: Law of Crimes	+	+	+	+	
CRJ 4: General Investigation Techniques	+	+	+	+	
CRJ 5: Communities & the CJS	+	+	+	+	
CRJ 100: Research Methods	++	++	++	++	+
CRJ 102: Crime & Punishment	++	++	++	++	+
CRJ 121: Structure & Function of U.S. Courts	++	++	++	++	++
CRJ 123: Law of Arrest, Search & Seizure	++	++	++	++	++
CRJ 130: Fundamentals of Corrections	++	++	++	++	++
CRJ 141: Police & Society	++	++	++	++	++
CRJ 160: Justice & Public Safety Admin.	++	++	++	++	++
CRJ 190: Contemporary Issues in CJ	+++	+++	+++	+++	+++
CRJ 200 series = Beginning Graduate Courses	+++	+++	+++	+++	+++
CRJ 500 series = Advanced Graduate Courses	++++	++++	++++	++++	++++

Academic year	What measured	How measured	Results
2012-13	Critical Thinking	Written response to policy scenario w/data ("3 strikes") (Rubric = Adaption of Critical Thinking VALUE Rubric)	Average (2.65 out of 4)
2013-14	Ethical Reasoning	Written responses to ethical dilemma essays (Modified version of Ethical Reasoning VALUE rubric)	"students score well against ethical reasoning rubric"
2014-15	Ethical Reasoning	Written responses to ethical dilemma essays (Modified version of ER VALUE rubric)	Average (2.3 out of 4)
2015-16	Communication • Written	Written argument (marijuana laws) (CJ Critical Argument Rubric)	~68% 2 or > (out of 4)
	Communication • Verbal	Individual interviews (VALUE rubric)	100% scored 2 or > 75% 3 or > (out of 4)
2016-17	Efficiency & Long-Term	Range of program data (e.g., grad rates, advising, etc.)	Satisfactory, but indicators not clearly defined
2017-18	Integration & Application	Ability to apply elements of argument to professional talks via online survey (Adaption of CJ's "Critical Argument" rubric + Integral Justice model); design of next long-term plan	Data analysis still in progress

Table 2.7: Summary of Undergraduate Program Annual Assessments Studies & Results
(AY 2012-13 through 2017-18)

Welcome to Peregrine:

U.S. On-boarding Packet for Client Schools

Version August 2018

Peregrine Academic Services
640 North Highway 14-16
PO Box 741
Gillette WY 82717
USA
+1 307 685-1555
www.PeregrineAcademics.com

ON-BOARDING PACKET TABLE OF CONTENTS

SCHOOL ADMINISTRATIVE DATA

School Name and Complete Mailing Address:

Primary Contact(s) Including Name, E-mail Address and Phone Number:

How do you intend to purchase the services? ___ Invoice   ___ Student Purchase ___ Bookstore

If Invoiced or Bookstore purchase, Accounts Payable Contact Name, E-mail and Phone Number:

Accounts Payable Preferences:
Organization will provide Peregrine Academic Services a Purchase Order at the time of purchase?
_____ Yes   _____ No

Organization requires purchase order number on the invoice? _____ Yes   _____ No

Additional Information Required for Payment of Invoice

Agreement
1. **All invoices are to be paid 30 days from the date of the invoice**
2. **All sales are final. No refunds and/or returns are permitted.**

   This is not a contract, rather it is an agreement to pay for services as specified in items 1 and 2 above.

Signatures

School Representative Signature	
Name and Title	
Date	
Peregrine Representative Signature	
Name and Title	
Date	

PRICING GUIDELINES

Please use the table to consider the price per exam. We realize that your exact numbers will vary. Therefore, we use a 2-year average when considering the price per exam.

Estimated # of Exams Annually: _____

PRICING GUIDE FOR *ALL* ASSESSMENTS

SERVICES PER YEAR	PRICE PER EXAM	
	BA/BS/GRAD	AA/AS
1-100	$45	$23
101-500	$40	$20
501+	$36	$18

Please indicate the approximate number of exams you anticipate for an academic year by month. We like to understand your service requirements so that we can best plan our support to you and your students. We recognize that these numbers are estimates only and will be used for planning purposes only.

No.	Month	No.	Month	No.	Month	No.	Month	No.	Month	No.	Month
	Jan		Feb		Mar		Apr		May		Jun
	Jul		Aug		Sep		Oct		Nov		Dec

What is your estimated start date for the first use of our services? _____ (month/year)

Would you like to add a student survey to the assessment? _____YES _____NO. *If Yes, you will be sent our survey template for review and customization.*

Will you be proctoring the exam within a classroom setting for a group of students? _____ YES _____ NO
If yes, please let us know the external IP address/range of your server domain so that we can whitelist them for security reasons:_____

Would you like your students to access the service(s) through a microsite URL or through your school's LMS system (LTI Integration)? _____ Microsite _____ LTI Integration _____ Combination of both

What LMS do you currently use? _____

Would you like raw exam scores to automatically post to your gradebook? _____ YES _____ NO

AGGREGATE POOL ASSIGNMENTS BASED ON INSTITUTIONAL DEMOGRAPHICS

The following information will be used to aggregate your student exam data into the various categories used for academic benchmarking. You can see all categories in the comparison reports. Please indicate the descriptions of your academic degree programs by indicating with check marks all that apply to your college/university.

Ownership

___ Publicly Owned (Government)

___ Large Privately Owned (>20,000 students)

___ Privately Owned (If Privately Owned: _____ For Profit _____ Not-for-Profit)

Affiliations

___ HBCU School

___ Faith-based

___ Military-centric

___ Other. Please specify: _____

Accreditation

Many schools are affiliated with an accrediting body, or are a member of a professional organization, please indicate any of these accreditation/certification/memberships that apply to your program. Check all that apply.

Accreditation Program:

_____ ACBSP, Region _____	_____ IACBE, Region _____	_____ AACSB
_____ CAEP (ECE)	_____ NAEYC (ECE)	_____ NASPAA (PUB)

Program Accreditation Status: _____ Member/Initial Application

_____ Candidate for Accreditation

_____ Accredited

Other Program and/or Institutional Accreditation: _____

AUPHA (HCA)	_____ Member	_____ Certified
CAHME (HCA)	_____ Member	_____ Accredited
CJS (CJ)	_____ Member	

Regional Accreditation:

_____ Accrediting Commission for Community and Junior Colleges (ACCJC)

_____ Higher Learning Commission (HLC)

_____ Middle States Commission on Higher Education (MSCHE)

_____ New England Association of Schools and Colleges, Inc. (NEASC)

_____ Northwest Commission on Colleges and Universities (NWCCU)

_____ Southern Association of Colleges and Schools (SACS)

_____ Western Association of Schools and Colleges (WASC)

CLIENT ADMIN SITE SET-UP

Client Admin rights allows you to access the full range of reporting and individual student results. There are no additional charges or fees for Client Admin access. With Client Admin access, you can:

- ✓ View all student registrations for your college/university.
- ✓ Download individual results from exams and educational services by student (Excel files) and then use these data with SPSS and other software for additional analyses.
- ✓ Generate Summary and Comparative Reports.

Please provide the following information for each person you wish to have Client Admin access. Once we receive this information, we will set people up and they will then receive their log-in information from Receipt@PeregrineAcademics.com.

Please provide the following information for each person you wish to have Client Admin access.

_____ Name   _____
E-Mail

_____ Name   _____
E-Mail

_____ Name   _____
E-Mail

LOGO USAGE

PAS provides each school with their own micro-site page where students can register for their exams/courses. To make the micro-site page specific to your school, we would like to ask permission to use your school logo. If you agree to this, please provide us with a logo that is no larger than 200 x 200 pixels in a .png or .jif format. Please see below for an example of how your logo will be placed on your micro-site page.

If it is necessary, do you give us permission to resize your logo to make it fit in the available size:

_____ YES   _____ NO

Business Administration (BUS) Program Exam Registration

Please create one exam per column.

	Business Administration Exam	Business Administration Exam
Course Name		
Course Number		
Exam Type	Choose an item.	Choose an item.
Degree Level	Choose an item.	Choose an item.
Program Modality	Choose an item.	Choose an item.
Program Type	NOTE: If you select "OTHER" from the degree program drop down lists, please indicate specific degree type in the cohort box.	
Associate	Choose an item.	Choose an item.
Bachelor's	Choose an item.	Choose an item.
Master's	Choose an item.	Choose an item.
Doctoral	Choose an item.	Choose an item.
**Completion Cert.	Choose an item.	Choose an item.
Student Survey	Choose an item.	Choose an item.
	Please select topics for each exam.	
1	Accounting	Accounting
2	Business Communications	Business Communications
3	Business Ethics	Business Ethics
4	Business Finance	Business Finance
5	Business Integration & Strategic Management	Business Integration & Strategic Management
6	Business Leadership	Business Leadership
7	Economics (Macro & Micro)	Economics (Macro & Micro)
8	Global Dimensions of Business	Global Dimensions of Business
9	Informational Management Systems	Informational Management Systems
10	Legal Environment of Business	Legal Environment of Business
11	Management (Operations, HRM, & Org. Behavior)	Management (Operations, HRM, & Org. Behavior)
12	Marketing	Marketing
13	Quantitative Research Techniques/Statistics	Quantitative Research Techniques/Statistics

To review a complete list of Topics/Subjects and example questions for the Business Exam please click on the following link: BUS Exam Topics/Subjects List

Cohorts? We can track exam results by student cohort. Examples of student cohorts include campus location, concentration, major/minor, or specialization. If you wish to include cohorts, please use the space below to list each item you wish to track.

**We recommend giving a completion certificate without student scores for Inbound and Midpoint assessments. For the Outbound assessments, we recommend showing the students their scores on the certificates.

BUSINESS ADVANCED/SUPPLEMENTAL TOPICS

If interested, select from the following Advanced/Supplemental Topics you want to include on your assessment.

ADVANCED MARKETING TOPICS
_____ Advanced Marketing I
_____ Advanced Marketing II

To review a complete list of subjects and example questions for these advanced topics please click the following:
Advanced Marketing Topics

ADVANCED HUMAN RESOURCE MANAGEMENT (HRM) TOPICS
_____ Advanced Human Resource Management I
_____ Advanced Human Resource Management II
_____ Advanced Human Resource Management III
_____ Advanced Human Resource Management IV
_____ Advanced Human Resource Management V

To review a complete list of subjects and example questions for these advanced topics please click the following:
Advanced Human Resource Management (HRM) Topics

HOMELAND SECURITY SUPPLEMENTAL TOPIC
_____ Homeland Security Supplemental Topic

To review a complete list of subjects and example questions for the supplemental topics please click the following:
Homeland Security Topics

SPORTS MANAGEMENT SUPPLEMENTAL TOPIC
_____ Sports Management Supplemental Topic

To review a complete list of subjects and example questions for the supplemental topics please click the following:
Sports Management Supplemental Topic

REAL ESTATE SUPPLEMENTAL TOPIC
_____ Real Estate Supplemental Topic

Accounting and Finance (ACFN) Program Exam Registration
Please create one exam per column.

	Accounting and Finance Program Exam	Accounting and Finance Program Exam
Course Name		
Course Number		
Exam Type	Choose an item.	Choose an item.
Degree Level	Choose an item.	Choose an item.
Program Modality	Choose an item.	Choose an item.
Program Type	NOTE: If you select "OTHER" from the degree program drop down lists, please indicate specific degree type in the cohort box.	
Associate	Choose an item.	Choose an item.
Bachelor's	Choose an item.	Choose an item.
Master's	Choose an item.	Choose an item.
**Completion Cert.	Choose an item.	Choose an item.
Student Survey	Choose an item.	Choose an item.
Please select topics for each exam.		
1	Accounting	Accounting
2	Business Communications	Business Communications
3	Business Ethics in Accounting	Business Ethics in Accounting
4	Business Finance	Business Finance
5	Business Policies, Integration, & Strategic Management	Business Policies, Integration, & Strategic Management
6	Economics	Economics
7	Global Dimensions of Business Accounting	Global Dimensions of Business Accounting
8	Information Systems	Information Systems
9	Leadership in Accounting	Leadership in Accounting
10	Legal Environment of Business	Legal Environment of Business
11	Management	Management
12	Marketing	Marketing
13	Quantitative Research Techniques, Statistics, & Research Analysis	Quantitative Research Techniques, Statistics, & Research Analysis

To review a complete list of Topics/Subjects and example questions for the Accounting Exam please click on the following link: Accounting and Finance Exam Topics/Subjects List

Cohorts? We can track exam results by student cohort. Examples of student cohorts include campus location, concentration, major/minor, or specialization. If you wish to include cohorts, please use the space below to list each item you wish to track.

**We recommend giving a completion certificate without student scores for Inbound and Midpoint assessments. For the Outbound assessments, we recommend showing the students their scores on the certificates.

ACCOUNTING SUPPLEMENTAL TOPICS

If interested, select from the following Supplemental Topics you want to include on your assessment.

1. ____ Accounting and the Business Environment
2. ____ Activity-Based Costing and Other Cost Management Tools
3. ____ Auditing
4. ____ Capital Budgeting Cash Flows
5. ____ Capital Budgeting Techniques
6. ____ Capital Investment Decisions and the Time Value of Money
7. ____ Cash Flow and Financial Planning
8. ____ Completing the Accounting Cycle
9. ____ Corporations: Effects on Retained Earnings and the Income Statement
10. ____ Corporations: Paid-in Capital and the Balance Sheet
11. ____ Cost Accounting
12. ____ Cost-Volume-Profit Analysis
13. ____ Current Liabilities and Payroll
14. ____ Current Liabilities Management
15. ____ Financial Market Environment
16. ____ Financial Statement Analysis
17. ____ Financial Statements and Ratio Analysis
18. ____ Flexible Budgets and Standard Costs
19. ____ Governmental and Nonprofit Accounting
20. ____ Hybrid and Derivative Securities
21. ____ Interest Rates and Bond Valuation
22. ____ Internal Control and Cash
23. ____ International Managerial Finance
24. ____ Job Order and Process Costing
25. ____ Leverage and Capital Structure
26. ____ Long-Term Liabilities, Bonds Payable, and Classification of Liabilities on the Balance Sheet
27. ____ Merchandising Inventory
28. ____ Merchandising Operations
29. ____ Mergers, LBOs, Divestitures, and Business Failure
30. ____ Overview of Management Accounting
31. ____ Payout Policy
32. ____ Performance Evaluation and the Balanced Scorecard
33. ____ Plant Assets and Intangibles
34. ____ Receivables
35. ____ Recording Business Transactions
36. ____ Risk and Refinements in Capital Budgeting
37. ____ Risk and Return
38. ____ Roles of Managerial Finance
39. ____ Short-Term Business Decisions
40. ____ Stock Valuation
41. ____ Taxation: Corporations
42. ____ Taxation: Individuals
43. ____ The Adjusting Process
44. ____ The Cost of Capital
45. ____ The Master Budget and Responsibility Accounting
46. ____ The Statement of Cash Flows
47. ____ Time Value of Money
48. ____ Working Capital and Current Assets Management

To review a complete list of the Supplemental Topics and example questions please click on the follow link: **Accounting and Finance Supplemental Topics List**

Criminal Justice (CJ) Program Exam Registration
Please create one exam per column.

	Criminal Justice Program Exam	Criminal Justice Program Exam
Course Name		
Course Number		
Exam Type	Choose an item.	Choose an item.
Degree Level	Choose an item.	Choose an item.
Program Modality	Choose an item.	Choose an item.
Program Type	NOTE: If you select "OTHER" from the degree program drop down lists, please indicate specific degree type in the cohort box.	
Associate	Choose an item.	Choose an item.
Bachelor's	Choose an item.	Choose an item.
Master's	Choose an item.	Choose an item.
**Completion Cert.	Choose an item.	Choose an item.
Student Survey	Choose an item.	Choose an item.
	Please select topics for each exam.	
1	Administration of Justice	Administration of Justice
2	Corrections	Corrections
3	Courts	Courts
4	Criminological Theory	Criminological Theory
5	Ethics and Diversity	Ethics and Diversity
6	Homeland Security	Homeland Security
7	Juvenile Justice	Juvenile Justice
8	Law Adjudication	Law Adjudication
9	Law Enforcement	Law Enforcement
10	Research and Analytical Skills	Research and Analytical Skills

To review a complete list of Topics/Subjects and example questions for the Criminal Justice Exam please click on the following link: Criminal Justice Exam Topics/Subjects List

Cohorts? We can track exam results by student cohort. Examples of student cohorts include campus location, concentration, major/minor, or specialization. If you wish to include cohorts, please use the space below to list each item you wish to track.

**We recommend giving a completion certificate without student scores for Inbound and Midpoint assessments. For the Outbound assessments, we recommend showing the students their scores on the certificates.

Early Childhood Education (ECE) Program Exam Registration
Please create one exam per column.

	Early Childhood Education Program Exam	Early Childhood Education Program Exam
Course Name		
Course Number		
Exam Type	Choose an item.	Choose an item.
Degree Level	Choose an item.	Choose an item.
Program Modality	Choose an item.	Choose an item.
Program Type	NOTE: If you select "OTHER" from the degree program drop down lists, please indicate specific degree type in the cohort box.	
Associate	Choose an item.	Choose an item.
Bachelor's	Choose an item.	Choose an item.
Master's	Choose an item.	Choose an item.
**Completion Cert.	Choose an item.	Choose an item.
Student Survey	Choose an item.	Choose an item.
	Please select topics for each exam.	
1	Application of Content	Application of Content
2	Assessment	Assessment
3	Content Knowledge	Content Knowledge
4	Instructional Strategies	Instructional Strategies
5	Leadership and Collaboration	Leadership and Collaboration
6	Learner Development	Learner Development
7	Learning Differences	Learning Differences
8	Learning Environments	Learning Environments
9	Planning for Instruction	Planning for Instruction
10	Professional Learning and Ethical Practice	Professional Learning and Ethical Practice

To review a complete list of Topics/Subjects and example questions for the Early Childhood Education Exam please click on the following link: ECE Exam Topics/Subjects List

Cohorts? We can track exam results by student cohort. Examples of student cohorts include campus location, concentration, major/minor, or specialization. If you wish to include cohorts, please use the space below to list each item you wish to track.

**We recommend giving a completion certificate without student scores for Inbound and Midpoint assessments. For the Outbound assessments, we recommend showing the students their scores on the certificates.

General Education (GEN ED) Program Exam Registration
Please use this form to create one exam.

	General Education Program Exam	
Course Name		
Course Number		
Exam Type	Choose an item.	
Degree Level	Choose an item.	
Program Modality	Choose an item.	
Program Type	NOTE: If you select "OTHER" from the degree program drop down lists, please indicate specific degree type in the cohort box.	
Associate	Choose an item.	
Bachelor's	Choose an item.	
**Completion Cert.	Choose an item.	
Student Survey	Choose an item.	

		==*Please select topics for each exam.*==			
	1		American Literature/World Literature	17		Logic/Critical Thinking
	2		Applied Calculus/Business Calculus	18		Mathematics/Applied Mathematics
	3		Art/Music Appreciation	19		Microbiology
	4		Biology/Microbiology	20		Political Science
	5		Chemistry	21		Pop Culture, Film, and Media
	6		College Algebra	22		Science in Society
	7		Computer Science	23		Scientific Process
	8		Cultural Anthropology/Sociology	24		Speech
	9		Earth Science	25		Statistical Concepts
	10		Economics	26		Technology Systems
	11		English/English Composition	27		US Federal/American Government
	12		Environmental Science	28		US History
	13		Ethics	29		World Civilization
	14		General Psychology	30		World History/Civilizations
	15		General Software Applications	31		World Religions/World Cultures
	16		Interpersonal Communications			

To review a complete list of Domains/Topics/Subjects and example questions for the General Education Exam please click on the following link: GEN ED Exam Domains/Topics/Subjects

Cohorts? We can track exam results by student cohort. Examples of student cohorts include campus location, concentration, major/minor, or specialization. If you wish to include cohorts, please use the space below to list each item you wish to track.

Healthcare Administration (HCA) Program Exam Registration
Please create one exam per column.

	Healthcare Administration Program Exam	Healthcare Administration Program Exam
Course Name		
Course Number		
Exam Type	Choose an item.	Choose an item.
Degree Level	Choose an item.	Choose an item.
Program Modality	Choose an item.	Choose an item.
Program Type	NOTE: If you select "OTHER" from the degree program drop down lists, please indicate specific degree type in the cohort box.	
Associate	Choose an item.	Choose an item.
Bachelor's	Choose an item.	Choose an item.
Master's	Choose an item.	Choose an item.
**Completion Cert.	Choose an item.	Choose an item.
Student Survey	Choose an item.	Choose an item.

Please select topics for each exam.

1	Communicating Vision	13	Organizational Climate and Culture	Communicating Vision		Organizational Climate and Culture
2	Communication Skills	14	Organizational Dynamics and Governance	Communication Skills		Organizational Dynamics and Governance
3	Contributions to the Community and Profession	15	Personal and Professional Accountability	Contributions to the Community and Profession		Personal and Professional Accountability
4	Facilitation and Negotiation	16	Professional Development and Lifelong Learning	Facilitation and Negotiation		Professional Development and Lifelong Learning
5	Financial Management	17	Quality Improvement	Financial Management		Quality Improvement
6	General Management	18	Relationship Management	General Management		Relationship Management
7	Health Care Personnel	19	Risk Management	Health Care Personnel		Risk Management
8	Healthcare Systems and Organizations	20	The Community and the Environment	Healthcare Systems and Organizations		The Community and the Environment
9	Human Resource Management	21	The Patient's Perspective	Human Resource Management		The Patient's Perspective
10	Information Management	22	The Legal Environment of Healthcare Administration	Information Management		The Legal Environment of Healthcare Administration
11	Leadership Skills & Behavior	23	Strategic Planning and Marketing	Leadership Skills & Behavior		Strategic Planning and Marketing
12	Managing Change			Managing Change		

To review a complete list of Domains/Topics/Subjects and example questions for the Healthcare Administration Exam please click on the following link: HCA Exam Domains/Topics/Subjects

Cohorts? We can track exam results by student cohort. Examples of student cohorts include campus location, concentration, major/minor, or specialization. If you wish to include cohorts, please use the space below to list each item you wish to track.

Public Administration (PUB) Program Exam Registration
Please create one exam per column.

	Public Administration Program Exam	**Public Administration Program Exam**
Course Name		
Course Number		
Exam Type	Choose an item.	Choose an item.
Degree Level	Choose an item.	Choose an item.
Program Modality	Choose an item.	Choose an item.
Program Type	NOTE: If you select "OTHER" from the degree program drop down lists, please indicate specific degree type in the cohort box.	
Associate	Choose an item.	Choose an item.
Bachelor's	Choose an item.	Choose an item.
Master's	Choose an item.	Choose an item.
Completion Cert.	Choose an item.	Choose an item.
Student Survey	Choose an item.	Choose an item.
	Please select topics for each exam.	
1	Administrative Law	Administrative Law
2	Budgets and Public Finance	Budgets and Public Finance
3	Ethics and Social Responsibility	Ethics and Social Responsibility
4	Intergovernmental Relations	Intergovernmental Relations
5	Leadership in Public Administration	Leadership in Public Administration
6	Macroeconomics	Macroeconomics
7	Public Administration Management	Public Administration Management
8	Public Administration Principles and Foundations	Public Administration Principles and Foundations
9	Public Program Evaluation and Policy Analysis	Public Program Evaluation and Policy Analysis
10	Research Methods and Statistics in Public Administration	Research Methods and Statistics in Public Administration
11	Urban and Community Management and Planning	Urban and Community Management and Planning

To review a complete list of Topics/Subjects and example questions for the Public Administration Exam please click on the following link: PUB Exam Topics/Subjects

Cohorts? We can track exam results by student cohort. Examples of student cohorts include campus location, concentration, major/minor, or specialization. If you wish to include cohorts, please use the space below to list each item you wish to track.

PUBLIC ADMINISTRATION SUPPLEMENTAL TOPICS: _____ Homeland Security

To review a complete list of the Supplemental Topics/Subjects and example questions please click on the follow link:
Homeland Security Supplemental Topic

ACADEMIC LEVELING COURSE (ALC) MODULES

SERVICE PRICING

Academic Leveling Course service pricing is based on annual service requirements and includes complete access to all individual results, summative reports, and analytics.

PRICING GUIDE	
SERVICES PER YEAR	**PRICE PER COURSE**
1-100	$49
101-500	$44
501+	$39

PER COURSE	**8-15 COURSE PACKAGE:**
$49 per course, for up to 7 courses	$375

Academic Degree Level:

_____ Undergraduate Level ALC modules

_____ Graduate Level ALC modules

How do you want to list the ALC modules?

_____ Bundle

_____ List Individually

_____ Bundle & List Individually

	Please check below the module(s) to be included in the package or listed individually on the microsite.
1	Foundations of Accounting
2	Foundations of Business Ethics
3	Foundations of Finance
4	Foundations of Business Leadership
5	Foundations of the Global Dimensions of Business
6	Foundations of Human Resource Management
7	Foundations of Information Technology Management
8	Foundations of Macroeconomics
9	Foundations of Microeconomics
10	Foundations of Marketing
11	Foundations of Operations Management
12	Foundations of Organizational Behavior
13	Foundations of Quantitative Analysis and Business Statistics
14	Foundations of Strategic Management and Business Integration
15	Foundations of The Legal Environment of Business

Most of our clients have the students purchase the ALC modules directly from the school's micro-site; however, other schools charge course fees and we invoice the school.

How do you want to pay for the modules?	
Student Purchase	Invoice to School

Please indicate the approximate number of ALC modules or bundles you anticipate for an academic year. We like to understand your service requirements so that we can best plan our support to you and your students. We recognize that these numbers are estimates only and simply used for planning purposes.

No.	Month	No.	Month	No.	Month	No.	Month	No.	Month	No.	Month
	Jan		Feb		Mar		Apr		May		Jun
	Jul		Aug		Sep		Oct		Nov		Dec

Would you like your students to access the ALC modules through a microsite URL or through your school's LMS system (LTI Integration)? _____ Microsite _____ LTI Integration _____ Combination of both
What LMS do you currently use? _____

To review a complete list of topics and subjects with learning outcomes for the Academic Leveling Courses, please click on the following link Academic Leveling Course Service Summary.

WRITE & CITE: AN ACADEMIC WRITING READINESS COURSE

SERVICE PRICING

Service pricing for **Write & Cite: An Academic Writing Readiness Course** is based on annual service requirements and includes complete access to all individual results, summative reports, and analytics.

Please check which specific style (APA, MLA, or CMA) to be listed individually on the micro-site.   Sections 5, 6, and 7 are customized for APA, MLA, or CMA.

___ APA   ___ MLA   ___ CMS

PRICING GUIDE	
SERVICES PER YEAR	**PRICE PER COURSE**
1-100	$49
101-500	$44
501+	$39

Academic Degree Level: ____ Undergraduate ____ Graduate

Most of our clients have the students purchase the Write & Cite course directly from the school's micro-site; however, other schools charge course fees and we invoice the school.

How do you want to pay for the modules?		
Student Purchase		Invoice to School

Please indicate the approximate Write & Cite courses you anticipate for an academic year. We like to understand your service requirements so that we can best plan our support to you and your students. We recognize that these numbers are estimates only and simply used for planning purposes.

No.	Month	No.	Month	No.	Month	No.	Month	No.	Month	No.	Month
	Jan		Feb		Mar		Apr		May		Jun
	Jul		Aug		Sep		Oct		Nov		Dec

Would you like your students to access Write & Cite through a microsite URL or through your school's LMS system (LTI Integration)?

____ Microsite   ____ LTI Integration   ____ Combination of both

What LMS do you currently use? _____