

Criminal Justice Undergraduate Program (B.A.) Assessment Yearly Report

Submitted: December 1, 2011

Reporting Year: 2010-2011

Part I: Criminal Justice Undergraduate Program Mission

The Department of Criminal Justice and Criminology prepares students for careers, career advancement, and advanced study in criminal justice and criminology. Our program assists students to demonstrate the *knowledge, skills, and attitudes* necessary to evaluate, understand, and resolve complex problems related to crime and criminal behavior, and prepares them to contribute to the functioning of various criminal justice agencies or to continue their education. We serve students in the local region through classroom courses and students around the world through online courses.

Our mission supports the mission of the university in the following ways:

- “Use their knowledge, creativity, and critical thinking skills to make their communities better places in which to live” (supported by the Department’s mission statement and Goals 1, 2, and 3).
- “Examine critically, the many issues facing society and through the process of civil discourse, prepare themselves to become socially responsible individuals who contribute to the betterment of society” (supported by the Department’s mission statement, Goals 2, Objectives 2a, 2b, and 2c and Goal 3, Objectives 3a, 3b, and 3c).
- “Appreciate and to cultivate diversity, and to value differences” (supported by the Department’s mission statement and Goal 3, Objective 3a).

Part II. Criminal Justice Undergraduate Program’s Student Learning Outcomes

Goal 1: Knowledge

Students in the Department of Criminal Justice and Criminology will demonstrate knowledge of adult and juvenile law enforcement, adjudication, corrections, administration, and criminological theory, and of ethics, human diversity, and research methods.

Objectives:

Upon completion of this program, students will demonstrate:

1a. knowledge of the role of law enforcement in the adult and juvenile justice systems, the agencies, policies, practices, administration, and procedures of law enforcement in the adult and juvenile systems, and the interaction of law enforcement in the adult and juvenile systems with other justice components and with society.

1b. knowledge of the adjudication of law in the adult and juvenile systems, including the creation, development, and application of law, the role of the courts and attorneys in the justice process for both adults and juveniles, protections for accused persons, court administration, and the interaction of the courts in the adult and juvenile systems with other justice components and with society.

1c. knowledge of the role of corrections in the adult and juvenile justice systems, the philosophies of punishment, the agencies, policies, practices, administration, and procedures of corrections, and the interaction of corrections with other justice components and with society.

1d. knowledge of criminological theory and its role in the analysis of adult and juvenile delinquent and criminal behavior and in the practice of justice, including the role of theory in the practice of law enforcement, the practice of law, adjudication, and sentencing, and in the practice of corrections.

1e. knowledge of ethical issues in law enforcement, law, court systems, and corrections.

1f. knowledge of human diversity as it impacts, and is impacted by, the philosophy and practice of law enforcement, law, and corrections in both the adult and juvenile systems.

1g. knowledge of research methods and the relationship of research to the practice of law enforcement, law, and corrections in both the adult and juvenile systems.

Goal 2: Skills

Students in the Department of Criminal Justice and Criminology will demonstrate skills in critical thinking, ethical decision-making, practical application of classroom learning, written communication, and the use of scholarly research.

Objectives:

Upon completion of this program, students will demonstrate skills in:

2a. critical thinking related to the theory and practice of law enforcement, courts, and corrections.

2b. recognizing, evaluating, and resolving situations involving ethical dilemmas in law enforcement, law and legal processes, and corrections.

2c. the practical application of classroom learning to real-world situations in criminal justice and/or criminology.

2d. written communication.

2e. obtaining, understanding, critically evaluating, and applying information from scholarly research as it relates to material presented in the classroom.

Goal 3: Attitudes

Students in the Department of Criminal Justice and Criminology will demonstrate awareness of and sensitivity to the diverse nature of social problems and human interactions within criminal justice theory and practice, and demonstrate motivation to act as agents of positive change within their communities to address these complex problems.

Objectives:

Upon completion of this program, students will demonstrate:

3a. awareness of and sensitivity to human, social, and cultural diversity.

3b. awareness of and sensitivity to the complex nature of social problems that relate to crime and to the practice of criminal justice and criminology.

3c. motivation to act as agents of positive change within their communities to address the complex problems of crime and delinquency.

Table 1: Curriculum Map: Courses that Incorporate Learning Outcomes

	1a.	1b.	1c.	1d.	1e.	1f.	1g.	2a.	2b.	2c.	2d.	2e.	3a.	3b.	3c.
CJ 200	x	x	x	x											
CJ 211	x	x		x	x	x	x	x	x						
CJ 231			x			x		x					x	x	
CJ 302															
CJ 322	x	x			x			x			x				
CJ 325	x	x	x	x		x	x		x	x	x			x	x
CJ 404				x			x	x			x	x			
CJ 490										x	x				x

CJ 302: Research Methods is being added to the curriculum pending approval.

Objective 1g. has been removed from CJ200; Objective 1d., 1e., 1g., and 2b. has been removed from CJ231.

Objectives 2e. and 3a. need to be assessed in more than one course each.

Items in red are being assessed for 2010-2011.

Part III. Assessment Activities

Please see Attachment A which includes the Assessment Measures (Tools), Benchmarks, Results/Analysis, and Analysis/Planned Action. A timeline for assessment also follows.

Part IV. Overview of Implemented Changes

Our program continues refinement and change. In our last report we indicated that the department had voted to omit the professional studies and legal studies concentrations. This was the rationale for not providing any assessment of the legal studies program. As of yet, however, we have not taken any steps in this direction and have not developed any assessments of this program. We plan to discuss this at our next departmental meeting. We also are in the process of revising our curriculum to add two additional required courses (CJ302 and CJ321). Once these changes have been implemented, our assessment tools, objectives, and curriculum map will change, as well.

An overview of implemented changes follows:

- The curriculum map has been modified with some objectives being deleted from some of the courses reflecting a more sophisticated awareness of how each course fulfills our program objectives.

- CJ211 developed and administered a Pre/Post test to assess various program objectives (see Curriculum Map).
- CJ200 needs to have a post-test (comprised of Items 1-39 from the Program Pre/Post Test) to specifically measure how that course contributes to overall Program objectives
- The Benchmarks were slightly reworded (from "60% of students will answer each question correctly on the post-test" to "students will average 60% correct on the post-test").
- We have identified that two objectives (2e. and 3a.) need to be assessed in more than one course each.
- Eight (8) direct program assessment measures were administered in Fall 2010/Spring 2011. These include the Program Pre/Post Test (Pretest in CJ200 & Posttest in CJ404); CJ231 Pre/Post Test & Death Penalty Attitude Survey; CJ211 Pre/Post Test; CJ325 Pre/Post Test, Theory Assignment & Research Article Summary; and CJ404 Term Paper Rubric).
- Indirect assessment measures of the Student Internship Feedback Survey and the Internship Supervisor Evaluation were administered in Fall 2010, Spring 2011, and Summer 2011. Another indirect assessment measure, the Assessment Day Exit Survey, was administered in Spring 2011 (see Attachment B).

Table 2: Timeline of Assessment Activities

	1a.	1b.	1c.	1d.	1e.	1f.	1g.	2a.	2b.	2c.	2d.	2e.	3a.	3b.	3c.
2010-11	x			x			x						x		
2011-12								x			x	x		x	
2012-13		x			x										X
2013-14			x			x			X	x					

Part V. Changes/Modifications to the Criminal Justice Program (based on data obtained during Assessment Day).

Based on results from 2010 Assessment Day activities, we discussed at departmental meetings ways in which we could improve knowledge in several areas that were identified in 2009-2010 as weaker (e.g., knowledge of theory, law, law enforcement, sentencing, etc.). Faculty made specific changes such as providing more in-class exercises that resulted in somewhat better ratings for Assessment Day 2011 (e.g., law enforcement), although we still have some work to do in theory and law. The introductory course in law enforcement also was revised to focus more on diversity issues as they relate to law enforcement (an area of weakness on the 2010 report). As a result, this is one of the stronger areas on this year's report.

Part VI. Assistance Needed with Assessment

We still struggle with our benchmarks. Although we received feedback from one of our last Assessment Report's reviewers that, as our benchmark, we should specify the "criteria as the number of items passed on an assessment. Then, one could assess the percentage of students who passed the assessment and compare this over time." The reviewer's suggestion of "number of items passed" seems qualitatively and quantitatively different from "the percentage of students who passed the assessment." Our current primary benchmark (although benchmarks

vary somewhat) is that "students will average 60% correct" on specific items that measure the objectives. Should a class average of 60% on the final or posttest be the benchmark (as we have it) or do we want 60% of students to "pass" (i.e. score 60% or better)? If we aim for 100% of students "passing" any particular assessment (i.e., 60% or better), aren't we aiming for a minimum class average of 60%? Do we want to know "the number of items passed on an assessment," the percentage of students who scored some particular level, or just the aggregate "average" from all the students? Which is most useful to make improvements to our teaching to accomplish objectives? Any assistance in this area would be most appreciated.

Respectfully submitted,



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ATTACHMENT A

Assessment of Student Learning Outcomes for the Criminal Justice Program (B.A.): Fall 2011

For the 2010-2011 academic year, 4 of the 15 learning objectives were measured and are written in red type (1a, 1d, 1g, 3a). Green highlights indicate areas in development. Yellow highlights indicate areas that did not meet their benchmarks.

Goal 1: Knowledge

Students in the Department of Criminal Justice and Criminology will demonstrate knowledge of adult and juvenile law enforcement, adjudication, corrections, administration, and criminological theory, and of ethics, human diversity, and research methods.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1a. Students will demonstrate knowledge of the role of law enforcement in the adult and juvenile justice systems, the agencies, policies, practices, administration, and procedures of law enforcement in the adult and juvenile systems, and the interaction of law enforcement in the adult and juvenile systems with other justice components and with society.	2010-2011	Program Pre/Post Exam: Items #16-24, 27-29	Students will average 60% correct on these post test items.	Students scored an average of 62.78% on the post-test	Benchmark met; Pre/Post to be revised to more validly measure objectives
		CJ200 Post Test being developed	█	In development	Plan to pilot this during Spring 2012
		CJ211 Pre/Post Test (38 items)	"	Students scored an average of 71.47% on the post-test	Data from pilot during Spring 2011; Benchmark met; Pre/Post being revised to more validly measure objectives
		CJ 322 Final Exam	Students will average 60% correct on the exam	Students in 2 sections averaged 70% on finals	Benchmark met; Plan to develop a pre/post assessment and to identify specific items on final exam that measure this objective
		CJ325 Pre/Post Test (21 items)	Students will average 60% correct on these post test items.	Students scored an average of 72.12% on the post-test	Data from pilot during Spring 2011; Benchmark met; continuing assessment

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1b. Students will demonstrate knowledge of the adjudication of law in the adult and juvenile systems, including the creation, development, and application of law, the role of the courts and attorneys in the justice process for both adults and juveniles, protections for accused persons, court administration, and the interaction of the courts in the adult and juvenile systems with other justice components and with society.	To be assessed 2012-2013.	Program Pre/Post Exam: Items # 6-15, 25-26, 30-33 CJ200 Post Test being developed	Students will average 60% correct on the post test.		
1c. Students will demonstrate knowledge of the role of corrections in the adult and juvenile justice systems, the philosophies of punishment, the agencies, policies, practices, administration, and procedures of corrections, and the interaction of corrections with other justice components and with society.	To be assessed 2013-2014.	Program Pre/Post Exam: Items #1-5 CJ200 Post Test being developed CJ231 Pre/Post Test CJ325 Pre/Post Test	Students will average 60% correct on the post test.		

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
<p>1d. Students will demonstrate knowledge of criminological theory and its role in the analysis of adult and juvenile delinquent and criminal behavior and in the practice of justice, including the role of theory in the practice of law enforcement, the practice of law, adjudication, and sentencing, and in the practice of corrections.</p>	2010-2011	<p>Program Pre/Post Exam: Items #34-39</p> <p>CJ200 Post Test being developed</p> <p>CJ211 Pre/Post Test (22 items)</p> <p>CJ325 Pre/Post Test (18 items)</p> <p>CJ 325 theory assignment</p>	<p>Students will average 60% correct on these post test items</p> <p>█</p> <p>"</p> <p>"</p> <p>70% of students will correctly describe a criminological theory</p>	<p>Students scored an average of 74.36% on the post-test</p> <p>In development</p> <p>Students scored an average of 69.04% on the post-test</p> <p>Students scored an average of 67.74% on the post-test</p> <p>80% (n = 69) of students were able to correctly describe a criminological theory</p>	<p>Benchmark met; Pre/Post to be revised to more validly measure objectives</p> <p>Plan to pilot this during Spring 2012</p> <p>Data from pilot during Spring 2011; Benchmark met; Continuing assessment</p> <p>Data from pilot during Spring 2011; Benchmark met; Continuing assessment</p> <p>Data from pilot during Spring 2011; Benchmark met; Continuing assessment</p>
<p>1e. Students will demonstrate knowledge of ethical issues in law enforcement, law, the court systems, and corrections.</p>	To be assessed 2012-2013.	Specific items related to ethical issues from CJ 211, CJ 322	Students will average 60% correct on the post test.		

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1f. Student will demonstrate knowledge of human diversity as it impacts and is impacted by the philosophy and practice of law enforcement, law, and corrections in both the adult and juvenile systems.	To be assessed 2013-2014.	Program Pre/Post Exam: Items # 48-50 CJ231 Pre/Post Test: Items 21, 32-34, 49-52, 55-56 (implications of disparities); Items 18, 21, 32-34, 47-52, 55-56, 67-68, 74-75, 82-87 (demographics & correctional treatment) CJ211 Pre/Post Test CJ325 Pre/Post Test	Students will average 60% correct on the post test.		

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
1g. Students will demonstrate knowledge of research methods and the relationship of research to the practice of law enforcement, law, and corrections in both the adult and juvenile systems.	2010-2011	Program Pre/Post Exam: Items # 40-44	Students will average 60% correct on these post test items.	Students scored an average of 48% on the post-test	Benchmark not met; Research methods is not required; we expect an increase to above the benchmark when it is. We plan to integrate the use of research throughout other required courses; Pre/Post to be revised to more validly measure objectives;
		CJ211 Pre/Post Test (22 items)	"	Students scored an average of 67.06% on the post-test	Data from pilot during Spring 2011; Benchmark met; continuing assessment
		CJ325 Pre/Post Test (3 items)	"	Students scored an average of 61.54% on the post-test	Data from pilot during Spring 2011; Benchmark met; continuing assessment
		CJ 325 research article summary	70% of students will correctly retrieve and interpret scholarly research sources	76% (n = 55) of students retrieved a scholarly source and 69% were able to interpret the research correctly	Data from pilot during Spring 2011; One benchmark met; One not met -the ability to correctly interpret research should increase when we require research methods

Goal 2: Skills

Students in the Department of Criminal Justice and Criminology will demonstrate skills in critical thinking, ethical decision-making, practical application of classroom learning, written communication, and the use of scholarly research.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
2a. Students will demonstrate critical thinking skills related to the theory and practice of law enforcement, courts, and corrections.	To be assessed 2011-2012.	Program Pre/Post Exam: Items to be determined CJ211, CJ231, CJ322 CJ 404 Term Paper Rubric -Category III (Critical Thinking)	To Be Determined		CJ211, CJ231, CJ322: Assessments being developed
2b. Students will demonstrate skills in recognizing, evaluating, and resolving situations involving ethical dilemmas in law enforcement, law and legal processes, and corrections.	To be assessed 2013-2014.	Program Pre/Post Exam: Items # 45-47 CJ211, CJ325	Students will average 60% correct on the post test.		CJ211, CJ325: Assessments being developed.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
2c. Students will demonstrate skills in the practical application of classroom learning to real-world situations in criminal justice and/or criminology.	To be assessed 2013-2014.	CJ325 CJ490: Internship Feedback Survey: Items #2, 4, 7 & 8 Supervisor Evaluation of student interns in CJ 490. Items: "problem solving skills" and "working with clients."	TBD 70% of students will "strongly agree" or "agree." 70% of students will receive a 7 or higher.		CJ325: Assessment being developed
2d. Students will demonstrate skills in written communication.	To be assessed 2011-2012.	CJ 322, CJ 325, CJ 490 CJ 404 Term Paper Rubric -Category I (Mechanics)	TBD		CJ322, CJ325, CJ490: Assessments being developed
2e. Students will demonstrate skills in obtaining, understanding, critically evaluating, and applying information from scholarly research as it relates to material studied in the classroom.	To be assessed 2011-2012.	CJ 404 Term Paper Rubric -Category V (References/ Sources)	TBD		

Goal 3: Attitudes

Students in the Department of Criminal Justice and Criminology will demonstrate awareness of and sensitivity to the diverse nature of social problems and human interactions in criminal justice and criminology and their motivation to act as agents of positive change within their communities.

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
3a. Students will demonstrate awareness of and sensitivity to human, social, and cultural diversity.	2010-2011	Program Pre/Post Exam: Items # 48-49	Students will average 60% correct on the post test.	Students scored an average of 41.54% on the post test.	Benchmark not met; Plan to develop better measures for the general pre/post test. Most students were aware of disproportionate minority contact; some recognized the impact of the War on Drugs; few understood issues that pertain to law enforcement and working with minority groups.
		CJ 231: Pre/Post (10 items-implications of disparities)	"	Fall 2010 data lost; Spring 2011: Students scored an average of 71.7% on these items	Benchmark met; Pre/Post being revised to more validly measure objectives
3a. Students will demonstrate awareness of and sensitivity to human, social, and cultural diversity.	2010-2011	CJ231: Death Penalty Survey (11 pre/post opinion items)	Significant reduction in punitive attitudes on at least 6 items	Fall 2010: Significant reduction on 1 item Spring 2011: Significant reduction on 3 items	Benchmark not met; Students showed reductions in all areas although all did not reach statistical significance; Plan to develop activities that specifically target punitive attitudes
3b. Students will demonstrate awareness of and sensitivity to the complex nature of social problems that relate to crime and to the practice of criminal justice and criminology.	To be assessed 2011-2012.	Program Pre/Post Exam: Items to be determined CJ 231, CJ 325: Items to be determined	TBD		Assessments being developed

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/ Planned Actions
3c. Students will demonstrate motivation to act as agents of positive change within their communities to address the complex problems of crime and delinquency.	To be assessed 2012-2013.	CJ 325 Service Learning Program Survey (SP 2010 only; pre-post test data) Program Pre/Post Exam: Items to be determined OR CJ 490: Internship Feedback Survey: Items to be determined	70% of students will "Strongly Agree," "Slightly Agree," or "Agree" to selected items		Assessments being developed

Attachment B

Criminal Justice & Criminology Professional Studies Program (B.A.)* 2011 Assessment Day Report

Results of the Assessment Day undergraduate exit survey about the Professional Studies Program at Marshall University were mostly positive although there are some areas that need improvement. They are presented below as they are linked to our program goals and objectives. Each table includes the range of average score of student responses on a 5-point Likert scale as well as the range of percentages of students who strongly agreed or agreed to the survey items. Last, a brief narrative about these results follows.

Goal 1: Knowledge

Students in the Department of Criminal Justice and Criminology will demonstrate knowledge of adult and juvenile law enforcement, adjudication, corrections, administration, and criminological theory, and of ethics, human diversity, and research methods. Thus, upon completion of this program, students will demonstrate:

Objective	Mean (5 point scale)	Percent Strongly Agree and Agree	N
	Range		
1a. ...knowledge of the role of law enforcement in the adult and juvenile justice systems, the agencies, policies, practices, administration, and procedures of law enforcement in the adult and juvenile systems, and the interaction of law enforcement in the adult and juvenile systems with other justice components and with society.	1.21 - 1.46 (3 items)	100%	24
1b. ...knowledge of the adjudication of law in the adult and juvenile systems, including the creation, development, and application of law, the role of the courts and attorneys in the justice process for both adults and juveniles, protections for accused persons, court administration, and the interaction of the courts in the adult and juvenile systems with other justice components and with society.	1.54-1.79 (6 items)	83%-96%	24
1c. ...knowledge of the role of corrections in the adult and juvenile justice systems, the philosophies of punishment, the agencies, policies, practices, administration, and procedures of corrections, and the interaction of corrections with other justice components and with society.	1.42-1.63 (4 items)	92%-100%	24
1d. ...knowledge of criminological theory and its role in the analysis of adult and juvenile delinquent and criminal behavior and in the practice of justice, including the role of theory in the practice of law enforcement, the practice of law, adjudication, and sentencing, and in the practice of corrections.	1.63-1.71 (6 items)	87.5%-92%	24
1e. ...increase their knowledge of ethics and ethical issues in law enforcement, law, the court systems, and corrections.	(see 2b. below)		

***The Survey indicates 26 respondents, but 5 (19%) were Legal Studies students and only 23-24 respondents answered each question.**

1f. ...increase their knowledge of human diversity as it impacts, and is impacted by, the philosophy and practice of law enforcement, law, and corrections in both the adult and juvenile systems.	1.50-1.71 (3 items)	92%-96%	24
1g. ...increase their knowledge of research methods and the relationship of research to the practice of law enforcement, law, and corrections in both the adult and juvenile systems.	1.83-1.96 (4 items)	75%-83%	24

Goal 2: Skills

Students in the Department of Criminal Justice and Criminology will demonstrate skills in critical thinking, ethical decision-making, practical application of classroom learning, written communication, and the use of scholarly research. Thus, upon completion of this program, students will demonstrate skills in:

Objective	Mean (5 Point Scale)	Percent Strongly Agree and Agree	N
	Range		
2a. ...critical thinking skills related to the theory and practice of law enforcement, courts, and corrections.	1.35-1.61 (4 items)	91%-100%	23
2b. ...recognizing, evaluating, and resolving situations involving ethical dilemmas in law enforcement, law and legal processes, and corrections.	1.43-1.48 (3 items)	91%-100%	23
2c. ...the practical application of classroom learning to real-world situations in criminal justice and/or criminology.	1.39	100%	23
2d. ...written communication.	1.65	87%	23
2e. ...obtaining, understanding, critically evaluating, and applying information from scholarly research as it relates to material presented in the classroom.	1.70-1.87 (3 items)	82.6%-91%	23

Goal 3: Attitudes

Students in the Department of Criminal Justice and Criminology will demonstrate awareness of and sensitivity to the diverse nature of social problems and human interactions within criminal justice theory and practice, and demonstrate motivation to act as agents of positive change within their communities to address these complex problems. Thus, upon completion of this program, students will demonstrate:

Objective	Mean (5 Point Scale)	Percent Strongly Agree and Agree	N
	Range		
3a. ...awareness of and sensitivity to human, social, and cultural diversity.	1.39	95.7%	23
3b. ...awareness of and sensitivity to the complex nature of social problems that relate to crime and to the practice of criminal justice and criminology.	1.35	100%	23
3c. ...motivation to act as agents of positive change within their communities to address the complex problems of crime and delinquency.	1.26	95.7%	23

Students were asked three additional questions not directly related to the Objectives for Professional Studies. First, students were asked whether their *internship or volunteer/work experience prepared them for a career* in criminal justice. Most respondents (43.5%) "neither agreed nor disagreed" that their internship or work experience prepared them for a career (39% "strongly agreed" and 13% "agreed"). We plan to discuss the structure and nature of the internship/work experience, the nature of the placements, and the value of this requirement in our program. Second, respondents were asked whether they were *well-prepared for their career or graduate studies*. Most "strongly agreed" or "agreed" that they were well-prepared. Third, students were asked whether they were *satisfied with the quality of education* that they had received. Nearly 96% indicated that they "strongly agreed" or "agreed" that they were satisfied.

In general, most undergraduate students "strongly agreed or agreed" that their knowledge had increased and that their skills had improved. Moreover, more than 95% of the students "strongly agreed" or "agreed" that their attitudes have been enhanced as a result of the program, particularly with respect to their awareness of and sensitivity to human diversity, cultural diversity, and social problems. Furthermore, and perhaps more importantly, 19 of 23 (83%) students "strongly agreed" that their motivation to act as agents of positive change within their community was developed or enhanced.

Although we appear to be doing well in terms of most areas, we do have room for improvement. We plan to identify ways we can improve our performance in the following areas:

In Knowledge, our weakest areas are (in order of weakness):

1. knowledge of research methods and the relationship of research to the practice of criminal justice and criminology;

This is not a required course and few, if any, respondents took this elective class. However, we need to better integrate information about research into all of our courses. We plan to discuss ways in which we can increase student exposure to research throughout the curriculum.

2. knowledge of the adjudication of law, specifically the creation, development, and application of law and court administration;

Students may not be getting enough information about how law is created and applied. Also, information about the administration of both adult and juvenile courts may be in elective courses rather than in courses that are required for the Professional Studies major (student in Legal Studies may get more exposure). Five Legal Students participated in this survey, designed for Professional Studies students.

3. knowledge of criminological theory "in the practice of justice;"

Students may just not understand this term. It is rather vague. We plan to work on reviewing and revising problematic Objectives and assessment questions over the next few months.

4. knowledge of diversity, specifically as related to the practice and philosophy of law

Again, information about diversity as it relates to law may either not be plentiful or may be concentrated in elective courses or courses required for Legal Studies. We plan to discuss as a department ways in which we can include more information about diversity in all courses.

5. knowledge of "philosophies of punishment"

Students may not recognize this term as meaning "goals of punishment" or "goals of corrections" as it is taught in the classroom. This wording will be revised to be more reflective of what is actually taught.

In Skills, our weakest areas are (in order of weakness):

1. finding, evaluating, and applying information from scholarly sources

The weakest skill is "interpreting" information from scholarly sources, where only 30% of students (7/23) "strongly agreed" their skill here had improved. We plan to discuss ways in which we can improve students' skills in finding and using scholarly materials across our curriculum.

2. written communication

This area has weakened slightly since last year's report (from a mean of 1.5 and 100% agreement to a mean of 1.65 and 87% agreement). This may be because fewer faculty have the time to integrate writing assignments and provide constructive substantive feedback on writing abilities, especially when our class sizes are getting large and we are teaching 4 or more courses each semester. We tend to concentrate major writing assignments in the upper level courses. We plan to develop ways to provide more opportunities for students to improve their written communication skills in courses across the curriculum.

3. critical thinking skills, specifically related to the practice of the courts

This again may be related to either fewer "critical thinking" opportunities for students in lower-level courses that focus on the law, courts, or the legal system or courts, or to the fact that fewer Professional Studies students take the law-related courses in which more critical thinking is emphasized.

In *Attitudes*, we seem to be helping students become more aware of and sensitive to issues of diversity and the complex nature of problems in our field. We will continue to examine ways in which we can integrate this type of material into each class.

In conclusion, we have several areas to discuss and work on between now and next Assessment Day. We will develop a plan of action to target our weaker areas and enhance areas in which we already are performing well.