Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: 2009 – 2010    College: College of the Sciences
Department: Law and Justice        Program:

1. **What student learning outcomes were assessed this year, and why?**

Our department assessed eight learning outcomes this year out of eleven LAJ learning outcomes. They included:

1. **Student will demonstrate communication skills.** This learning outcome was measured because communication skills are important to all careers related to law and justice and are noted by employers as being a necessary skill. The outcome is related to department goal 1 - Assure the presentation of high quality program; and college goals 1, 2 and 7 - Provide for an outstanding academic experience in COTS, college programs and courses at university and create and sustain productive, civil, and pleasant learning environments; and university goals 1, 2 and 6 -- Maintain and strengthen an outstanding academic and student life on Ellensburg and University Center campuses and build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.

2. **Student will demonstrate the ability to apply legal research methods and reasoning to the study of crime and justice.** This goal was chosen because it important for our graduating students to possess legal research skills in order to obtain and maintain jobs. The outcome is related to department goal 1 - Assure the presentation of high quality program; and college goals 1, 2 and 7 - Provide for an outstanding academic experience in COTS, college programs and courses at university and create and sustain productive, civil, and pleasant learning environments; and university goals 1, 2 and 6 -- Maintain and strengthen an outstanding academic and student life on Ellensburg and University Center campuses and build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.

3. **Demonstrate the role of both substantive and procedural law as central features in the criminal justice system.** We chose this goal because both substantive and procedural law are integral components of the majority of law and justice courses and we wanted to assess students’ achievement in these areas. The outcome is related to department goal 1 - Assure the presentation of high quality program; and college goals 1, 2 and 7 - Provide for an outstanding academic experience in COTS, college programs and courses at university and create and sustain productive, civil, and pleasant learning environments; and university goals 1, 2 and 6 -- Maintain and strengthen an outstanding academic and student life on Ellensburg and University Center campuses and build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.
diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.

4. Demonstrate an understanding of ethical issues in criminal justice. Strong ethics and a recognition of the role of diversity are keystones to the philosophy of the law and justice department. The outcome is related to department goal 1 - Assure the presentation of high quality program; and college goals 1, 2 and 7 - Provide for an outstanding academic experience in COTS, college programs and courses at university and create and sustain productive, civil, and pleasant learning environments; and university goals 1, 2 and 6 -- Maintain and strengthen an outstanding academic and student life on Ellensburg and University Center campuses and build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.

5. Demonstrate knowledge of conflict management techniques. The law and justice department recognizes the importance of being able to handle conflict in a variety of different contexts. The outcome is related to department goal 1 – Assure the presentation of high quality programs, and college goals 1 and 2 – Provide for an outstanding academic and student experience in COTS, college programs and courses at university centers, and related to university goals 1 and 2 – maintain and strengthen an outstanding academic and student life on Ellensburg and University Center campuses.

6. Demonstrate the ability to access information from library, Internet, and agency sources. The law and justice department is constantly trying to improve the information literacy skills of our students and an important component of this is information access accompanied by appropriate referencing skills. The outcome is related to department goal 1 - Assure the presentation of high quality program; and college goals 1, 2 and 7 - Provide for an outstanding academic experience in COTS, college programs and courses at university and create and sustain productive, civil, and pleasant learning environments; and university goals 1, 2 and 6 -- Maintain and strengthen an outstanding academic and student life on Ellensburg and University Center campuses.

7. Exhibit professionally appropriate behavior. This outcome is related to department goal 1 and 6 - assure the presentation of high quality programs and serve as a center for services to the community and region, and college goals 1, 2 and 5 – provide for an outstanding academic and student experience in COTS, college programs and courses at university centers and build partnerships that support academic program quality and student experiences in the college of sciences including those with private, professional, academic, government, and community and university goal 6 – build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.

8. Benefit from the study of law and justice either by entering a career related to the student’s course of study, graduate school, or law school. As a part of the program review the Law and Justice Department conducted an alumni survey that allowed us to assess students’ job placement, as well as perceptions of our program. The outcome is related to department goal 1 and 4 - Assure the presentation of high quality program and support involvement of students in scholarly activities; and college goals 1, 2, 5 and 7 - Provide for an outstanding academic experience in COTS, college programs and courses
at university and build partnerships that support academic program quality and student experiences in the college of sciences including with private, professional, academic, government, and community based organizations, and finally, create and sustain productive, civil, and pleasant learning environments; and University goals 1, 2 and 6 — Maintain and strengthen an outstanding academic and student life on Ellensburg and University Center campuses and build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.

2. How were they assessed?

A) What methods were used?

In accordance with the Law and Justice Assessment Plan, artifacts from two of our core courses (LAJ 313 – Criminal Law; and LAJ 420 – Community and Social Justice) were collected in throughout the 2009-2010 school year, employee evaluations of interns were examined, and an alumni survey was conducted. In the Fall of 2008, 3 sections of LAJ 313. In the Winter of 2010, 3 sections of LAJ 313 were taught. In the Spring of 2010, 1 sections of LAJ 313, and 4 sections of LAJ 420 were taught. In total, 237 students enrolled in LAJ 313, and 126 students in LAJ 420. With the exception of one section of LAJ taught, artifacts were collected for all courses. The end result was 171 artifacts for LAJ 313, and 114 artifacts for LAJ 420, and a response rate of 72%, and 90%. Additionally, a small number of the missing artifacts are the results of students who did not complete assignments.

The LAJ assessment plan specified that we then randomly select 10 percent of the artifacts for examination – doing so would have left us with too few artifacts to make meaningful assessments, so 25% of the artifacts were selected for both courses, resulting in 43 artifacts for LAJ 313 and 28 artifacts for LAJ 420.

The LAJ department had 56 students participate in the cooperative education program as interns in agencies in the community during the 2009-2010 school year. All intern supervisors were contacted to evaluate the interns and 33 returned evaluation forms for a response rate of 59%.

Additionally, during the spring quarter of 2010 the Law and Justice Department, with major assistance from Tom Henderson, CWU Director of Testing and Assessment, conducted an alumni survey of CWU LAJ Alumni. 2,182 alums were contacted by e-mail, of which 221 students replied for a response rate of 10.1%.

Our Assessment Plan is in the final year of a four year pilot. The LAJ faculty voted to extend the pilot one more year so that the 2 courses that were added to the LAJ CORE curriculum last fall could be included. For the student learning outcomes, the standard of mastery/criterion of achievement is set at 60% of students receiving an “adequate” (2) or above ranking on each of the skills measured in the related rubric items.
B) Who was assessed?

All students in the Law and Justice program who completed LAJ 313, or LAJ 420 during the 2009-2010 school year were included in the population. Additionally, any student who graduated from the CWU LAJ Department and whom CWU maintains an e-mail on record was contacted for the Alumni Survey. Finally, the Agency Supervisors for Internships for any student with an internship during 2009-2010 was contacted and asked to complete an evaluation survey on our interns.

C) When was it assessed?

The course assessment took place during the month of June, 2010. The Alumni Survey took place in the spring of 2010 and the internship evaluations were sent out at the end of each quarter during the 2009-2010 school year.

3. What was learned?

Tables 1 – 3 below present the percent of students who performed a skill at an adequate level (2) or above (3) on a four point Likert scale. Normally, the Law and Justice Department disaggregates its results by Center location, but because of the data that was lost during the move the department did not have adequate data from each of the centers to enable this comparison. Next year’s report will be run by center.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Total</th>
<th>E-Burg</th>
<th>DM</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Communication Skills (writing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNER OUTCOME I</td>
<td>74%</td>
<td>84%</td>
<td>83.3%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Demonstrate the ability to summarize important points of a legal case.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNER OUTCOME III</td>
<td>30%</td>
<td>20%</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>Correctly uses appropriate legal terminology.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNER OUTCOME V</td>
<td>51%</td>
<td>48%</td>
<td>100%</td>
<td>33%</td>
</tr>
<tr>
<td>Identify legal issues related to substantive law.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNER OUTCOME V</td>
<td>23%</td>
<td>16%</td>
<td>67%</td>
<td>17%</td>
</tr>
<tr>
<td>Identify procedural law history of the case.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNER OUTCOME V</td>
<td>20%</td>
<td>8%</td>
<td>67%</td>
<td>25%</td>
</tr>
<tr>
<td>Use of appropriate references and consistent referencing style.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNER OUTCOME I, IX, X</td>
<td>46%</td>
<td>56%</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>N Size</td>
<td>44</td>
<td>26</td>
<td>6</td>
<td>12</td>
</tr>
</tbody>
</table>

Shaded areas represent cells where the criterion of mastery was met or exceeded.

Interpretation of Table One:
1) Learn Outcome I, which has been evaluated in past years, continues to show improvement.

2) The vast majority of the assignments turned in as artifacts do not directly include the measured skill. Correcting this may involve modifications of the assignments, and/or modification of the rubric used for assessment. This finding was expected, given that this course had in past years been an elective and was just made a core course. On closer qualitative examination of the assignments it appears that most of the assignments were either a paper or discussion post, while others were a legal brief. In the courses where a legal brief was used as an artifact the rubric scores are significantly higher. This finding gives the LAJ Department a clear indication that the further discussion and collaboration is needed between the professors who teach this course about content, assignments and assessment.

3) Faculty should include the rubric as part of the assignment for this paper. Student exposure to the rubric should provide student with specific knowledge on how their work products will be assessed.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Total</th>
<th>E-Burg</th>
<th>DM</th>
<th>LW-Online</th>
<th>Pierce</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Communication Skills (writing)</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>LEARNER OUTCOME I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate Communication Skills (think analytically)</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
<td>86%</td>
<td>83%</td>
</tr>
<tr>
<td>LEARNER OUTCOME I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discusses and applies restorative justice or social justice theory.</td>
<td>93%</td>
<td>100%</td>
<td>100%</td>
<td>71%</td>
<td>100%</td>
</tr>
<tr>
<td>LEARNER OUTCOME VI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of conflict management techniques.</td>
<td>43%</td>
<td>38%</td>
<td>33%</td>
<td>57%</td>
<td>33%</td>
</tr>
<tr>
<td>LEARNER OUTCOME VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates an understanding of the historical context of race,</td>
<td>61%</td>
<td>100%</td>
<td>50%</td>
<td>57%</td>
<td>17%</td>
</tr>
<tr>
<td>gender, religion, sexual orientation and/or other forms of diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in framing discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LEARNER OUTCOME VII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of appropriate references and consistent referencing style.</td>
<td>82%</td>
<td>100%</td>
<td>83%</td>
<td>72%</td>
<td>67%</td>
</tr>
<tr>
<td>LEARNER OUTCOME I, IX, X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N Size</td>
<td>28</td>
<td>8</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

Shaded areas represent cells where the criterion of mastery was met or exceeded.

Interpretation of Table Three:

1) The two areas (Learner Outcome I and Learner Outcome IX) that were evaluated in the last couple of years as part of the pilot of the new assessment program show considerable improvement and both clearly exceed the criterion of mastery.
2) Students demonstrated strength in their ability to communicate (both in writing and thinking analytically), apply restorative justice and/or social justice theory and use appropriate referencing.

3) This course was just introduced to the LAJ curriculum last fall and was a brand new course. All faculty members who taught this course in the 2009-2010 academic year helped develop the learning objective of the course and this appears to have helped with students meeting and exceeding the criterion of mastery for a majority of the learning outcomes.

4) It is clear from this assessment that most students did not demonstrate knowledge of conflict management techniques. In the future either the assignment should be modified to include this element or a different artifact should be used to assess this learner outcome.

5) Students should be exposed to the rubric and is should perhaps be used as part of their graded assessment.

Table 3 presents the average performance levels of LAJ student interns as assessed by their employment supervisor on a 1 – 5 Likert scale (with 1 = poor, 2 = marginal, 3 = average, 4 = good, and 5 = excellent). The LAJ department placed 56 students in the 09-10 school year and 33 employers responded with completed employer co-op evaluation forms, for a response rate of 59%. The Criterion of Mastery for each of these items was set at a 4 (good) by the Law and Justice Department.

Table 3: Employer Co-op Evaluation of Student Interns

<table>
<thead>
<tr>
<th>Skill</th>
<th>Avg. Score</th>
<th>Des Moines</th>
<th>Eburg</th>
<th>Lynnwood</th>
<th>Pierce</th>
<th>Yakima</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productivity</td>
<td>4.42</td>
<td>5.00</td>
<td>4.22</td>
<td>4.67</td>
<td>5.00</td>
<td>4.40</td>
</tr>
<tr>
<td>Attitude</td>
<td>4.64</td>
<td>5.00</td>
<td>4.39</td>
<td>4.83</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Preparation</td>
<td>4.52</td>
<td>5.00</td>
<td>4.41</td>
<td>4.60</td>
<td>5.00</td>
<td>4.40</td>
</tr>
<tr>
<td>Dependability</td>
<td>4.61</td>
<td>5.00</td>
<td>4.50</td>
<td>4.67</td>
<td>5.00</td>
<td>4.60</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>4.40</td>
<td>5.00</td>
<td>4.22</td>
<td>4.67</td>
<td>5.00</td>
<td>4.20</td>
</tr>
<tr>
<td>Creativity</td>
<td>4.29</td>
<td>5.00</td>
<td>4.06</td>
<td>4.50</td>
<td>4.50</td>
<td>4.40</td>
</tr>
<tr>
<td>Initiative</td>
<td>4.44</td>
<td>5.00</td>
<td>4.22</td>
<td>4.67</td>
<td>5.00</td>
<td>4.60</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>4.36</td>
<td>4.50</td>
<td>4.22</td>
<td>4.50</td>
<td>4.50</td>
<td>4.60</td>
</tr>
<tr>
<td>Judgment</td>
<td>4.45</td>
<td>5.00</td>
<td>4.22</td>
<td>4.83</td>
<td>5.00</td>
<td>4.40</td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td>4.55</td>
<td>4.50</td>
<td>4.39</td>
<td>4.67</td>
<td>5.00</td>
<td>4.80</td>
</tr>
<tr>
<td>Total</td>
<td>4.55</td>
<td>5.00</td>
<td>4.33</td>
<td>4.80</td>
<td>5.00</td>
<td>4.70</td>
</tr>
<tr>
<td>N-Size</td>
<td>33</td>
<td>2</td>
<td>18</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

These results indicate that our students are doing very well in internship placements. Law and Justice Students are displaying high levels of professionalism, responsibility, and knowledge of the field. The criterion of mastery for was exceeded for each of the items measuring Learner Outcome X: Exhibit professionally appropriate behavior.

During the spring quarter of 2010 the Law and Justice Department, with major assistance from Tom Henderson, CWU Director of Testing and Assessment, conducted an alumni survey. 2,182 alums were contacted by e-mail, of which 221 students replied for a
response rate of 10.1%. The focus of the survey was on the proposed LAJ Masters Program, but the survey also included a number of assessment related questions.

Table 4: Alumni Ratings of the Importance of Competencies and Preparation they Received from CWU LAJ

Table Four shows the results of the average alumni ratings of the importance of several specific competencies (that match the LAJ programs learner outcomes) and the preparation the students feel they received from the LAJ department. The LAJ department’s preparation of students rating exceeds or matches the importance rating for: Legal Research, Criminological Theory, and Criminal Justice System Knowledge. Alternatively, the perceived importance rating exceeds the LAJ department’s preparation of students rating on the following skills: Critical Thinking, Communication, Quantitative Reasoning, Information Literacy, Substantive & Procedural Law, Ethics, and Conflict Management. The department’s preparation of students ratings are somewhat lower than an alumni survey conducted in 2008 as a part of the LAJ Program Review. The reason for this may be the different sample that was used for the survey. The Program Review Survey only sampled alumni who had graduated in the past 3 years, while this year’s survey sampled all CWU LAJ alumni.
who had a current e-mail address on file with the Alumni office. The result was that 50 percent of the returned surveys came from alumni who had graduated prior to 2005.

Table 5: LAJ Alumni Agreement with Statements on a 5 point scale
(1 = strongly disagree, 5 = strongly agree)

Average scores for satisfaction with the LAJ program, the LAJ department provided useful perspectives on critical issues, preparation of graduate school, preparation for profession and degree led to career advancement all fell between 3.3 and 3.6 on a 5 point scale. The Program Review Survey only sampled alumni who had graduated in the past 3 years, while this year’s survey sampled all CWU LAJ alumni who had a current e-mail address on file with the Alumni office. The result was that 50 percent of the returned surveys came from alumni who had graduated prior to 2005.

4. What will the department or program do as a result of that information?

In the fall the LAJ Assessment Committee will meet with the faculty and present the findings found in this document. With this report the LAJ department ends the pilot phase of assessment testing and will now seek to significantly improve the consistency in our core classes, agreement on modifications to rubrics and artifact assignment, and dissemination of rubrics to faculty and students teaching in core LAJ courses prior to the assignments completion. Some suggestions will include:
1) The faculty should review the rubric results concurrently with a review of assignments in
the appropriate courses and make changes to both where necessary. This will be done
following the LAJ Assessment plan guideline and will occur for LAJ 451 and LAJ 401 in
the fall of 2010 and proceed regularly following the rotation of core class evaluation
schedule. Meeting as a group will allow us to focus and refine the rubrics and artifact
assignments to better measure the skills demonstrated by students. Once changes have
been made to both the rubrics and assignments these should be distributed to students in
appropriate courses to increase focus on learner outcomes most valued by the department,
college and university, and future employers.

2) Starting next year, because the course evaluation rotation begins anew, the assessment
report will allow us to compare the results from previous years on the same courses to
gauge the level of improvement in each area.

3) The department should consider raising the criterion of mastery for Learner Outcome I
and Learner Outcome I and IX to 75% of students receiving an “adequate” (2) or above
(3) ranking. The department has experienced considerable success in these two areas and
the criterion of mastery should reflect these strengths.

4) Faculty members who have demonstrated strength in a particular skill area should be
encouraged to share ideas and techniques with other faculty members.

5) Encourage faculty members to continue to partner with the writing center and library
staff to improve student communication, library and information literacy skills.

6) Faculty should discuss ways to incorporate the feedback from Alumni into future course
and curricular changes, marketing, and partnership opportunities. This is especially
relevant given the possibility of a new masters program in the fall of 2011.

7) As this year concludes the pilot of the current assessment plan the faculty should
seriously consider revisions to the plan that reflect the department mission.

8) Faculty should continue to consistently turn in artifacts for assessment.

9) The Law and Justice faculty should consider adopting a pre-test/post-test of students as
an alternative measure of student performance in each of the learner outcome areas.

5. What did the department or program do in response to last year’s assessment
information?

The department has responded in a number of different ways to last year’s assessment
information.

1) Pilot rubrics were developed for LAJ 313, and LAJ 420.

2) The department continued to require that students use either APA or Blue Book
Referencing for all assignments. This requirement and focus appears to be positively
reflected in this year’s assessment of this area (Learner Outcome IX) for LAJ 420.

3) Starting in the Fall of 2009, a major curricular change for the Law and Justice
Department went into effect. In terms of the major, the change did away with formal
tracks (Law Enforcement, Corrections and Legal Studies) and focuses more broadly on
critical thinking, research, legal analysis, and communication skills, as well as allowing
students to tailor their Law and Justice electives to meet their particular needs.
Additionally, two core courses have been added – Community and Social Justice (LAJ
420) and Criminal Law (LAJ 313) and three electives have been added – African
Americans and the Constitution (LAJ 402), Comparative Criminal Justice Systems (LAJ 455) and Sexual Minorities, the Law and Justice (LAJ 403). Similarly, the Law and Justice minor now require students to take three core classes and three elective courses. We believe these changes will better prepare our students for the changing job market.

4) In the fall of 2009, several changes were made to the Assessment Plan, including extending the pilot period an additional year so that the new LAJ core classes (LAJ 313 and LAJ 420) could be included. A timeframe for assessment for the next four years was also adapted.

5) An individual faculty member was put in charge of collecting artifacts this year. This resulted in much higher artifact collection rates and the retention of all artifacts.

6) The faculty, once again, discussed the possibility of including a pre-test and post-test in the assessment plan.

7) Assessment results were part of the discussion at the LAJ Faculty meeting that focuses on syllabi peer-review.

6. Questions or suggestions concerning Assessment of Student Learning at Central Washington University:

The Law and Justice Department Assessment Committee would be very interested in learning about best practices in assessment from other departments.
ASSESSMENT PLAN FOR THE LAW AND JUSTICE DEPARTMENT

October, 2009

DEPARTMENT MISSION STATEMENT

The Department of Law and Justice offers an important social/behavioral science component of the university's liberal arts and professional preparation curricula. Through its major and minor courses of study the department provides instruction and experiences through which students develop an understanding of the perspectives, content, and methodology in law and justice-related disciplines. We endeavor to ensure that graduates have the analytical ability, theoretical orientation, skill and knowledge to pursue law enforcement, corrections, or paralegal careers; or to continue their educations in law school or graduate school. In the context of a dynamic society, this mission is achieved by providing students with (a) a broad background in the history, philosophy, and current trends in law and society with a particular emphasis on diverse racial, ethnic, cultural, gender, and sexual orientation issues; (b) instruction and opportunities to collaborate with faculty in research and scholarly activities; (c) the ability to think critically and ethically about issues and research in criminal justice, (d) and opportunities to obtain practical experience in public or private sector agencies that address law and justice issues. Considering careers in law and justice primarily as helping professions, our overarching goal is to provide qualified personnel for the betterment of society. Our faculty is always cognizant of the need to instill in our students the utmost respect for the rights of the individual in pursuing the duties entrusted to them in their professional roles.

In addition to offering educational opportunities to students at the Ellensburg campus, through its programs at university centers in Yakima, Des Moines, Lynnwood, and Steilacoom, the department provides courses to place-bound students in the western and central regions of the state. The department also serves as a center for scholarly inquiry related to law and justice. Finally, the department is committed to providing services that respond to the needs of law and justice agencies and programs, and to the community and the state.
STUDENT LEARNING OUTCOMES

Our purpose is to ensure that graduates possess the analytical ability, theoretical orientation, skill and knowledge, with commitments to ethical and justice principles and respect for multiculturalism to pursue law enforcement, corrections, or paralegal careers or to continue their education in law school or graduate school.

Toward these ends, our graduates should understand the causes of crime and delinquency, major theoretical approaches to the understanding of crime, the major components of the criminal justice system, important principles of constitutional and civil law, contemporary criminal justice issues, and methods of scientific and legal inquiry. Our students should be able to think critically about criminological and legal issues, and to communicate their thoughts effectively in written and oral form. They should be aware of important ethical issues in the justice professions and be sensitive to issues of diversity as they relate to crime and interaction with the justice system. Finally, we want students to understand the social and environmental determinants of behavior. These broad goals are encompassed in the core curriculum required of all students and are tied to knowledge-and skill-based learner outcomes described in the accompanying matrix.

Law and Justice Specific Learner Outcomes

I. **Demonstrate Communication Skills**  
   a. Read critically  
   b. Write clearly  
   c. Think analytically  
   d. Speak effectively

II. **Demonstrate the ability to apply scientific research methods and reasoning to the study of crime and justice.**  
   a. Understand the scientific method.  
   b. Describe the principles of data collection and sampling.  
   c. Understand both qualitative and quantitative methods for conducting research.  
   d. Critically evaluate conclusions based on scientific inquiry.

III. **Demonstrate the ability to apply legal research methods and reasoning to the study of crime and justice.**  
   a. Demonstrate the ability to analyze a legal problem.  
   b. Develop a research strategy to address a legal problem.  
   c. Demonstrate the ability to locate primary and secondary sources and determine the validity of these sources.
IV. Demonstrate an understanding of the historical development and current operations of the principle components of the criminal justice system.
   a. Describe the structure and function of law enforcement, the court system, and the correctional system in the United States.
   b. Describe the history of law enforcement, the court system and the correctional system in the United States.

V. Demonstrate the role of both substantive and procedural law as central features in the criminal justice system.
   a. Define commonly used legal terminology.
   b. Describe the 1st, 4th, 5th, 6th, 8th, and 14th Amendments to the United States Constitution, and discuss their importance to the U.S. criminal justice system.
   c. Identify and explain landmark Supreme Court decisions.

VI. Demonstrate an understanding of the significant role that crime plays in our society and a command of major criminological theories.
   a. Apply major theories in criminology to explain criminal behavior.

VII. Demonstrate an understanding of ethical issues in criminal justice.
   a. Identify multicultural issues in law and criminal justice.
   b. Apply ethical theories to policing, corrections and law.
   c. Understand how social contexts and situations influence the perceptions of ethical issues in criminal justice.

VIII. Demonstrate knowledge of conflict management techniques.

IX. Demonstrate the ability to access information from library, Internet, and agency sources.
   a. Access primary and secondary legal authority using current technology.
   b. Access scientific journals, databases, and policy information using current technology.

X. Exhibit professionally appropriate behavior.*
   a. Maintain appropriate professional demeanor in an internship setting.

XI. Benefit from the study of law and justice either by entering a career related to the student’s course of study, graduate school, or law school.*

* While this is not part of our core curriculum it does represent a goal of the program as a whole.
Assessment of Learner Outcomes

Assessment of learner outcomes will occur through three primary methods:

1) Artifacts
   a. A legal brief (L AJ 302)
   b. Short paper (L AJ 300)
   c. A law library assignment (L AJ 303)
   d. A research project. (L AJ 400)
   e. A theory paper or PowerPoint presentation with bibliography. (L AJ 451)
   f. A reaction paper on an ethical issue. (L AJ 401)
   g. A paper on restorative, social or community justice (L AJ 420)
   h. A legal brief or paper (L AJ 313)

Professors will collect two copies of the above assignments in class. One assignment will be graded and returned to the student and the other copy will be kept for inclusion in assessment material.

2) Survey of Internship Supervisor: The supervisor of each student who participates in an internship will be surveyed to assess the professionalism and academic preparedness of student interns.

3) Survey of graduates: Every three years a survey of graduates of the program will be conducted to assess their satisfaction with the program, and their ability to attain employment or admission into graduate study in the area of law and justice.

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Insert accompanying matrix here.
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IMPLEMENTATION PLAN

The Assessment Committee will have the overall responsibility for maintaining data collection, reporting, and dissemination of assessment results to faculty in the Department of Law and Justice. The first review of material will occur in spring of 2006 and will be conducted on a yearly basis from that point on. This committee will also be responsible for recommending curricular changes based on the assessment results and the input of the faculty.

1. Assessment of Artifacts: Based on a four year rotation of core classes (with 2 of the 8 courses being reviewed each year), 20% of all the course artifacts will be reviewed to assess students’ performance. Over time this will also allow us to assess changes in the student body and in our curriculum.

The rotation of core class evaluation will proceed as follows:

2009 – 2010
LAJ 313 – Criminal Law
LAJ 420 – Community and Social Justice

2010 – 2011
LAJ 451 – Crime in America
LAJ 401 – Ethics, Diversity, and Conflict

2011 – 2012
LAJ 400 – Research Methods
LAJ 303 – Legal Research

2012 – 2013
LAJ 300 – Administration of Justice
LAJ 302 – Criminal Procedure

The same rotation will continue in successive years.

2. Agency Evaluation: On an annual basis the internship supervisor evaluations will be reviewed by the Assessment Committee assessing the overall work performance level of our students.

3. Alumni Surveys: Every three years a survey will be sent to all students who have graduated from the Criminal Justice Department in the past three years.

The assessment committee will compile their findings annually in a report with recommendations for curriculum change to be reviewed by the department for approval and implementation.
The first 4 years (2006-2007 – 2009-2010) of this plan will represent the pilot study of rubrics. Beginning in the fall of 2010 the rubrics will be reviewed, modified, and included as part of the syllabus for core classes based on the above rotation schedule.
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