

Undergraduate Degree Program Assessment Progress Report
Department of Criminal Justice, UALR

Degree: BA (Bachelor of Arts)

For Calendar Year: 2009 – 2010

(Date submitted to college committee: April 2, 2010

By: Chang-Hun Lee, Ph.D.)

(Date posted on college assessment website:

)

Overall Rating: _____

As a part of collaborative efforts for assessment of academic programs in the College of Professional Study, the Criminal Justice Assessment Committee has carried out the annual assessment survey during the Spring semester 2010. The departmental committee set student learning goals and outcomes according to recommendations from the University's assessment governance committee (see Assessment Handbook at <http://ualr.edu/assessment/>). The following evaluation report was prepared to present the results of the assessment survey according to the learning goals and outcomes.

(1) Student learning goals addressed:

The BA program in Criminal Justice Degree was developed to provide academic foundations to prepare graduates for careers in law enforcement, corrections, and other justice fields, including juvenile programs and services. The learning goals the department emphasizes in the BA program are:

Goal 1: Critical thinking

Goal 2: Ethical and moral consciousness

Goal 3: Historical consciousness

Goal 4: Social and cultural awareness

Goal 5: Verbal literacy

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

To make it possible to measure the student learning goals, the following learning objectives (or outcomes) were derived from the goals. This operationalization procedure was carried out by the departmental assessment committee during the early part of the Spring 2009 semester. Learning objectives were measured and investigated for each of the four goals:

Goal 1: Critical thinking

- Outcome 1: Effectively analyze criminal justice cases
- Outcome 2: Effectively make sense of criminal justice cases reported in the media
- Outcome 3: Effectively look for possible biases in the criminal justice system
- Outcome 4: Effectively criticize criminal justice cases

Goal 2: Ethical and moral consciousness

- Outcome 1: Demonstrate an understanding of ethical issues in policing
- Outcome 2: Demonstrate an understanding of ethical issues in the court system
- Outcome 3: Demonstrate an understanding of ethical issues in the correctional system

Goal 3: Historical consciousness

- Outcome 1: Demonstrate an understanding of criminological theories and their developments
- Outcome 2: Demonstrate an understanding of the developmental history of the modern policing
- Outcome 3: Demonstrate an understanding of the developmental history of the modern court system
- Outcome 4: Demonstrate an understanding of the developmental history of the modern correctional system

Goal 4: Social and cultural awareness

- Outcome 1: Effectively identify gender bias in the criminal justice system
- Outcome 2: Demonstrate an understanding of racial bias in the criminal justice system
- Outcome 3: Demonstrate an understanding of socioeconomic biases in the criminal justice system

Goal 5: Verbal literacy

- Outcome 1: Effectively outline their own research report
- Outcome 2: Effectively find appropriate scholarly sources
- Outcome 3: Effectively write a scholarly paper
- Outcome 4: Effectively present the scholarly report

(3) Courses & activities where assessed:

The following courses were included in the sampling frame to sample students pursuing the BA degree in criminal justice:

Required core courses:

- CRJU 2300 – Introduction to Criminal Justice
- CRJU 3304 – Police and Society
- CRJU 4300 – Crime and Behavior

Elective courses:

- CRJU 3301 – Criminal Evidence
- CRJU 3302 – Legal Aspects of Law Enforcement
- CRJU 3305 – Seminar in Criminal Justice (Deviant Behavior)
- CRJU 3305 – Seminar in Criminal Justice (White Collar Crime)
- CRJU 3305 – Seminar in Criminal Justice (Sex Offenders)
- CRJU 3305 – Seminar in Criminal Justice (Criminal Investigation)
- CRJU 3305 – Seminar in Criminal Justice (Ethics in Criminal Justice)
- CRJU 3305 – Seminar in Criminal Justice (Introduction to Forensic Entomology)
- CRJU 3307 – Criminal Law
- CRJU 3309 – Cyber Crime
- CRJU 3348 – Internship I
- CRJU 3349 – Internship II
- CRJU 3396 – Psychology and the Criminal Process
- CRJU 4301 – Judicial Process
- CRJU 4305 – Juvenile Law and Process
- CRJU 4307 – Drug Abuse
- CRJU 4320 – Independent Study

Activity assessed:

A knowledge-based exam was developed for each course by the course instructors. The exam was administered two times (pre- and post-test during the early Spring 2010 semester) to measure students' activity in-class or online. See the following section for more detail.

(4) Methods used:**A. Sampling and data collection**

Although it is normally better to use a random sampling method, this assessment project used a purposive sampling method to select participating courses for this assessment project. Particularly, knowledge-based pre- and post-tests were administered within the core courses, i.e., CRJU 2300, 3304, and 4300. Since it is extremely cumbersome to locate BA program students in

57 sections of CJ courses, the assessment coordinator purposefully selected the core courses, which might include the greatest number of BA students.

Data were collected through surveys administered in two formats; paper-based and computer-based online surveys. Traditional face-to-face classes were surveyed by the paper-based instruments and online classes were surveyed by the computer-based online survey. Graduate assistants visited classrooms of nine sections of CRJU 2300, one section of CRJU 3304, and one section of CRJU 4300 between January 18 and 22 for the pre-test, and between March 15 and 19 for the post-test administration. Once the surveys were administered, the GA coded the data into the SPSS program. For the online courses, a CJ professional staff uploaded the survey instruments during the exact same time periods. Data were retrieved from the BlackBoard system in Excel format, which was transformed into SPSS format. Both data sets were combined within the SPSS program, producing the complete single data set of the 2010 Assessment Project.

B. Measurement

In 2009, the assessment committee constructed a new CRJU Departmental Assessment Survey to accommodate the changes in student learning goals and objectives. The new survey contains 21 items, measuring students' attitude towards six student learning goals: critical thinking, ethical and moral consciousness, historical consciousness, international awareness, social and cultural awareness, and verbal literacy. Thirty nine other items measured students' levels of satisfaction with the CJ department, instructors, general aspects of the course, students' levels of enthusiasm in the CJ course, personal factors detrimental to their study, and their demographic characteristics. Each item corresponds to each one of the learning outcomes (see Appendix. CRJU Departmental Assessment Survey).

In addition, an additional measure for student achievement and academic growth was added to the assessment project. In Year 2009, the CJ instructors of the core courses (i.e., CRJU 2300, 3304, and 4300) were asked to construct a knowledge-based exam containing ten questions about course materials. The assessment report 2009 was prepared based on the findings from analyses of the data collected using the exam tools. This year, the same tools had been used to measure student achievement and academic growth. In addition, as the college assessment committee recommended in 2009, the interval between the pre-test and the post-test had been extended to two months.

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

The assessment coordinator conducted descriptive univariate analyses of each degree program, and conducted multivariate regression analyses. The univariate analyses produce overall demographic characteristics as well as levels of students' attitude towards their learning

goals, achievement, and satisfaction. Regarding the academic achievement, scores from the pre-test and post-test are presented and a mean difference between those two tests is examined. The multivariate analyses are carried out using the entire data, without separating each degree program, due to the small number of cases for certain programs. The detailed information and findings are presented in the following sections.

A. Univariate Analysis Results

Table 1 presents demographic characteristics of BA program students. There were 72 male students and 138 female students participated in the survey (total number of BA student = 211). The majority of BA program students participated in the survey were single (136 out of 211), either full-time students or house wife (130 out of 211). Slightly more students were taking online courses (50.5%), and about 60% of the students were either junior or senior students. Thirty students were working in the field of criminal justice as CJ professionals. Interestingly, the majority of the students (about 67%) were anticipating that they would earn a grade of A from the courses.

Table 1. Demographic Characteristics of BA Program Students (n=211)

		Frequency	Percent
Sex	Male	72	34.1
	Female	138	65.4
Marital status	Single	136	65.1
	Married	46	22.0
	Divorced	21	10.0
	Separated	0	0
	Other	6	2.9
	Current job	Student	72
	House wife	58	29.7
	Skilled worker – Group 1	22	11.3
	Skilled worker – Group 2	13	6.7
	Skilled worker – Group 3	30	15.4
CJ related job	Yes	30	16.2
Format of course	Face-to-face	103	49.0
	Online	106	50.5
Current course	CRJU 2300	106	51.5
	CRJU3304	49	23.8

	CRJU4300	51	24.8
Grade	Freshman	39	18.7
	Sophomore	44	21.1
	Junior	69	33.0
	Senior	56	26.8
Current grade	A	123	66.8
	B	45	24.5
	C	13	7.1
	D	3	1.6
Expected grade	A	175	84.5
	B	26	12.6
	C	6	2.9

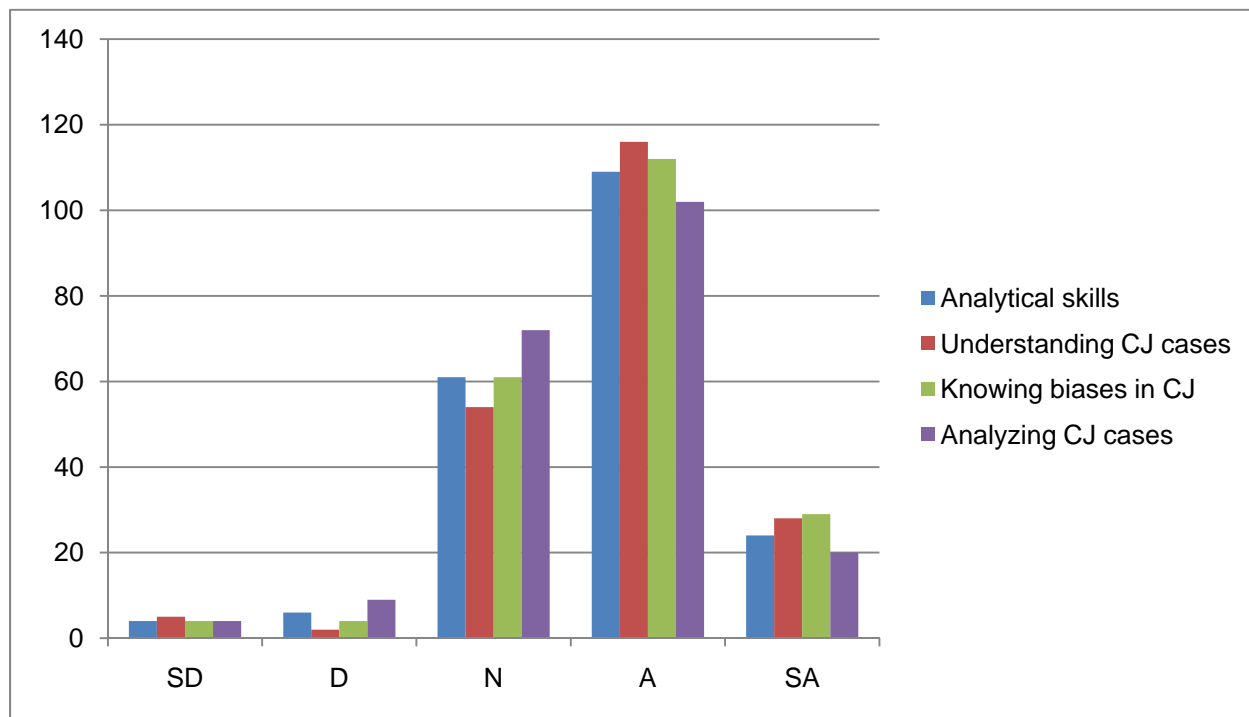
Table 2 shows the results from the pre-test and the post-test for the BA program students. The average score from the pre-test in the CRJU 2300 Face-to-Face class was 4.46, which is lower than the average score from the online courses in the pre-test (5.57). The average score from the post-test in the CRJU 2300 Face-to-Face class was 4.80, which is still slightly lower than the average score from the online course in the post-test (5.62). Thus, it seems that students enrolled to online classes are more likely earn slightly higher scores in an exam. The same results were observed in the CRJU 3304 and CRJU 4300 courses. However, overall academic improvement occurred more significantly in the face-to-face environment than in the virtual environment. As the last column in the table showed, the average increments from the pre-test score to the post-test score are significantly higher within the face-to-face classes, compared to the online classes (.34 vs. .05, 1.76 vs. .35, and .94 vs. .01). Although a statistical significance test has not been administered to compare those two different increments, it seems that traditional in-class learning environment is slightly more effective than the virtual learning environment. From the examination of the post-test scores, it seems that overall students' academic achievement in online classes is slightly higher than that of face-to-face classes. However, this discrepancy might be caused by other factors, such as open-book exam formats for online classes or no proper supervision was provided to the online classes.

Table 2. Pre- and Post-test Results

Max.=10		Mean Pre-test	Mean Post-test	Mean ΔPost & Pre-test
CRJU 2300	Face-to-Face	4.46	4.80	.34
	Online	5.57	5.62	.05
CRJU 3304	Face-to-Face	3.38	5.14	1.76
	Online	5.69	6.04	.35
CRJU 4300	Face-to-Face	5.78	6.72	.94
	Online	6.65	6.66	.01

To more closely investigate what aspects of learning opportunities are provided to students and how students perceived their learning opportunities and overall academic improvement, students' self-administered attitude data were surveyed and analyzed. Figure 1 shows the results of the frequency distributions of the students' attitude towards opportunities to learn critical thinking skills. The majority of the students responded that it became easier for them to understand CJ cases and biases due to the knowledge they obtained from the course.

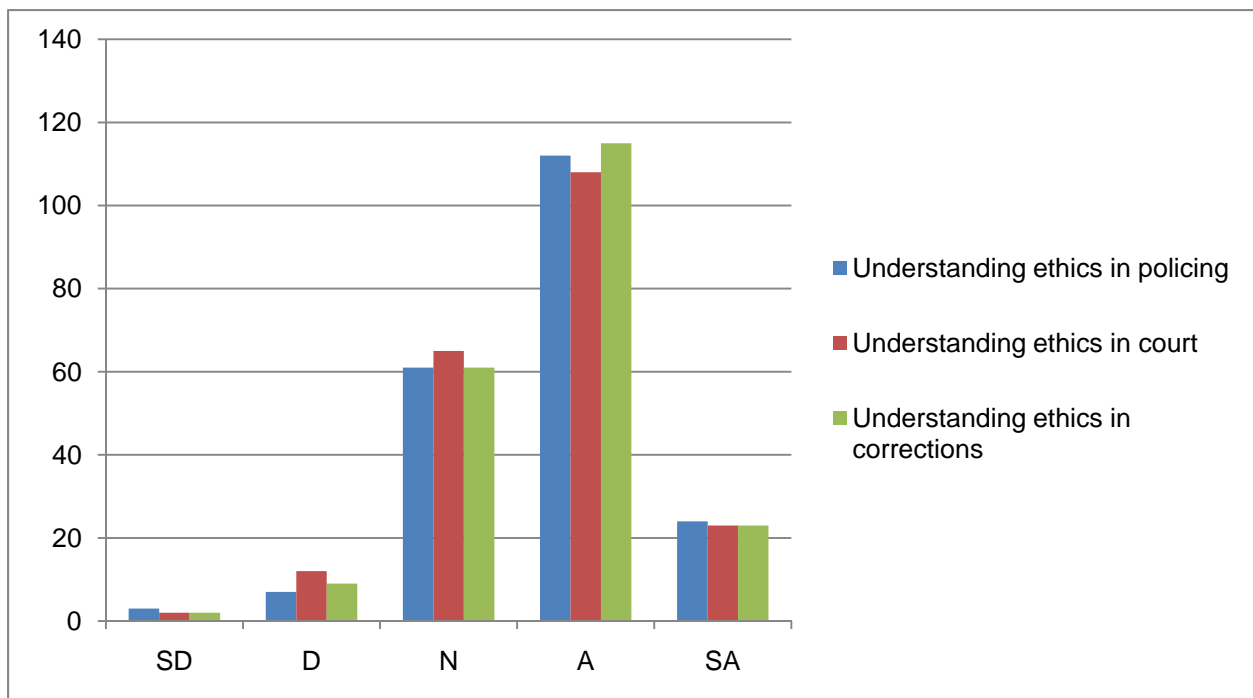
Figure 1. Critical thinking



* SD: Strongly disagree, D: Disagree, N: Neutral or Don't know, A: Agree, and SA: Strongly agree

Figure 2 shows the results of the frequency distributions of the students' attitude towards opportunities to develop ethical and moral consciousness. The majority of the students responded that they obtained knowledge and further understanding about ethical and moral issues in law enforcement, legal, and correctional systems. A possible reason for small number of negative responses for the item asking opportunity to learn ethical issues in the court system would be the research time frame. Since the pre- and post-tests were carried out during the early part of the semester, it is possible that the materials on court system had not yet been discussed in the classroom.

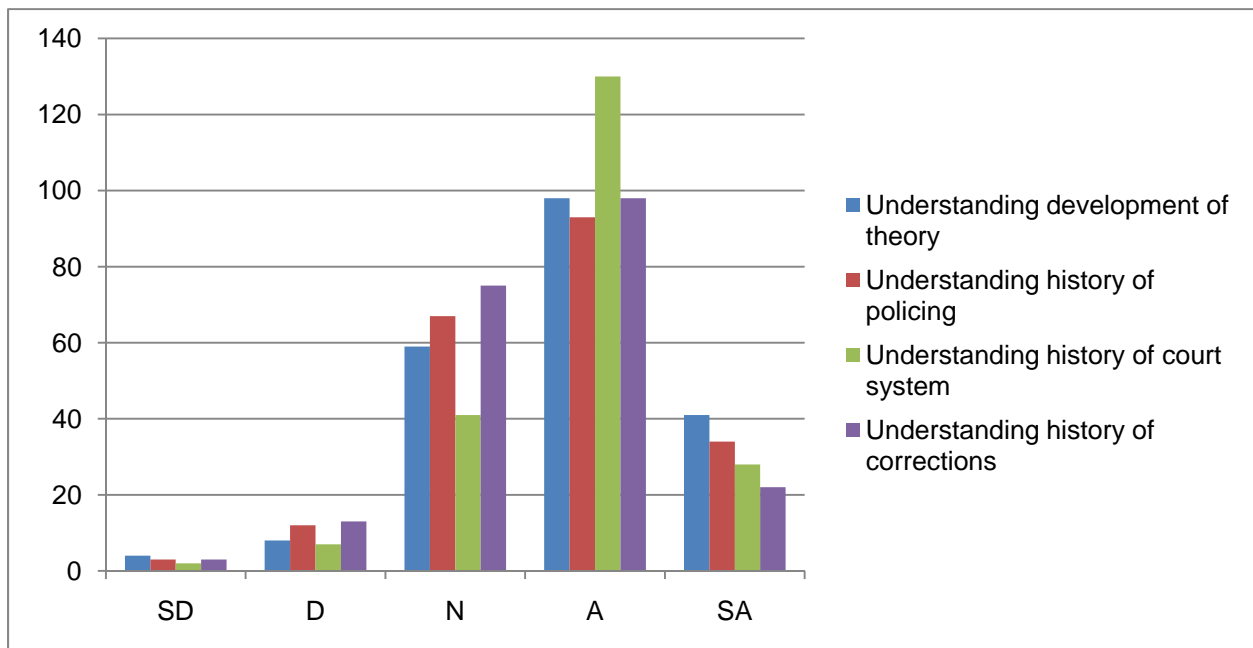
Figure 2. Ethical and moral consciousness



* SD: Strongly disagree, D: Disagree, N: Neutral or Don't know, A: Agree, and SA: Strongly agree

Figure 3 represents the results of the frequency distributions of the students' attitude towards opportunity to develop historical consciousness. Although a small number of students expressed that they still cannot clearly understand historical accounts of the CJ system, students on average indicated that they had the chance to obtain knowledge about developmental aspects of the CJ system.

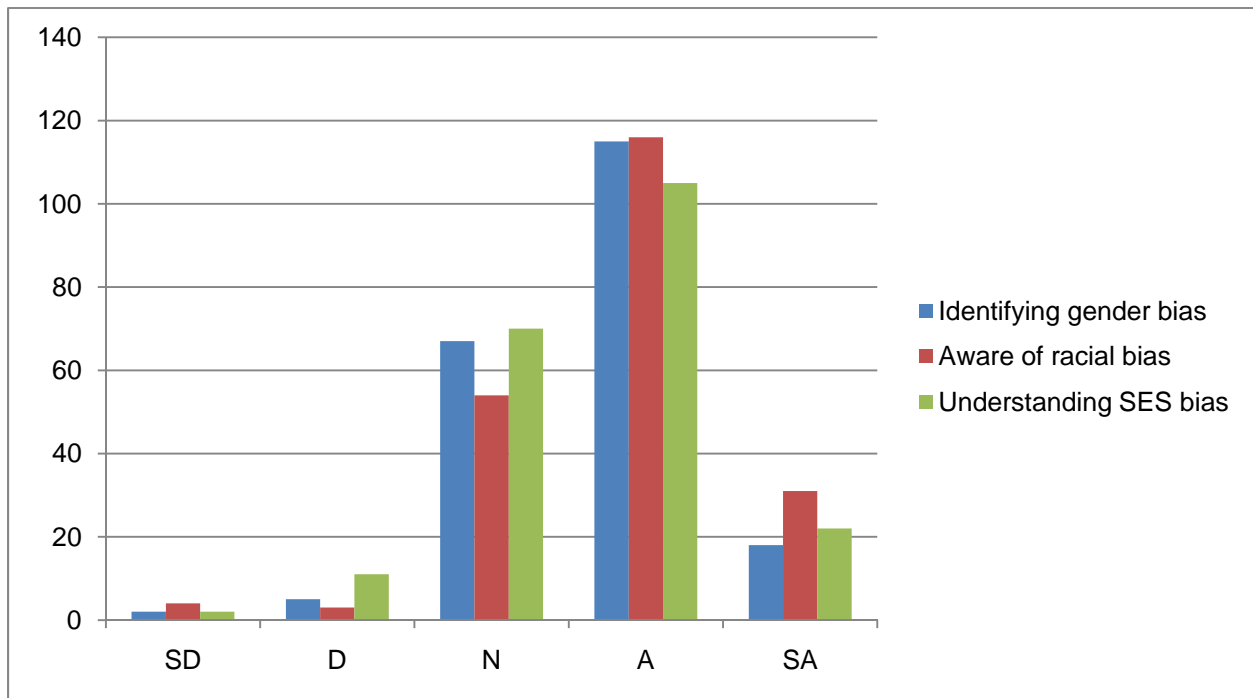
Figure 3. Historical Consciousness



* SD: Strongly disagree, D: Disagree, N: Neutral or Don't know, A: Agree, and SA: Strongly agree

Figure 4 shows the results of the descriptive analyses of the students' attitude towards the learning goal on social and cultural awareness. Similar to the previous results, the majority of students responded that they could more easily identify gender biases, racial biases, and socio-economic biases in the contemporary criminal justice system since they took the course.

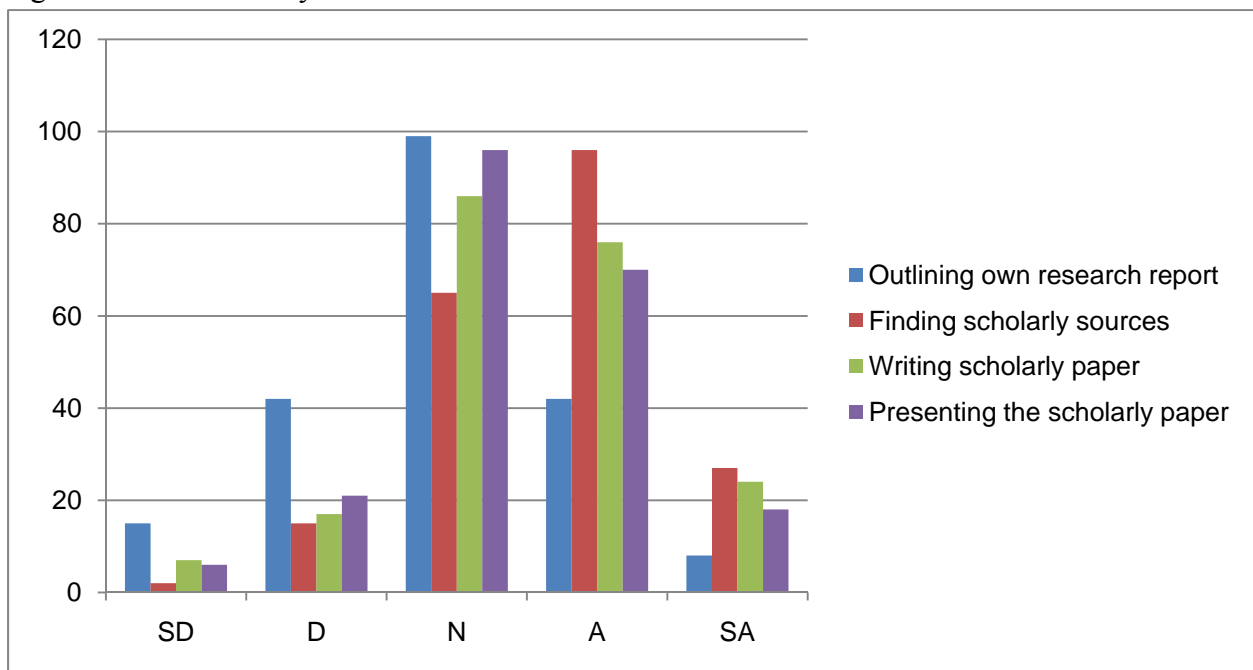
Figure 4. Social and Cultural Awareness



* SD: Strongly disagree, D: Disagree, N: Neutral or Don't know, A: Agree, and SA: Strongly agree

Figure 5 represents the results of the descriptive analyses of the students' attitude towards the learning goal on the verbal literacy. Although slightly more students responded negatively to this item compared to prior learning goals and objectives, the majority of students still have strong positive attitude towards their learning opportunity to improve their verbal literacy in the CJ department. However, it is worth noting that about 100 students reported that they were not sure about what they learned regarding outlining own research report. This result might be caused by the fact that most of the students who enrolled for CRJU2300 have not received an assignment in which they had to prepare and write a scholarly research paper.

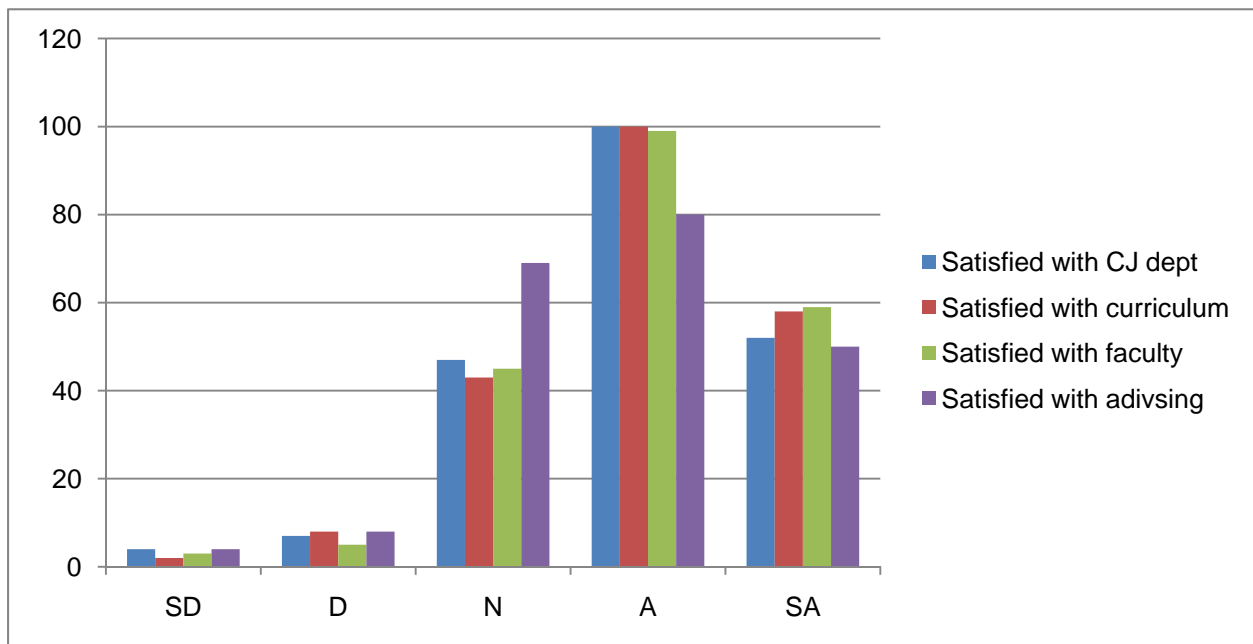
Figure 5. Verbal literacy



* SD: Strongly disagree, D: Disagree, N: Neutral or Don't know, A: Agree, and SA: Strongly agree

Figure 6 represents the results of the descriptive analyses of the students' levels of satisfaction with the CJ department. A small number of the students indicated that they were not satisfied with the CJ department. However, the majority of the students responded that they were satisfied with the overall CJ department, the curriculum, faculty, and academic advising. Surprisingly, compared to other items, the smaller number of students was satisfied with the academic advising provided by the department. Although the department eagerly invests its energy and resources in the academic advising, there seems to be rooms for improvement.

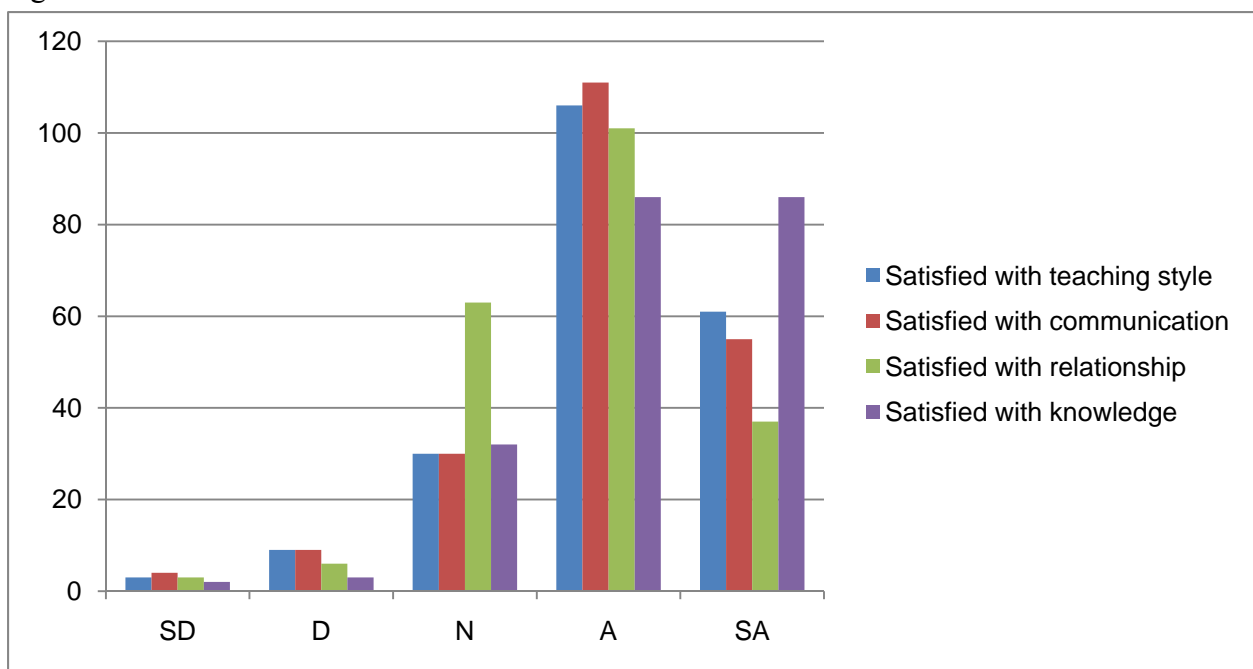
Figure 6. Satisfaction with CJ Department



* SD: Strongly disagree, D: Disagree, N: Neutral or Don't know, A: Agree, and SA: Strongly agree

Figure 7 shows the results of the descriptive analyses on what characteristics of the course instructor they were satisfied with. The greatest number of students indicated that they were very much satisfied with the high levels of knowledge that the CJ faculty members possessed. Other aspects of attractive characteristics that the CJ instructors possessed were teaching style, the levels of communication with the instructor, and a good relationship with the instructor.

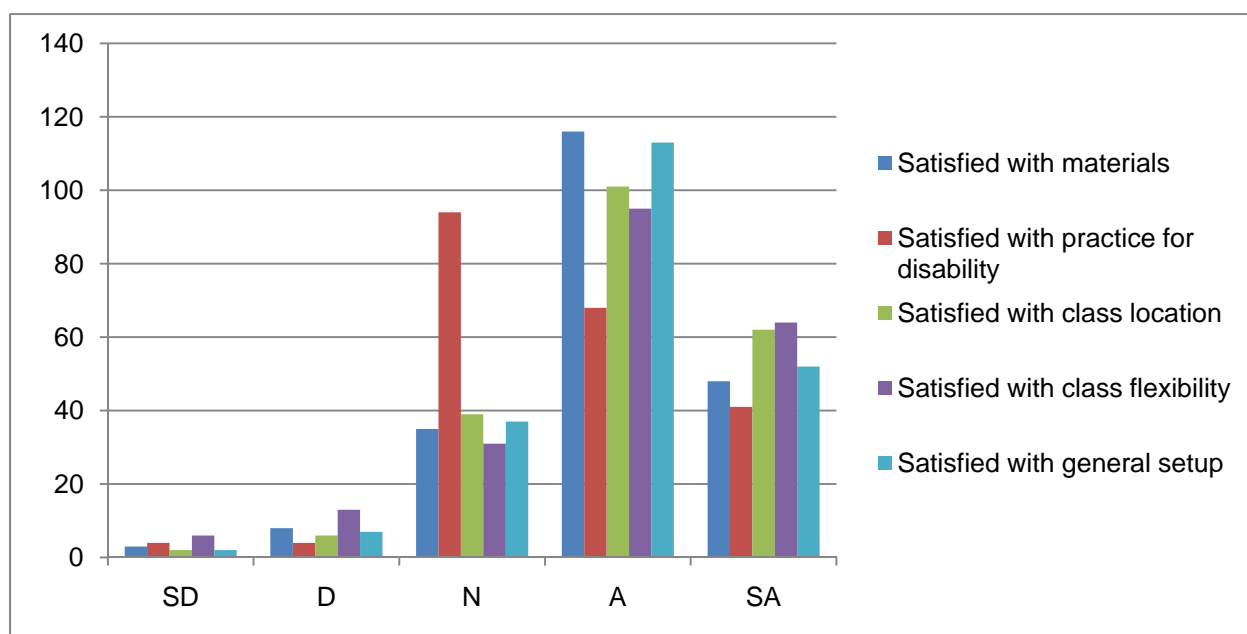
Figure 7. Satisfaction with Instructors



* SD: Strongly disagree, D: Disagree, N: Neutral or Don't know, A: Agree, and SA: Strongly agree

Finally, Figure 8 represents the results of the descriptive analyses of students' attitude towards general aspects of the course. Again, the majority of the students indicated that they were satisfied or very satisfied with the course in general. Overall, students were satisfied with the materials discussed in the class, the practice for disabilities, the flexible course schedule, and the general setup of the course (i.e., how the materials were presented to the class). Interestingly, some students were not sure about their satisfaction levels with the practice for disabilities. Thus, it would be beneficial for the department to make courses or classrooms more accessible locations for disability students.

Figure 8. Satisfaction with Course



* SD: Strongly disagree, D: Disagree, N: Neutral or Don't know, A: Agree, and SA: Strongly agree

B. Multivariate Analysis Results

Table 3 shows the results of the confirmatory factor analysis and the reliability results for the composite measures. Overall, the factors seem to be reliable in their measurement. It is worth noting that two factors (i.e., attitude towards the course (enthusiasm) and detrimental personal life for study) have slightly lower reliability scores (.526 and .577 respectively). However, the factor loadings look acceptable and stay within reasonable ranges, so the current items are utilized to create composite measures for the constructs. The items for a particular latent variable are combined into a corresponding factor within the SPSS program.

Table 3. Confirmatory Factor Analysis and Reliability Test Results (n-298)

	Loading	Alpha
Critical thinking		
Analytical skills	.820	
Understanding CJ cases	.827	.814
Knowing biases in CJ	.788	
Analyzing CJ cases in the media	.772	
Ethical and moral consciousness		
Understanding ethics in policing	.855	.807
Understanding ethics in court	.846	
Understanding ethics in corrections	.847	
Historical consciousness		
Understanding development of criminological theories	.741	
Understanding history of policing	.829	.799
Understanding history of court	.806	
Understanding history of corrections	.787	
International awareness		
Awareness of differences in policing across nations	.796	.730
Awareness of differences in court system across nations	.830	
Awareness of differences in corrections system across nations	.796	
Social and cultural awareness		
Identifying gender biases	.860	.801
Awareness of racial biases	.876	
Understanding socio-economic biases	.805	
Verbal literacy		
Outlining own research report	.732	
Finding appropriate scholarly sources	.815	.827
Writing a scholarly paper	.835	
Presenting scholarly report	.865	
Attitude towards the course (Enthusiasm)		
Levels of interest in the course	.817	.526
Levels of willingness to fulfill requirements of the course	.730	
Levels of necessity of taking this course	.648	
Detrimental personal life for study		.577

Personal problems (family, children, significant others)	.742	
Personal life (dating, partying)	.780	
Personal job (a full-time job or after-school job)	.697	
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Detrimental financial situation for study		
Financial situation distracts from devoting myself to the course	.954	.902
Difficulty in concentrating on study due to worries about money	.954	
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Satisfaction with CJ department		
Satisfied with overall CJ department	.866	
Satisfied with curriculum	.900	.863
Satisfied with faculty in the CJ department	.896	
Satisfied with academic advising	.714	
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Satisfaction with the CJ instructors		
Satisfied with the instructor's teaching style	.889	
Satisfied with the levels of communication with the instructor	.915	.888
Satisfied with the relationship with the instructor	.807	
Satisfied with the levels of knowledge the instructor has	.846	
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Satisfaction with the general aspects of the course		
Satisfied with the materials discussed in the course	.812	
Satisfied with the practice for disabilities	.691	.835
Satisfied with the class location	.805	
Satisfied with flexibility in the class schedule	.757	
Satisfied with the general setup (how the materials are presented)	.838	
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Table 4 summarizes the results from the multivariate regression of students' characteristics, attitudes towards the learning goals, and their detrimental factors to their study on the satisfaction with the CJ department, the instructors, and the course. Unlike the results from 2009 assessment (in which verbal literacy and student's enthusiasm were significant factors), it was found that students' attitude toward learning of critical thinking skills and historical consciousness were significant factors influencing their levels of satisfaction with CJ department. Particularly, the historical consciousness was the most important factor affecting the satisfaction ($\beta=.40$). Also, critical thinking skills was significantly and positively related with levels of satisfaction ($\beta=.29$). This might be partly because, during the early stage of the semester, students learn knowledge about CJ history and they become aware of many different ways of thinking skills that are used to be utilized in the field of CJ. This tendency might influence students' satisfaction with their learning opportunity provided by the CJ department.

Table 4. Multivariate Analysis Results (n=299)

	DV1†		DV2††		DV3†††	
	Beta	Std.error	Beta	Std.error	Beta	Std.error
Sex (Male=1)	-.02	.41	.03	.47	-.00	.49
Current job in CJ (Yes=1)	-.13	.52	-.12	.59	-.18*	.62
Future job in CJ (Yes=1)	.08	.47	-.02	.54	.04	.56
Course format (F2F=1)	.03	.45	.28***	.51	.03	.53
Grade	-.02	.32	.07	.36	.04	.38
Critical thinking	.29**	.10	.22*	.12	.22*	.12
Ethical/moral consciousness	-.12	.14	-.04	.16	.16	.17
Historical consciousness	.40***	.12	.22*	.14	.18	.14
International awareness	-.00	.12	-.10	.14	.13	.15
Social/cultural awareness	.11	.16	.21	.18	.05	.19
Verbal literacy	.02	.08	-.05	.09	-.05	.10
Enthusiasm for the course	.08	.10	.16	.12	.06	.12
Detrimental life	-.06	.09	-.03	.10	.01	.10
Detrimental finance	.06	.10	.11	.11	-.10	.12
Adjusted R ²	.398		.318		.346	

† DV1: Satisfaction with the CJ department

†† DV2: Satisfaction with the CJ instructors

††† DV3: Satisfaction with the general aspects of the course

* $p < .05$, ** $p < .01$, *** $p < .001$

Second, the students' levels of satisfaction with their CJ instructors were significantly influenced by three factors: course format, critical thinking skills they learned, and historical consciousness (In 2009, it was found that the two important factors affecting satisfaction with instructors were the learning goals of internal awareness and verbal literacy). The results indicate two important aspects of teaching and learning processes. First, students are more likely to satisfy with instructors when they have face-to-face interaction with instructors. Since the regression result showed ($\beta=.28$), students enrolled for a face-to-face course were more likely to report that they were satisfied with CJ instructors compared to those in online format course. Second, regarding the contents of what students learn from the courses, it is important to educate students on critical thinking skills and developmental history (or background information) of CJ systems.

Third, the students' levels of satisfaction with the general aspects of the course were significantly influenced by current job and critical thinking skills. However, it is worth noting that the current job related to CJ was significantly and negatively related with the satisfaction with the general aspect of the courses (such as materials, practice for disabilities, location of course and offices, course schedule, and general setup of courses, $\beta=-.18$). It might be partly because those who have jobs in the field of CJ were more likely to have troubles with the general aspects of courses because they have to juggle between work and education. The most important factor affecting the satisfaction with the general aspects of courses was students' attitude toward learning critical thinking skills ($\beta=.22$).

Overall, students' demographic characteristics, and students' personal issues (e.g., relational or financial problems) do not influence satisfaction levels in their program. Particularly, this study identified that students' attitude toward learning critical thinking skills was one of the most important factor affecting their satisfaction with learning experiences in the CJ department.

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

The findings from this assessment project in 2010 demonstrate that the department was successful at enhancing students' achievement of the learning goals. Particularly, the comparison between pre- and post-test scores indicated that on average students' academic achievement improved. The univariate descriptive analysis results showed that literally almost all students maintained positive perceptions with what they learned from the BA program. The results also demonstrate that, on average, the department is successful in educating students on what they are supposed to learn: critical thinking skills, ethical and moral consciousness, historical consciousness, and social and cultural awareness. The multivariate analysis results provide useful information to the department in that the department can focus on facilitating students' learning opportunity for developing critical thinking skills and providing more background information (such as historical knowledge) on the CJ increase (or at least maintain) students' levels of satisfaction with the department.

APPENDIX. CRJU DEPARTMENT ASSESSMENT SURVEY

CRJU Department Assessment Survey
Department of Criminal Justice
UALR

The faculty of the criminal justice department at the University of Arkansas at Little Rock recognizes the importance of making sure courses provides not only understanding of the criminal justice field, but valuable skills students need to succeed at school and/or work. We ask that you please provide your responses to help us to continue to provide high quality courses each semester.

Please note that this is an attitudinal survey, meaning that there is no right or wrong answer. Also note that this is an anonymous survey, meaning that this survey will not collect any identifiers so that no one can indentify you based on what you provide to us. This survey is also strictly based on your voluntarism, meaning that you are not coerced to participate in this survey. You can stop the survey, whenever you want to. However, your response will be very helpful for us to improve the quality of the core course. Your response should only take 10~20 minutes and your time is greatly appreciated.

Please contact Dr. Chang-Hun Lee if you have any questions or concerns about this survey.

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Instruction

Please mark the appropriate response option. Do not write your name, student number, or any other information that can be used to identify you. Several items ask you about class topics that have not been discussed yet since we are in the middle of the semester. In such cases, please provide your response based on your anticipation about how confident you are to obtain such knowledge and/or skills from the course.

CRJU Department Assessment Survey**Note: SD (Strongly Disagree), D (Disagree), N (Neutral or Don't know), A (Agree), SA (Strongly Agree)**

#	Items	SD	D	N	A	SA
Critical Thinking						
1	It is easier for me to understand high profile (or local cases) criminal justice cases, since this course offered analytical skills to understand criminal justice system.					
2	It is easier for me to make sense out of high profile (or local cases) criminal justice cases reported in media, since this course offered knowledge about the contemporary criminal justice system in America.					
3	Now I can easily think of any biases in the criminal justice system, since this course provided me opportunities to think about such problems existing in the current system.					
4	Now I can easily analyze and criticize high profile (or local cases) criminal justice cases reported in media, since I obtained knowledge and skills to do so from this course.					
Ethical and moral consciousness						
5	From this course, I obtained knowledge and further understanding about regulations and guidelines for professional police works, such as brutality and corruption.					
6	From this course, I obtained knowledge and further understanding about judge's discretion, its power, and its ethical dilemmas.					
7	From this course, I obtained knowledge and further understanding about ethical issues in correctional system, such as corruption and management.					
Historical consciousness						
8	Now I can more clearly understand origins of criminological theories, how theories developed, and what kind of criminological theories are available to explain criminal behaviors.					
9	Now I can more clearly understand origins of policing, how police system has developed from England and evolved in America.					

#	Items	SD	D	N	A	SA
10	Now I can more clearly understand common law, constitution, and how the court system evolved in America.					
11	Now I can more clearly understand where penitentiary system emerged from, and how it evolved into the contemporary correctional system.					
International awareness						
12	I heard about differences in policing style in different countries, and learned that police system has been evolved differently according to cultural settings.					
13	I now understand that same types of crime can be managed differently across different nations, since criminal justice system has developed based on cultural and social settings, such as police death squads in Rio de Janeiro to avenge the terrorist murder.					
14	I now know that criminal justice procedures can vary across the nations since it reflects complex social structure and necessity.					
Social and cultural awareness						
15	Now I can more easily identify gender biases existing in contemporary criminal justice system in America.					
16	Now I am more clearly aware of possible racial bias and its potential outcomes in the contemporary criminal justice system in America.					
17	Now I can more clearly understand potential socio-economic biases in the contemporary criminal justice system in America.					
Verbal literacy						
18	I had an opportunity to write a research paper, and I learned how to outline my own research report from this course.					
19	Now I know how to find scholarly sources for my project in on- or off-line.					
20	I believe I can write a scholarly paper now.					
21	I obtained appropriate skills to effectively present my report to others.					
Satisfaction Survey – Attitude towards CJ department						
22	I am very satisfied with the criminal justice department.					

#	Items	SD	D	N	A	SA
23	I am very satisfied with the curriculum provided by the criminal justice department.					
24	I am very satisfied with the quality of faculty in the criminal justice department.					
25	I am very satisfied with the academic advising by the criminal justice department.					
Satisfaction Survey – Attitude towards instructors						
26	I am very satisfied with how the instructor presents the materials to the class (teaching style).					
27	I am very satisfied with levels of communication with the instructor.					
28	I believe I maintain a good relationship with the instructor.					
29	I am very satisfied with the fact that the instructor is very much knowledgeable about criminal justice and criminology.					
Satisfaction Survey – General aspect of the course						
30	I am very satisfied with content materials of the course.					
31	I am very satisfied with the practice for disabilities.					
32	I am very satisfied with location of course and offices.					
33	I am very satisfied with flexibility of course time offerings.					
34	I am very satisfied with how the course materials were presented (general setup).					
Attitude towards the Course						
35	What is your level of interest in this course? (From 1 – 10, 1 being not interested, 10 being very interested)	()				
36	What is your level of willingness to fulfill requirements in this course? (From 1 – 10, 1 being not willing, 10 being very willing)	()				
37	What is your level of necessity of taking this course for your career? (From 1 – 10, 1 being no need, 10 being required)	()				
Detrimental Factors – Personal life						
38	My personal problems (Family, children, or significant others) greatly reduce amount of work that I am supposed to do for this course.	SD	D	N	A	SA

#	Items	SD	D	N	A	SA
39	My personal life (party, or dating) greatly reduces amount of work that I am supposed to do for this course.					
40	My job (a full-time job or after-school job) greatly reduces amount of work that I am supposed to do for this course.					
Detrimental Factors – Financial situation						
41	My financial situation distracts me from devoting myself into the course.					
42	I worry a lot about money so that I cannot fully concentrate on studying.					
Demographic Information						
43	What is your sex?	Male ()		Female ()		
44	What is your age?	I am ()-year-old.				
45	What is your marital status?	() Single () Married () Divorced () Separated () Other				
46	What is your annual income?	About (\$.00)				
47	What is your current job? (write the number for the corresponding jobs from the below)	()				
1	Student	Full time (no occupation rather than being a student)				
2	House wife	House wife + student				
3	Skilled worker, wage worker	Group 1	Janitor, Daily Workers (e.g., construction worker), Handyman			
4		Group 2	Carpenter, Cook, Employed Farmer, Hair-stylist, Store Clerk			
5		Group 3	Self-employed Farmer, Skilled industrial worker, Taxi or bus driver			
6	Self-employer	Owner of wholesale / retail store, Owner of restaurant, Self-employed taxi driver				
7	White-collar worker	Businessman, Teller, Low-ranked government officials (such as police line officer), Elementary school teacher				
8	Manager	Middle or high school teachers, Nurse, High skill industrial worker, Small company owner, Managers in company, Middle-ranked government officials, Owner of Farm				
9	Professional	Medical doctor, Judge, Prosecutor, Defense attorney, Professor, Owner of big company, Minister, Artist, High-ranked government officials				

48	Is your current job related criminal justice system? (If you are a full-time student without other occupation, skip this item)	Yes ()	No ()
49	Do you want to have a job which is related to criminal justice?	Yes ()	No ()
50	Is your major criminal justice?	Yes ()	No ()
51	Are you currently taking on-line section of this course?	Yes ()	No ()
52	What is the format of the course?	Face to Face ()	Online ()
53	Are you a transferred student?	Yes ()	No ()
54	What year are you in?	() Freshman () Sophomore () Junior () Senior () Other	
55	Is this course required for your degree fulfillment?	Yes ()	No ()
56	What is your GPA?	GPA ()	
57	What is your up-to-date grade from this course? (Circle one)	A B C D F	
58	What is your anticipated grade from this course? (Circle one)	A B C D F	
59	What is the course you are taking currently?	() CRJU 2300 () CRJU 3304 () CRJU 4300 () CRJU 7320 () CRJU 7322	
60	What program are you in currently?	() AA () BA () MA () MS	

***** Thank you for your participation *****