

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
for Academic Programs**

Program: Bachelor of Science in Criminal Justice

Assessment Period Covered: January 1, 2009 to January 31, 2010

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Reviewed by Chair: Name _____ Date _____

Reviewed by Dean: Name _____ Date _____

The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program Mission

The Bachelor of Science in Criminal Justice is a traditional liberal arts degree designed to provide a sound undergraduate education that helps students think analytically and critically as well as to communicate effectively. Additionally, the degree is designed to provide a foundation for graduate school and/or employment. As such, the program specifically aims to (1) provide students with historical and contemporary issues in crime and justice as well as related topics in criminology; (2) help students develop critical thinking and analytic skills in addition to writing skills; and (3) ensure that students receive foundational knowledge for future studies and/or employment.

Provide summary of the last cycle's use of results and changes implemented

The senior capstone course (CRIJ 4321) served as the primary tool for assessing students' writing skills. The faculty was pleased with this initiative and agreed to continue using the capstone course to assess student writing.

Selected list of program-level intended student learning outcomes (*It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate*).

1. Students will demonstrate professional writing in the field of criminal justice by submitting a written and original research paper using relevant scholarly peer-reviewed articles to develop an understanding of theoretical concepts related to contemporary criminal justice issues.
2. Students will identify and explain the nature of key contemporary issues in the field of Criminal Justice by systematically analyzing core topical areas in policing, the courts, corrections, criminology, and/or research methods.
3. Students will demonstrate an understanding of expectations for Criminal Justice professionals by critically analyzing their internship environment and providing a written and original research paper that synthesizes their practical experience with their understanding of core concepts in the field of criminal justice.

Section I: Planning and Implementation

Outcome(s)

Identify the outcome(s) that will be focused upon this year.

Students will demonstrate professional writing in the field of criminal justice through submission of a research paper in CRIJ 4321 (Senior Capstone).

Please indicate if the outcome(s) is (are) related to writing (QEP). Yes.

Methods of assessment to be used: *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

The Criminal Justice writing rubric will be used to evaluate student performance (see attached rubric).

Indicate when assessment(s) will take place.

December 2009 and Spring 2010.

Criteria/Benchmark(s): *[Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection.]*

All students should score a 70 or better on the research paper (scale based on writing rubric, see attachment).

Section II: Analysis of Results

What were the results attained?

Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.

A total of 34 students were enrolled in the class. Thirty students scored a 70 or above (based on the writing rubric attached) on their terminal writing essay—16 students scored a 90 or above, 8 students scored a 80-89, and 6 students scored 70-79. Students whose scores were 70 or above mastered skills such as: focusing on the main idea of their paper, proper organization of information, adequate development of main issues, proper sentence style and structure, good grammar and mechanics, and incorporating current research into their essay. Students whose scores were below 70 had difficulty with the above skills. Mainly, they had difficulty with the development of their main idea.

What were the conclusions reached?

Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found on the Project Integrate web page at <http://www.tamui.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to assessment@tamui.edu.

Most students who enrolled in the class mastered skills such as: focusing on the main idea of their paper, proper organization of information, adequate development of main issues, proper sentence style and structure, good grammar and mechanics, and incorporating current research into their essay.

Describe the action plan formulated. (The plan may be multi-year in nature.)

Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.

The procedure used for reaching the conclusions was based on an assessment of their writing using the attached rubric which assesses skills such as focusing on the main idea of their paper, proper organization of information, adequate development of main issues, proper sentence style and structure, good grammar and mechanics, and incorporating current research into their essay. The instructor for the Capstone course was the only individual to assess the students' essays. Discussion with CRIJ faculty will be held to determine if the program should incorporate team-grading and/or a plan for multiple graders of student papers.

Section III: Resources

Resource(s) to implement action plan:

Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.

Funding

- New Resources Required
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)

n/a

Identify proposed outcomes for the next assessment cycle:

Continuation of present outcome(s) – (Indicate reason for continuation):

Enter text here

New Outcome(s) – (List outcomes below):

Enter text here

Modification of present outcome(s) – (Indicate reason for modification):

Enter text here

Date Completed: March 12, 2010

Submit completed form to integrate@tamiu.edu.

Updated 09/03/2009

Senior Seminar Writing Rubric/ Total 100 Points

	Excellent	Above Average	Average	Insufficient
Thesis Focus	Clearly addressed thesis statement. Statement <i>well</i> developed throughout paper (18-20 Points)	Clearly addressed thesis statement. Statement developed throughout paper with few errors. (16-17 Points)	Thesis statement addressed. Adequate development of statement with few errors. (14-15 Points)	Thesis statement not addressed. Little/no development of thesis. (0-13 Points)
Overall Writing Quality	Strong writing ability. Few, if any grammatical errors. Sentence structure is sophisticated, effective, and free of errors (e.g. fragments, run-ons, and comma splices). Paragraphs are of	Above average writing ability with few grammatical errors. Sentence structure is sophisticated but contains few errors. Most paragraphs are appropriate in length, content, and detail.	Average writing ability. Includes several grammatical errors. Sentence structure is simple and contains errors. Paragraphs are too long/too short and do not consistently contain appropriate	Weak writing quality/ability. Major grammatical errors. Sentence structure weak. Widespread errors. Paragraphs are too long/too short and contain irrelevant content. No transitions

	appropriate length, content, and detail. Transitions are provided from one paragraph to another. Content is not obscured by grammatical errors. (18-20 Points)	Transitions are provided but may not be consistent. Content is not obscured by grammatical errors. (16-17 Points)	content. Transitions not consistently provided and grammatical errors impact the ability to comprehend content. (14-15 Points)	are provided and grammatical errors seriously impact the ability to comprehend content. (0-13 Points)
Organization & Development	Organization and development of content is logical. The paper is well structured and contains an introductory paragraph, several body paragraphs, and a conclusion. Paragraphs are effectively developed with thesis well discussed. (18-20 Points)	Organization and development of content is logical with minimal errors. The paper is structured and contains an introductory paragraph, several body paragraphs, and a conclusion. Paragraphs are developed with thesis discussed. (16-17 Points)	Organization and development of content is adequate. The paper has few problems with structure. The paper contains an introductory paragraph but lacks enough body paragraphs and a well developed conclusion. (14-15 Points)	Organization and development of content is insufficient. The paper lacks an introductory paragraph, body paragraphs, or a conclusion. (0-13 Points)
Research	Included information from peer-reviewed articles. Information is relevant and used appropriately. Findings from research clearly included and discussed. (18-20 Points)	Included information from peer-reviewed articles. Information is relevant and used appropriately. Findings of research not thoroughly included or discussed. (16-17 Points)	Fails to include information from required number of peer-reviewed articles. Results of research not included. (14-15 Points)	Fails to include information from peer-reviewed articles. Findings of research not included. (0-13 Points)
APA Format	Reference page included. In text citations are provided according to the standards of the APA 5 th edition. Each citation that is included in text also appears in reference page. (18-20 Points)	Reference page included. In text citations are provided using APA 5 th edition with few errors. Each citation included in text also appears on the reference page but with few errors. (16-17 Points)	Reference page included with few errors. In text citations may be provided but not according to the standards of APA 5 th edition. (14-15 Points)	Reference page not included. In text citations may be provided but are not consistent with APA 5 th edition. (0-13 Points)