

Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
(Transition Period)

Date Submitted August 31, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit Bachelor of Science in Criminal Justice

Person Preparing Review John Kilburn / Dean Champion

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

Due to the lower than expected scores on the ACAT exam, we are developing a comprehensive Senior Seminar course that will serve the functions of a writing assessment course as well as a review course for the ACAT exam. Students will review writing skills while going through a comprehensive overview of the sub-fields in Criminal Justice. We are benefitting from faculty re-allocation and the nature of new hires teaching a larger course load (3-4 instead of 3-3) to offer more sections of a course and reduce the course size.

Provide summary of budget decisions and their impact on your program/division.

One faculty line that taught Sociology exclusively will teach courses in both Sociology and criminal Justice. The replacement faculty positions will be teaching more 7 courses per year instead of 6. This will allow us to offer fewer adjunct taught courses and reduce class size by offering more sections of required courses.

Section I: Planning and Implementation

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/Administrative/Educational Support Unit Mission

This program addresses the College (COAS) goal of preparing students for a variety of professions and roles by providing a broad-based liberal arts education. The Criminal Justice curriculum teaches current and relevant material and that facilitates employment in a high-demand field.

Identify outcomes and relationship to Strategic Plan

Outcome 1

We expect a significant increase in the categorical performance for all TAMU Criminal Justice students taking the ACAT exam. Scores should rise to at least the 50th percentile in each sub-field of criminal justice.

Identify Strategic Plan Goal related to Outcome 1

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs. Students completing the program will demonstrate their advanced knowledge of the core ideas in the field of Criminal Justice.

Methods of assessment

Graduating seniors took a standardized criminal justice examination that measures their basic understanding of the field of Criminal Justice.

Frequency of administration

Each Spring

Criteria/Benchmark

The students will be judged based on their scores relative to other students across the nation. Our goal is to reach the 50th percentile in all categories.

Outcome 2

Graduates at the baccalaureate level will be prepared to perform to the satisfaction of employers in Criminal Justice jobs.

Identify Strategic Plan Goal related to Outcome 2

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Methods of assessment

Students are required to take part in an internship program during their senior year, working in a public agency related to Criminal Justice. Evaluations by external internship managers will rate the level of performance of each intern.

Frequency of administration

Every Spring semester

Criteria/Benchmark

At least 80 percent of the interns will be rated excellent or good by the internship manager.

Outcome 3

Graduates of our program will be prepared for graduate study.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs

Methods of assessment

We have started keeping records on acceptance rates in post-baccalaureate programs. We are continuing data gathering and attempting to improve contact with program alumni.

Frequency of administration

Fall survey of recent graduates.

Criteria/Benchmark

We are currently gathering baseline and historical data to set a benchmark that we will attempt to improve on.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

Fall 2004

Outcome 2

December 2004

Outcome 3

Ongoing project

What were the results attained (raw data)?

Outcome 1

Scores for the ACAT were divided into nine parts, including correction processes (25%), criminal justice systems (26%), criminal law (18%), criminology (35%), juvenile justice (21%), law enforcement (5%), legal aspects (8%), research methods (8%), and administration (6%).

These scores may reflect program weaknesses. Comparatively, the strongest areas were criminology, criminal justice systems, correction processes, and juvenile justice, while the weaker areas were criminal law, legal aspects, research methods, and administration.

Overall performance for the 7 students was 25%. Compared with Fall 2003, these students didn't do as well, as the Fall 2003 students averaged 70% overall on the ACAT (N = 18).

Outcome 2

100 percent of all interns for December 2004 were rated excellent or good by their internship program manager.

Outcome 3

Because the Fall semester has not yet begun, we do not have complete data. However, four recent graduates have gained full admission into TAMIU's MSCJ program. Other students are enrolled in graduate course work but are not fully admitted into the program. Another recent Criminal Justice graduate is enrolled in a Sociology Master's program.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Dean Champion

Outcome 2

Dr. Dean Champion

Outcome 3

Dr. Dean Champion, Professor Claudia San Miguel, and Dr. John Kilburn

When were the results and analysis shared with the department chair/director? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template)

The results were discussed in an April 6, 2005 meeting with chair and Criminal Justice faculty. No meeting minutes are available. We will make every effort to improve the structure of our meetings along with recording the information discussed.

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Yes, all are on file.

What changes, if any, based on the data have been recommended?

Outcome 1

We are developing a Capstone Course to address subject review of the relevant testing areas in Criminal Justice.

Outcome 2

While we are generally pleased with the response to our interns, we are building relationships with other agencies that may challenge our interns more and offer them more responsibility.

Outcome 3

No formal program action at the present time. There has been significant development in the Criminal Justice Club raising money to fund students' attendance at professional meetings.

Section III: Programmatic Review

What are the implications of the recommended changes?

The Criminal Justice program continues to have a large enrollment. We will continue to ask for more faculty lines and work on developing student research and writing skills. We will also search for the most challenging internship settings. These initiatives will help the students' levels of employability and readiness for graduate school.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input checked="" type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input checked="" type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/ procedure change only
		<input type="checkbox"/> Other:

Narrative description and justification for request including related strategy

(Attach Budget Request 'Form B' and/or 'Form C')

We are requesting one additional faculty line to reduce our course sizes and offer more personal contact in monitoring our students' progress.

What is the impact of budget decisions on program/division?

More faculty lines will reduce class size so that more feedback can be given in student writing. An additional faculty member will also serve as an additional mentor or research resource for our students.

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of previous outcome(s) - (Indicate reason for continuation): We will have completed our first offering of the Capstone course. We will evaluate the effect of the course on student ACAT scores. We will evaluate the quality of our students' internship experience. We will have more data on our students' pursuit of graduate studies.
New Outcome(s) – (List outcomes below): We will assess the quality of our students' writing in the Senior Seminar /Capstone course.
Reason for changing outcome(s) – (How have the data gathered from current assessments influenced the change in outcomes?): University issues like the ending of the traditional University Writing Exam creates an opportunity for our faculty to supervise the writing skill development of our majors. We are taking advantage of the new course to gather more information about our students.