

Texas A&M International University

Annual Institutional Effectiveness Review (AIER)

Date Submitted January 30, 2007

Assessment Period Covered (2006)

Academic Program/AES Unit Bachelor of Science in Criminal Justice

Person(s) Preparing Review John Kilburn & Claudia San Miguel

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

With the implementation of the TAMIU QEP, we have implemented a writing-intensive capstone course (CRIJ 4321). This course will serve as our primary tool for assessing student writing development. The ACAT exam is one of the primary instruments for assessing knowledge. Because in the past, this exam was administered outside of class time to volunteers, our sample was not representative of our students. After reviewing the questions from the ACAT, our faculty decided that this test did not measure what we actually wanted to teach. We will now develop a departmentally generated comprehensive exam that will be administered in the CRIJ 4321 Proseminar course. We plan to make this the required Senior Capstone course for all graduating students. Our internship course will now be offered in both the Fall and Spring semesters. The goal is to provide smaller class sizes so that the class instructor may offer more personalized supervision with the interns and their placements.

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 or 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. Provide a curriculum that teaches current and relevant Criminal Justice material and that facilitates employment in a high-demand field.

Identify outcomes and the relationship to Strategic Plan

Outcome 1

Is this outcome related to writing (QEP)?

Students will demonstrate professional writing in the field of criminal justice.

Identify Strategic Plan Goal related to Outcome 1

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 1

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

Program faculty assessment of student senior research papers in CRIJ 4321.

Indicate when assessment will take place

Fall

Criteria/Benchmark

Students will apply theoretical concepts to one specific contemporary criminal justice issue.

Outcome 2

Is this outcome related to writing (QEP)?

Students will identify and explain the nature of key contemporary issues in the fields of Criminal Justice.

Identify Strategic Plan Goal related to Outcome 2

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 2

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

Program faculty will develop a comprehensive exam for senior students.

Indicate when assessment will take place

Spring

Criteria/Benchmark

Students will demonstrate an understanding of basic knowledge in each of the fields of Theory, Research Methods, Courts and Criminal Procedure, Policing, and Corrections.

Outcome 3

Is this outcome related to writing (QEP)?

To demonstrate an understanding of expectations for Criminal Justice professionals.

Identify Strategic Plan Goal related to Outcome 3

Goal 1 Academics

Identify Strategic Plan Objective related to Outcome 3

1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

Identify methods of assessment to be used

Student papers in their internship class critically evaluating their role in their placement.

Indicate when assessment will take place

Fall

Criteria/Benchmark

This paper will describe how the application of these basic criminal justice concepts may be related to expectations as a practicing professional.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

December, 2006 and January, 2007

Outcome 2

December, 2006 and January, 2007

Outcome 3

December, 2006 and January, 2007

What were the results attained (raw data)?

Outcome 1

Perfect score was 100 (see rubric for details). Seven papers were reviewed. None were rated 90 or above, one student scored in the 80-89 range, five students scored 70-79, one student scored 60-69, and no student scored below 60.

Outcome 2

Out of 10, average score was 7.3 for Police, 6.9 for Courts, 7.4 for Corrections, 5.8 for Research Methods, 6.9 for Criminology, and 6.9 for Fundamentals of Criminal Law.

Outcome 3

Seventeen internship papers were reviewed. All papers offered an application of theoretical concepts in criminal justice to practical knowledge and skills used by professionals in the field.

Who (specify names) conducted analysis of data?

Outcome 1

Claudia San Miguel; consultation with Dean Champion, Durant Frantzen, and John Kilburn

Outcome 2

Claudia San Miguel

Outcome 3

Claudia San Miguel; consultation with Dean Champion, Durant Frantzen, and John Kilburn

When were the results and analysis shared and with whom (department chair, supervisor, staff, external stakeholders)? Submit minutes with data analysis to assessment@tamiu.edu (Please use Minutes Template located on the [Project INTEGRATE](#) web page.)

Enter text here

NOTE: Submit all assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) to the Office of Institutional Effectiveness and Planning.

Use of Results: Indicate whether criteria were met/not met and what changes, if any, have been identified based on the data collected?

Outcome 1

Met Not Met

Provide narrative: All students received at least a passing grade on the senior paper (60+). While we are not at the ideal level for student achievement, we are generally pleased with the construction of the rubric and the way the course is offered. Among central concerns are the development of a solid thesis in the paper, followed by use of the correct APA format. The strengths were primarily related to the organization of papers.

Outcome 2

Met Not Met

Provide narrative: The exam consisted of questions in the field of Policing, Courts, Corrections, Research Methods, Criminology, and the Fundamentals of Criminal Law. On average, test scores were at an acceptable-low range. The lowest score was for Research Methods (5.8). This low score may be due to a number of factors, though the most obvious is that we offer only one course in Research Methods and several courses in the sub-fields.

Outcome 3

Met Not Met

Provide narrative: The papers were reviewed and considered to be passing quality.

How have these data-based changes improved your program/unit?

Outcome #1: Our general consensus is that student writing in Criminal Justice is improving. We plan to continue offering the CRIJ 4321 course. Outcome #2: We are considering offering Research Methods as a two-part class. Part one will discuss basic concepts in research while part two will apply these concepts. We have designated our current Research Methods course as writing intensive and are hoping to limit class size so that more attention may be given to student's work in this class. Outcome # 3: No significant changes expected to the internship program.

Section III: Programmatic Review

Are resources affected by the changes identified in Section II? Yes No

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

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input 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: Enter text here

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

Enter text here

Identify proposed outcomes for the next assessment cycle:
Continuation of present outcome(s) – (Indicate reason for continuation): We plan to continue studying the same outcomes. Our department goals have not changed and we want to maintain a sense of continuity, as well as compare progress to baseline scores.
New Outcome(s) – (List outcomes below): Enter text here
Modification of present outcome(s) – (Indicate reason for modification): Enter text here

**** This section to be completed by dean/director/vice-president ****

Are resources requested a priority for the academic program/AES unit?

Yes No

Comments:

Enter text here

If funding, physical or other resources were requested, what is the impact of the budget decisions on the academic program/AES unit?

Enter text here